

CHAPTER 8700

BOARD OF TEACHING

LICENSURE

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8700.0200 REQUIREMENTS FOR THE ISSUANCE AND RENEWAL OF ALL LICENSES.

Subpart 1. In general. Licenses to teach in Minnesota shall be granted to persons who otherwise meet all requirements of applicable statutes and rules and who complete approved programs leading to teacher licensure in Minnesota institutions which are approved by the Board of Teaching to prepare persons for teacher licensure.

An applicant must qualify separately for each licensure area for which application is made and provide evidence of satisfactory completion of a program in such licensure area which has been approved by the Board of Teaching.

Subp. 2. Initial license; entrance license. The initial license which shall be issued in any licensure area is an entrance license, valid for two years.

There are three exceptions to the requirement that the initial license which shall be issued in any licensure area must be an entrance license. For these three exceptions, a continuing license for each licensure area shall be granted to:

A. an applicant who holds a life or continuing license as a secondary school classroom teacher who subsequently completes an approved program in an additional classroom teaching licensure area at the secondary school level;

B. an applicant who holds a life or continuing license as an elementary school classroom teacher or a secondary school classroom teacher who completes an approved program as a middle school classroom teacher in the same licensure area or in a different licensure area; and

C. an applicant who holds a life or continuing license to teach who completes an approved program in an additional licensure area for which the licensure rule specifies that the applicant must hold a license to teach as a requirement for the issuance of the additional license.

When one year of teaching experience is not completed prior to the expiration of an entrance license, another entrance license in that licensure area shall be issued upon application. If an entrance license in any licensure area is allowed to lapse, it shall be renewed, upon application, until the applicant has had one year of teaching experience in that licensure area after which time an applicant must qualify for a continuing license.

Subp. 3. Continuing license. A continuing license, valid for five years, shall be issued to an applicant who has completed at least one year of teaching experience in a licensure area while holding an entrance license, as verified by the local continuing education committee. When a licensure area is added to a continuing license already in force, the expiration date becomes that already established for the continuing license in force.

Any person who applies for the renewal of a continuing license who has not at any time during the five-year period immediately preceding been employed in the licensure area for which the license is valid shall furnish evidence of having been granted 120 renewal units as verified by the local continuing education committee.

If a continuing license in any area is allowed to lapse, one of the following shall be issued:

A. a continuing license based upon verification by a local continuing education committee that the applicant has been granted 120 renewal units, during the five-year period immediately preceding the application;

B. a continuing license based upon evidence that the applicant earned at least 12 quarter or eight semester hours of credit, in the licensure area where application is being made, during the five-year period immediately preceding the application; or

C. a one-year renewal of the lapsed continuing license based upon evidence that the applicant has been offered a position contingent upon holding a valid license. In order to qualify for a continuing license at the end of one year, the applicant shall provide evidence that at least 12 quarter or eight semester hours of credit have been earned in the licensure area where application is being made during the five-year period immediately preceding the date of application for the continuing license.

Continuing licenses, valid for five years, shall be renewed upon application according to the rules of the Board of Teaching pertaining to continuing education.

Statutory Authority: *MS s 125.05; 125.185*

8700.0210 EXAMINATIONS FOR TEACHER LICENSES.

Subpart 1. Examination requirement. Effective April 4, 1988, an applicant described in Minnesota Statutes, section 125.03, subdivision 5 for an initial license, shall provide official evidence of having successfully completed examinations of skills in reading, writing, and mathematics before being issued an initial Minnesota teaching license. The examinations must have been adopted by the Board of Teaching.

Subp. 2. Selection and adoption. The Board of Teaching shall solicit proposals for the development, validation, and implementation of a statewide examination system. The Board of Teaching shall select the proposal of a party whose understanding of the project, statement of work to be performed, management plan, staffing, and related experience demonstrate the ability to develop, validate, and implement a statewide examination system and to conduct subsequent administrations of the adopted examinations. The Board of Teaching shall adopt examinations that have been validated by another state or reputable national testing organization and field tested in Minnesota.

Subp. 3. Requirement. To meet the requirement of subpart 1, an applicant shall achieve a minimum passing score on each of the examinations adopted by the Board of Teaching. The Board of Teaching shall determine minimum passing scores based on validation for use in Minnesota of the examinations adopted by the board.

Subp. 4. Notification. Minimum passing scores applicants must achieve on the examinations and the identification of the examinations adopted shall be

published in the State Register within 60 days of adoption by the Board of Teaching. Before July 2 of each calendar year, the Board of Teaching shall notify the colleges and universities approved by the board to prepare persons for teacher licensure of the minimum passing score applicants must achieve on the examinations and which examinations are adopted under subpart 2.

Subp. 5. Licensure recommendation. In recommending candidates for licensure, Minnesota colleges and universities shall attest that license requirements have been met, including successful completion of the requirement in subpart 3.

Subp. 6. Administration, scoring, and reporting. Administration, scoring, and reporting of examinations shall be conducted by the party whose examinations have been adopted by the Board of Teaching. Applicants may take the examinations on any of the dates that are established by the party for national administration or on dates established by the Board of Teaching for special administration. Examinations shall be administered at least four times a year in Minnesota. It is the responsibility of the applicant to be informed about the dates and locations of the examinations and to apply for the appropriate examinations. Registration procedures are governed by the party whose examinations have been adopted. Examinees must authorize the forwarding of their scores to the institutions they attend and to the Board of Teaching. The scores as forwarded are the official evidence required in this part.

Subp. 7. Fees. Candidates for licenses shall pay the examination fee approved by the Board of Teaching for the examinations they take. The fee may not exceed \$50.

Subp. 8. Admission to upper division or graduate coursework. Candidates for an initial license shall provide official evidence to the institutions they attend of having taken the examinations adopted in subpart 2 before enrolling in upper division coursework in the professional education sequence. Candidates for an initial license who have a baccalaureate degree shall provide official evidence to the institutions they attend of having taken the examinations adopted in subpart 2 before enrolling in coursework in the professional education sequence. Candidates who fail to achieve the minimum passing score on one or more of the examinations may enroll in upper division or graduate coursework in the professional education sequence; however, candidates must achieve the passing scores established in subpart 3 before recommendation for an initial teaching license. Colleges and universities must provide candidates who fail the examinations access to opportunities to enhance their skills.

Subp. 9. Candidates already enrolled in education sequences. Candidates who have been enrolled in upper division or graduate coursework before April 4, 1988, shall provide official evidence of successful completion of the examinations adopted in subpart 2 before licensure recommendation.

Subp. 10. Retesting procedures. Examinees who fail to achieve at least the minimum score on one or more of the examinations are permitted to retake the examination or examinations for which the minimum score was not achieved under this part. No minimum waiting time is required.

Subp. 11. Applicants prepared in other states. Applicants for Minnesota licensure who are prepared in other states who otherwise meet the applicable statutes and rules shall be granted a one-year nonrenewable provisional license, during which time the applicant must provide official evidence of successful completion of the requirements of this part. Applicants prepared in other states who provide evidence of meeting requirements for initial Minnesota licensure shall be granted an entrance license.

Subp. 12. Review and modification. The Board of Teaching shall periodically review the examination system to determine whether the system meets the requirements of this part. Modifications by the Board of Teaching in the adoption of examinations or the minimum passing scores shall be published in the State

Register. The modifications are effective for administration of the examinations 30 days after publication.

Statutory Authority: *MS s 125.05 subd 1,6; 125.185 subd 4*

History: *11 SR 1793*

8700.0300 SUBSTITUTE TEACHERS.

Subpart 1. Long call teacher. A long call substitute teacher is one who teaches for 15 or more consecutive days in a single classroom or teaching assignment. Long call substitute teachers shall hold an entrance or continuing license to teach for each licensure area taught.

Subp. 2. Short call teacher. Short call substitute licenses to teach, valid for five years, shall be issued to a previously licensed applicant which shall authorize teaching on a day-to-day basis not to exceed 15 consecutive days in a single classroom or teaching assignment. A short call substitute license may be renewed upon application.

Statutory Authority: *MS s 125.05; 125.185*

8700.0400 PROCEDURES FOR THE ISSUANCE OF LIFE LICENSES.

Any teacher currently holding a valid license to teach granted by the Board of Teaching having a minimum of five years teaching experience in Minnesota, who was actually employed as a classroom teacher or other similar professional employee on a regular contract in any one of three years immediately preceding July 1, 1969, may apply for and receive a life license for those grades, subjects, and fields for which Minnesota licensure was held prior to July 1, 1969, upon payment of a processing fee of \$35. The application period to apply for a life license according to the provisions of this rule shall expire July 1, 1982. The application shall be in writing on a life license application form addressed to: Minnesota State Department of Education, Personnel Licensing Section, Sixth Floor, Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota 55101.

Life license application forms may be obtained from: Minnesota State Department of Education, Personnel Licensing Section, Sixth Floor, Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota 55101, (612) 296-2046.

Statutory Authority: *MS s 125.185; L 1983 c 314 art 7 s 46*

NOTE: According to Laws of Minnesota 1983, the Board of Teaching shall extend the time period to apply for a life license from July 1, 1982 to January 1, 1984. See also, Minnesota Statutes 1984, section 125.185, subdivision 4.

8700.0500 ISSUANCE, RENEWAL, AND VALIDITY OF ALL LICENSES.

All licenses to teach shall be issued and/or renewed in accordance with Minnesota Statutes, section 125.05 and criteria established in rules of the Board of Teaching and shall be valid for the period of time specified in rules of the Board of Teaching:

- A. limited license, valid for one year;
- B. entrance license, valid for two years; and
- C. continuing license, valid for five years.

All licenses to teach shall bear the date of issue and the date of expiration and may be renewed on or before July 1 in the year of expiration.

After July 1 in the year of expiration, all licenses to teach not renewed shall be deemed expired and no longer valid for teaching.

Statutory Authority: *MS s 125.05; 125.08; 125.185*

8700.0501 PROCEDURES FOR VOLUNTARY SURRENDER OF TEACHING LICENSES.

Subpart 1. Materials required to surrender license. A person holding a teaching license granted by the Board of Teaching may voluntarily surrender the license by submitting to the executive secretary of the Board of Teaching the following:

A. a written request to surrender which specifies the teaching license or licenses to be surrendered;

B. the applicant copy of the teaching license;

C. the school district copy of the license, together with a written statement that the employing school superintendent has been notified that the school district copy of the license has been removed from the school district files; and

D. the required processing fee set forth in part 8700.0600.

Subp. 2. Surrender date. When the executive secretary receives the materials listed in subpart 1 by January 1, the date of surrender is July 1 of that year. When the materials are received after January 1, the date of surrender is July 1 of the following calendar year.

Subp. 3. When surrender is prohibited. A person may not voluntarily surrender a license if any of the following exists:

A. the school board has commenced proceedings to terminate the continuing contract, pursuant to Minnesota Statutes, section 125.12, subdivision 6 or 8, or 125.17, subdivision 4;

B. the Board of Teaching has commenced proceedings to suspend or revoke the license pursuant to Minnesota Statutes, sections 125.09 and 214.10 or part 8700.7500; or

C. any educational agency or board has commenced proceedings which could result in alteration of the status of the teaching license due to the person's conduct.

Subp. 4. Entrance license after surrender. A person whose Minnesota teaching license has been voluntarily surrendered may apply for entrance licensure in the subject or field for which licensure was previously surrendered. An entrance license shall be granted to the applicant if the following criteria are met:

A. a licensure rule exists in the subject or field for which licensure was previously surrendered;

B. the applicant meets the entrance licensure standards which are in effect in the subject or field at the time of application and meets procedures set forth in Board of Teaching rules applicable to an entrance license; and

C. the required processing fee set forth in part 8700.0600 accompanies the application for entrance licensure.

Subp. 5. Construction of rule. Nothing in subparts 1 to 4 shall prohibit a person from holding or applying for a license in any subject or field upon surrender of a license in another subject or field.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *8 SR 244*

8700.0502 PROVISIONAL LICENSES; TEACHING IN UNLICENSED SUBJECTS OR FIELDS.

Subpart 1. Authority to issue provisional licenses; scope of rule. The Board of Teaching may issue provisional licenses that permit a teacher to teach in related subjects or fields for which the teacher is not currently licensed. This part applies only to those subjects or fields for which provisional licensure is not specifically authorized by license rules.

Subp. 2. Criteria for issuance. The Board of Teaching shall issue provisional licenses authorized by subpart 1 if it finds that the following conditions are met:

A. the superintendent of schools of the employing school district requests a provisional license under this part and Minnesota Statutes, section 125.05, subdivision 6;

B. the superintendent of schools of the employing school district verifies in writing that:

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(1) no teacher holding a teaching license in a subject or field for which a provisional license is requested has applied for the vacant position which has been advertised at least statewide, and found to be acceptable for employment; and

(2) no teacher holding a teaching license in the subject or field for which a provisional license is requested has been placed on unrequested leave by the school district and wishes to resume teaching in that subject or field; and

C. the teacher for whom the request is made holds a current Minnesota license granted by the Board of Teaching valid for teaching in another subject or field; and

D. the teacher for whom the provisional license is requested has completed a minimum of 15 quarter credits of the approved licensure program in the subject or field for which a provisional license is requested and has been recommended for provisional licensure by the college or university maintaining the approved program.

Subp. 3. **Application procedure.** The applicant must submit a completed endorsement application containing the verification required in subpart 2, official transcripts, and the required processing fee.

Subp. 4. **Duration of provisional license.** A provisional license issued under this part is valid for no more than two school years and is nonrenewable.

Statutory Authority: *MS s 125.05 subds 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.0600 FEES.

Effective July 1, 1983, each application for the issuance and/or renewal of a license to teach shall be accompanied by a processing fee in the amount of \$40. The fees shall be paid to the commissioner of education who shall deposit them with the state treasurer, as provided by law, and report each month to the commissioner of finance the amount of fees collected.

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

Statutory Authority: *MS s 125.05; 125.08; 125.185*

8700.0700 PROCEDURES FOR THE REVOCATION OR SUSPENSION OF ALL TEACHING LICENSES.

Subpart 1. **Statutory requirements.** Licenses shall be revoked or suspended pursuant to the provisions of Minnesota Statutes, sections 125.09, and 125.185, or part 8700.7500.

Subp. 2. **Revocation.** Revocation shall include the cancellation or repeal of a teaching license and/or renewal privilege. Revocation shall disqualify a person from teaching, or performing any other function, which is permitted on the basis of holding a license issued pursuant to the rules of the Board of Teaching. Revocation shall be final, except that a person whose license has been revoked may petition the Board of Teaching for a license pursuant to part 8700.0800, subpart 1.

Subp. 3. **Suspension.** Suspension shall include the temporary withdrawal of a teaching license and/or renewal privilege. Suspension shall disqualify a person from teaching or performing any other function which is permitted on the basis of holding a license issued pursuant to the rules of the Board of Teaching. The length of each suspension and any terms and conditions attached thereto shall be determined by the Board of Teaching upon the consideration of the following factors:

A. the activity of the individual which led to the license suspension; and

- B. any relevant mitigating factors which the individual may interpose on his or her behalf; and
- C. the prior teaching record of the individual; and
- D. other similar factors.

Unless otherwise provided by the Board of Teaching, a revocation or suspension applies to each license or renewal privilege held by the individual at the time final action is taken by the Board of Teaching. A person whose license or renewal privilege has been suspended or revoked shall be ineligible to be issued any other license by the Board of Teaching during the pendency of the suspension or revocation.

Statutory Authority: *MS s 125.09; 125.185*

8700.0800 ISSUANCE OR REINSTATEMENT OF A LICENSE AFTER A REVOCATION OR SUSPENSION.

Subpart 1. After revocation. A person whose teaching license or renewal privilege has been revoked by the Board of Teaching may apply for and shall be granted an entrance license upon presentation of competent evidence that all terms and conditions which the board may have imposed have been fulfilled, and upon meeting current licensure standards.

Subp. 2. After suspension. A person whose teaching license or renewal privilege has been suspended by the Board of Teaching may apply for reinstatement of that license in one of the following manners:

A. If the suspended license was an entrance license which has lapsed during the suspension, that license will be reinstated upon proper application after the period of suspension has expired and upon presentation of competent evidence that all terms and conditions which the board may have imposed have been fulfilled, provided that the applicant has had less than one year of teaching experience while holding the entrance license. If the applicant has gained a year or more of teaching experience on the entrance license prior to the suspension and the license has lapsed during the suspension, a five-year continuing license shall be granted after all other conditions stated in this provision have been met.

B. If the suspended license was an entrance license which has not lapsed during the suspension, the person may resume teaching for whatever period of time remains on that license after the period of the suspension has expired and upon presentation of competent evidence that all terms and conditions which the board may have imposed have been fulfilled.

C. If the suspended license was a continuing license which has not lapsed during the period of the suspension, the person may resume teaching for whatever period of time remains on the continuing license after the suspension has expired and upon presentation of competent evidence that all terms and conditions which the board may have imposed have been fulfilled.

D. If the suspended license was a continuing license which lapsed during the period of the suspension, the person may apply for another continuing license which shall be granted provided that the suspension has expired and upon presentation of competent evidence that all terms and conditions which the board may have imposed have been fulfilled, and further provided that current continuing education requirements have been completed.

E. If the suspended license was a life license, the person may resume teaching after the period of the suspension has expired and upon presentation of competent evidence that all terms and conditions which the board may have imposed have been fulfilled.

Statutory Authority: *MS s 125.09; 125.185*

8700.0900 CONTINUING LICENSE.

Subpart 1. Scope. The provisions of parts 8700.0900 to 8700.2300 apply only to persons licensed by the Board of Teaching.

Subp. 2. Issuance requirements. An applicant who is not eligible for a continuing license or an applicant whose continuing license has lapsed shall meet the provisions of part 8700.0200 for issuance of a license.

Subp. 3. Issuance of continuing license. A continuing license, valid for five years, shall be issued to an applicant who holds a valid entrance license and who has met the requirements for the issuance of the continuing license as set forth in rules of the Board of Teaching.

Subp. 4. Renewal of continuing license. A license renewal period begins on July 1 of the year of expiration. Applications for renewal are accepted for processing by the department of education after January 1 of the year of expiration. Pursuant to procedures specified in parts 8700.0900 to 8700.2300, a valid continuing license shall be renewed for a subsequent period of five years when an applicant presents evidence of having been granted 125 clock hours by the local continuing education/relicensure committee during the five year period immediately preceding the date on which the required renewal is to be made effective.

Subp. 5. Transition from renewal units to clock hours. Renewal units that have been granted by local continuing education/relicensure committees shall be allocated toward clock hours for renewal. For every one renewal unit granted by the local continuing/relicensure committee for experiences completed before August 31, 1987, one clock hour of continuing education shall be granted. Persons who have been granted 120 renewal units by a local continuing education/relicensure committee before August 31, 1987, shall be permitted to renew their license for one five year period based on completion of the renewal unit requirement.

Statutory Authority: *MS s 125.05 subs 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.1000 CLOCK HOURS.

Subpart 1. Definition. "Clock hour" means an hour of actual instruction, supervised group activities, or planned individual professional development.

Subp. 2. Allocation of clock hours. In each five year relicensure period, a minimum of 90 clock hours of the required 125 clock hours of continuing education must be earned from among the categories in subpart 3, items A to D. At least 45 of the 90 clock hours must be earned in programs that are consistent with local continuing education committee goals if the programs are locally available. A maximum of 35 clock hours may be earned from among the categories in subpart 3, items E to G.

Subp. 3. Categories for allocation. Categories for which clock hours shall be granted by the local committee, and for which clock hours may be granted to applicants, are listed in items A to G. Verification of completion of experiences must be submitted by the applicant to the local committee. Clock hours must be earned in two or more of the categories listed in items A to G:

A. relevant course work completed at accredited colleges and universities;

B. educational workshops, conferences, institutes, seminars, or lectures in areas appropriate to licenses held;

C. staff development activities, in service meetings, and in service courses;

D. building, district, regional, state, national, or international curriculum development;

E. professional service in the following areas:

(1) supervision of clinical experiences of persons enrolled in teacher licensure programs;

(2) membership on national, state, and local committees involved with licensure, teacher education, or professional standards;

(3) participation in national, regional, or state accreditation;

F. leadership experiences in the following areas:

(1) development of new or broader skills and sensitivities to the school, community, or profession;

(2) publication of professional articles in a professional journal in an appropriate field;

(3) volunteer work in professional organizations related to the areas of licensure held; and

G. opportunities to enhance knowledge and understanding of diverse educational settings in the following areas:

(1) experiences with students of another age, ability, culture, or socioeconomic level;

(2) systematic, purposeful observation during visits to schools and to related business and industry;

(3) travel for purposes of improving instructional capabilities related to the field of licensure;

(4) work experience in business or industry appropriate to the field of licensure.

Subp. 4. Maximum allocation. The local committee shall grant clock hours and allow accumulation of clock hours under parts 8700.0900 to 8700.2300. Maximum clock hour allocations must be made under items A to C:

A. Relevant course work must be rated at 15 clock hours for each quarter credit earned, and 20 clock hours for each semester credit earned.

B. Subpart 3, items B to D, must be rated up to one clock hour for each hour of participation by the local continuing education/relicensure committee, in accordance with the local guidelines established under part 8700.1100.

C. Subpart 3, items E to G, must be rated at one clock hour for every three hours of participation by the local continuing education/relicensure committee in accordance with the local guidelines established under part 8700.1100.

(1) Supervision of clinical experiences of persons enrolled in teacher licensure programs for one quarter or one semester equals ten clock hours. No more than 30 clock hours may be granted in a five year relicensure period for supervision.

(2) One week of travel for purposes of improving instructional capabilities equals ten clock hours. No more than 30 clock hours may be granted in a five year relicensure period for travel.

Subp. 5. Experience for clock hour credit. Experiences for clock hour credit must aid the applicant in maintaining and improving general, academic, or professional qualifications. Except for subpart 3, item G, subitem (1), teaching experiences for which licensure is required shall not qualify for clock hour credit.

Subp. 6. Period for earning clock hours. An applicant requesting renewal of a license to teach must earn a minimum of 125 clock hours during each five year licensure period from July 1 of the year of issuance to June 30 of the year of expiration. An applicant may not bank clock hours for purposes of relicensure.

Subp. 7. Evaluation of further education. In cases where local school board policies require further education on a periodic basis, such education shall be evaluated in the same manner as other experiences and may apply as clock hours.

Subp. 8. Renewal of license for two or more areas. An applicant who seeks renewal of a continuing license for two or more areas should allocate at least 30 clock hours to each of the licensure areas for a total of no fewer than 125 clock hours, with priority given to work in areas where the candidate is employed during the licensure period. Those candidates possessing administrative licensure may allocate clock hours for the renewal of teaching licensure in this same manner.

Statutory Authority: *MS s 125.05 subs 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.1100 LOCAL COMMITTEES FOR CONTINUING EDUCATION AND RELICENSURE.

Subpart 1. Membership. A local committee as authorized by Minnesota Statutes, section 125.185, subdivision 4 shall be established in each Minnesota public school district with membership as follows:

A. Five persons licensed by the Board of Teaching who hold at least a baccalaureate degree, to be elected by the licensed teaching faculty. Nominations may be by building, grade level, or other appropriate categories, provided that all eligible persons have a fair and equitable chance for nomination. Proportionate representation is encouraged.

B. One licensed person who holds an administrator's license, representing the elementary and secondary administration, to be elected by the licensed practicing administrators employed by the district.

C. One resident of the district who is not an employee of the district, to be designated by the local school board. School board members are not considered to be employees of the district.

Subp. 2. Notice of election; election. All members of an appropriate voting group shall be notified of the date of the election at least five days prior to the election. The election shall be held at a convenient time and place and shall be by secret ballot.

Members of the local committee shall be elected in May of each year for terms to begin no later than the following September 1. The term of office of members of the local committee shall be two years.

Subp. 3. Continuing education committee. In districts where either teachers or administrators with the specified qualifications are not available for service on the local committee, the superintendent will report the situation to the Board of Teaching who shall make special provisions for establishing a continuing education committee.

Subp. 4. Organizational meeting. The local committee shall hold its organizational meeting no later than September of each year. At the organizational meeting the local committee shall elect a chairman and secretary whose duties shall be established by the local committee.

Subp. 5. School district assistance. Up to three days per month may be provided by the local school district to each local committee member to attend local committee meetings.

Clerical assistance and supplies as requested by the local committee may be provided by the local school district in sufficient amount to enable the local committee to comply with the record keeping and reporting required by parts 8700.0900 to 8700.2300.

Subp. 6. Quorum; calling meetings. A quorum shall be more than 50 percent of the total voting membership of the committee. A majority vote of those voting members present shall be sufficient to take action. Meetings may be called by the chairman of the committee or by written request of three or more of the members. Notice of meetings shall be provided to each member of the committee at least five days prior to the date of the meeting, and shall be posted or otherwise advertised in such a manner as to provide reasonable notice to those teachers subject to the actions of the committee.

Subp. 7. Duties. The duties of the local committee are as follows:

A. Set procedures for its own operation:

(1) Establish written guidelines which set time, place, and procedures for local committee meetings; set procedures for local committee opera-

tions, including a procedure for emergency approval during periods when the committee is not regularly meeting; and determine clock hours to be allocated for each category enumerated in part 8700.1000, subpart 3 in accordance with the maximum clock hour allocations stipulated in part 8700.1100, subpart 4;

(2) Make the guidelines available to persons interested in or affected by decisions of the local committee, together with a list of the current local committee membership; and

(3) Hold a hearing annually to allow the teachers in the district to review proposed or revised guidelines established by the local committee. It is recommended that this hearing be held in the fall.

A working draft of local guidelines and proposed revisions shall be made available prior to the local hearing.

The local committee shall schedule the hearing at a time and place which is convenient for those interested in or affected by the guidelines to be able to attend.

Adequate and proper notice shall be given to all such persons within the district.

All local committee members should be present at the hearing.

The hearing shall continue until all persons who wish to speak have had an opportunity to do so.

Although input received at the hearing is not binding, the local committee is encouraged to modify its guidelines, insofar as modifications are consistent with parts 8700.0900 to 8700.2300, if the information received during the hearing indicates that changes are necessary or desirable.

B. Provide recommendations to the Board of Teaching for the renewal of teaching licenses as provided in Minnesota Statutes, section 125.185, subdivision 4:

(1) Make recommendations regarding the issuance of the first continuing license by verifying one year of successful teaching experience for individuals on an entrance license. Successful teaching shall be determined by satisfying one or more of the following three criteria: a teacher receives an offer of a contract for the ensuing year; a teacher gains tenure or acquires a continuing contract; or supportive evidence is presented from supervisory personnel, professional colleagues, and/or administrators.

This experience shall be verified by the local committee chairman or designee, whose name shall be on file with the manager of licensing.

(2) Act, within a reasonable time, upon requests for recommendation for renewal of the continuing license by determining whether the applicant has met the requirements of parts 8700.0900 to 8700.2300.

(3) Endorse the application for renewal of the continuing license of each qualified applicant. The applicant shall assume the responsibility for forwarding the endorsed application to the manager of licensing.

(4) Provide supporting evidence to the Board of Teaching when an appeal is taken from a decision of the local committee.

C. Forward to the Board of Teaching the following information in accordance with due dates set forth in this rule:

(1) Prior to November 1 of each year, verification of the current membership of the local committee.

(2) Prior to November 1, 1980, and every five years thereafter, a copy of the published local committee guidelines. At such time that substantial changes are made in local guidelines, a revised copy of these guidelines shall be forwarded to the Board of Teaching.

(3) During February of each year, any recommendations for modifications in parts 8700.0900 to 8700.2300, based upon an evaluation of procedures and criteria or granting clock hours.

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D. Provide those services and reports that may be required from time to time by the Board of Teaching.

E. Provide recommendations to appropriate personnel concerning the in-service needs of the district.

Statutory Authority: *MS s 125.05 subds 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.1200 DUTY OF LICENSEE TO RENEW.

It shall be the responsibility of the person seeking the renewal of a continuing license to submit the application, appropriate verification, and other supporting materials to the local committee of the employing school district, in accordance with procedures and due dates established by that committee.

Statutory Authority: *MS s 125.05; 125.185*

8700.1300 TRANSFER OF CLOCK HOURS.

If a licensed person employed by one school district becomes employed by a different district during a renewal period, clock hours already earned and granted during that renewal period shall forthwith be transferred to the local committee for the new district. Such clock hours shall be accepted by that committee.

Statutory Authority: *MS s 125.05 subds 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.1400 GRANTOR OF CLOCK HOURS.

Clock hours shall be granted by the committee of the district where the applicant was employed at the time that the experience was completed.

Persons who have not been employed by a school district for a period of time will be granted clock hours in either of the following ways: by the local committee of the district where the applicant was last employed, or by the local committee of the district where the applicant currently resides, if accepted by the local committee.

Statutory Authority: *MS s 125.05 subds 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.1500 RENEWAL FOR PERSONS NOT CONTINUALLY EMPLOYED IN MINNESOTA.

Persons who have never been employed on a continuing basis by a school district in Minnesota shall affiliate with the local committee in the district in which they reside.

Statutory Authority: *MS s 125.05; 125.185*

8700.1600 RENEWAL FOR OUT-OF-STATE RESIDENTS.

Persons residing out of the state of Minnesota who wish to maintain continuing Minnesota licensure may make application for renewal to the Board of Teaching in accordance with provisions of parts 8700.0900 to 8700.2300.

Statutory Authority: *MS s 125.05; 125.185*

8700.1700 RULE INFORMATION.

Each local committee shall be provided with current information regarding changes in Board of Teaching rules which pertain to licensure in education by the director of licensing.

Statutory Authority: *MS s 125.05; 125.185*

8700.1800 OPTION FOR FORMATION OF JOINT LOCAL COMMITTEES.

Two or more districts situated in close proximity to each other shall have the option of joining together to establish a joint local committee.

A plan for two or more districts to formulate a joint local committee shall be drawn up by a committee consisting of two teachers, one administrator, and one school board member or a designee, from each participating district, and be ratified by at least 70 percent of the licensed personnel employed by each participating district. The plan shall provide for fair representation of all licensed personnel and insofar as possible, shall be consistent with part 8700.1100, subpart 1 and other provisions of parts 8700.0900 to 8700.2300.

The ratified plan shall be submitted by the superintendent of the district employing the largest number of licensed personnel to the Board of Teaching.

The joint local committee shall be treated as any local committee and shall comply with all provisions of parts 8700.0900 to 8700.2300.

Statutory Authority: *MS s 125.05; 125.185*

8700.1900 LOCAL COMMITTEES IN NONPUBLIC SCHOOLS.

Subpart 1. Nonpublic school only. Licensed personnel in a nonpublic school may establish a local committee for the same purpose as local committees established by public school districts. Licensed personnel in two or more nonpublic schools may combine to form a local committee upon the agreement of 70 percent of the licensed personnel in each school. The chairman of the committee shall submit to the director of licensing, on an annual basis no later than November 1 of each year, verification of the membership of the committee and verification of the school or schools whose personnel have established the committee.

Subp. 2. Nonpublic and public schools. Licensed personnel in one or more nonpublic schools may join with an appropriate public school district in the establishment of a local committee, provided that 70 percent of the licensed personnel from each nonpublic school and 70 percent of the licensed personnel employed by the public school district agree to such a committee. The superintendent of the district shall submit to the director of licensing verification of the membership of the committee and verification of the nonpublic schools whose personnel have joined in the establishment of the committee.

Subp. 3. Committee conduct. Insofar as possible, the committees authorized in subparts 1 and 2 shall be established and shall function in the same manner as provided in parts 8700.0900 to 8700.2300 for committees of public school districts and in such way as to provide fair representation for all licensed personnel and objective evaluation of requests for renewal of licenses.

Statutory Authority: *MS s 125.05; 125.185*

8700.1910 LOCAL COMMITTEES IN SCHOOL DISTRICT CONSORTIA.

Subpart 1. School district consortia only. Licensed personnel employed by a Minnesota public school district consortium that is authorized by Minnesota statutes may establish a local committee for the same purpose as local committees established by public school districts.

Subp. 2. Committee conduct. When possible, the committees authorized in subpart 1 shall be established according to part 8700.1100, subpart 1. The committees shall function in the same manner as provided in parts 8700.0900 to 8700.2300 for committees of public school districts and in a way that provides fair representation for all licensed personnel and objective evaluation of requests for renewal of licenses.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *14 SR 165*

8700.2000 VOCATIONALLY LICENSED TEACHERS.

The criteria for licensure renewal of vocationally licensed teachers are set forth in the Board of Education rules, parts 3515.2200 to 3515.3200.

Statutory Authority: *MS s 125.05; 125.185*

8700.2100 LOCAL COMMITTEE OF COLLEGE OR UNIVERSITY.

A college or university which is approved to prepare teachers for licensure in education may form a local committee or combine with other approved colleges or universities to form joint committees. Licensed personnel in approved colleges or universities may, in accordance with part 8700.1400, affiliate with a local committee established in a local school district or nonpublic school.

Statutory Authority: *MS s 125.05; 125.185*

8700.2200 RIGHT OF APPEAL.

Subpart 1. Appeal to local committee. When an applicant has not been granted the requested number of clock hours by a local continuing education/relicensure committee, an appeal may be made to the local committee. An applicant must appeal to the local committee within 20 working days after notification of the decision of the local committee. Failure to file a written request with the local committee for an appeal within 20 working days constitutes a waiver of the individual's right to appeal.

Subp. 2. Appeal to Board of Teaching. Decisions by a local committee for continuing education/relicensure denying the appeal may be appealed to the Board of Teaching by the applicant according to the provisions of part 8700.2500.

Subp. 3. Nonendorsement of application by local committee. In cases where the applicant has not been granted the required number of clock hours for relicensure, local committees shall not endorse the application for renewal of the continuing license.

Subp. 4. Appellant's duty to inform manager of licensing loss. In the event that the clock hours under appeal result in loss of licensure, it shall be the responsibility of the appellant to inform the manager of licensing of such loss of licensure. The manager of licensing shall extend the previous continuing license until all avenues of administrative appeal have been exhausted.

Statutory Authority: *MS s 125.05 subds 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.2300 EVALUATION OF LOCAL COMMITTEE.

The functions of the local committees shall be evaluated by the Board of Teaching during each calendar year which is divisible by five.

Statutory Authority: *MS s 125.05; 125.185*

8700.2400 LETTERS OF APPROVAL.

Subpart 1. Authority to issue letters. The Board of Teaching hereby authorizes the issuance of letters of approval which permit a teacher to teach in related subjects or fields for which such teacher is not currently licensed. The superintendent of schools of a local school district may request the manager of the personnel licensing section of the State Department of Education to issue a letter of approval which permits a teacher to teach subjects or fields for which that teacher is not currently licensed.

Subp. 2. Criteria for issuance. Letters of approval authorized by subpart 1 shall be issued to superintendents of schools if the Board of Teaching finds that the following conditions are met:

A. the superintendent of schools requests a letter of approval in accordance with the provisions of this part;

B. the superintendent of schools verifies that a fully licensed teacher is not available for the position, and no teacher holding a teaching license in the subject or field for which the letter of approval is requested has been placed on unrequested leave by the school district who wishes to resume teaching in that subject or field; and

C. the teacher for whom the request is made holds a current valid Minnesota license granted by the Board of Teaching.

Subp. 3. **Duration of letters of approval.** A letter of approval shall be valid for a period not to exceed one school year.

Letters of approval shall be renewed for a period not to exceed one school year provided that:

A. the teacher for whom the request is made has completed at least six quarter hours of college credit since the last letter of approval was granted in an approved licensure program in the subject or field for which the approval letter was issued; and

B. the superintendent of schools requests a letter of approval in accordance with subpart 2.

Subp. 4. **Written reasons for granting or denying letter.** The manager of the personnel licensing section of the State Department of Education shall state in writing to the superintendent of schools the reasons for granting or denying the letter of approval requested pursuant to the provisions of this part.

Statutory Authority: *MS s 125.05; 125.185*

8700.2500 APPEAL TO THE BOARD OF TEACHING.

All persons denied issuance or renewal of teaching licenses, and all Minnesota teacher-preparing institutions denied program or college approval, and all persons licensed by the Minnesota Board of Teaching whose appeals are denied by the local committee for continuing education/relicensures, are hereby entitled to a hearing pursuant to Minnesota Statutes, chapter 15 on such denial and to a final decision by the Board of Teaching.

A person or an institution entitled to a hearing under the provisions of this part shall file a written request for such hearing with the executive secretary of the Board of Teaching within 30 days from the date of the denial. Failure to file a written request for a hearing within 30 days constitutes a waiver of the individual's right to a hearing.

Statutory Authority: *MS s 125.05; 125.185*

8700.2600 [Repealed, 11 SR 1793]

8700.2700 HUMAN RELATIONS COMPONENTS IN ALL PROGRAMS LEADING TO LICENSURE IN EDUCATION.

Subpart 1. **Requirement.** All applicants for licenses in education to be issued or renewed either on or after July 1, 1973, shall have completed a training program containing human relations components. Such components shall have been approved by the Board of Teaching.

Subp. 2. **Necessary evidence.** Human relations components of programs which lead to licensure in education will be approved upon submission of evidence:

A. showing that the human relations components have been developed with participation by members of various racial, cultural, and economic groups:

B. showing that the human relations components are planned to develop the ability of applicants to:

(1) understand the contributions and life styles of the various racial, cultural, and economic groups in our society;

(2) recognize and deal with dehumanizing biases, discrimination, and prejudices;

(3) create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relations; and

(4) respect human diversity and personal rights;

C. relating all of the areas enumerated in subpart 2, item B to specific competencies to be developed; and

D. indicating means for assessment of competencies.

Subp. 3. Variations in programs. Programs shall be approved which vary in curricular design provided that program components meet the requirements in subparts 1 and 2, and that these components provide education personnel who are recommended for licensure with the knowledge, skills, and understandings specified in rules for each licensure area. When the term competency is used, it is understood that other appropriate terms which refer to learning outcomes may be substituted. Examples of such terms are knowledge, skills, and understandings.

Statutory Authority: *MS s 125.05; 125.185*

8700.2800 [Repealed, 6 SR 1023]

8700.2810 TEACHER EDUCATION CURRICULUM.

Subpart 1. In general. This part is designed primarily to assist Minnesota institutions approved to prepare persons for teacher licensure and their teacher education units with redesigning teacher education programs consistent with the goal of developing effective teachers.

By complying with this part, each institution approved to prepare persons for teacher licensure may shape its own autonomous reconfiguration by using approaches consistent with its stated mission and purpose.

Subp. 2. Program development and implementation.

A. Teacher education programs must be based on a statement of philosophy that includes a concept of effective teachers. The statement must be developed with involvement of various groups, which may include teacher education faculty, liberal arts faculty, classroom teachers, students, community members, and representatives of professional organizations. The concept of effective teachers must form the basis for the curriculum which includes a liberal arts component; knowledge of the discipline; and dispositions, skills, and knowledge for teaching.

B. Teacher education programs must be based on the study of a variety of educational theories including knowledge and understanding of the foundations of history, philosophy, sociology, and politics of education, and the application of this knowledge and understanding in clinical settings.

C. Teacher education programs must be results oriented, based on essential knowledge, current research, and sound professional practice. Programs must focus on the dispositions, skills, and knowledge beginning teachers need to be effective. Expected dispositions of beginning teachers must stem from the concept of effective teachers. The identified dispositions provide the basis for the range of skills needed by beginning teachers. The knowledge necessary for building the skills is then defined.

D. Teacher education programs must include regular and systematic experiential activities that relate to the acquisition of dispositions, skills, and knowledge. Throughout the teacher education program, future teachers shall:

(1) engage in regular and systematic observation, reflection, and feedback using a variety of methods in clinical and field settings, in small and large groups of learners, in a wide range of real or simulated settings;

(2) have regular and systematic practice and use of technology and data-based information systems;

(3) routinely integrate methods of analysis and problem solving in all field experiences and practices; and

(4) engage in field experiences that are clustered within a limited number of cooperating schools.

Subp. 3. Program outcomes.

A. Dispositions. Faculty at each institution shall establish a set of experiences involving personal, programmatic, and clinical components that foster dispositions for beginning teachers toward: self and others, learners, learning, teaching, knowledge, the education profession, and institutions.

In all instances, teacher education programs shall foster knowledge and understanding to assure that beginning teachers are aware of and sensitive to handicapping conditions and issues of multicultural education and gender fairness.

B. Skills. Teacher education programs shall assure that beginning teachers possess and can demonstrate individually and in groups the skills listed in this item with all students including the gifted and talented and those with special needs.

(1) Intellectual skills:

(a) demonstrate competence in the use of speaking, listening, reading, writing, and mathematics skills; and

(b) demonstrate competence in the use of a range of thinking skills.

(2) Assessment skills:

(a) systematically observe and interpret the dynamics of learner behavior;

(b) identify levels of readiness relative to student learning and development and levels and sources of learner motivation; and

(c) identify student learning styles, strengths, and needs and relevant aspects of learner background and experience.

(3) Planning skills:

(a) define the purpose, goals, and objectives of learning based on learner assessment, curriculum content, and knowledge of learning effectiveness research;

(b) translate goals into integrated curricular objectives, and select learning materials, activities, and strategies to achieve learning objectives for each learner; and

(c) plan and design evaluation tools and strategies for assessing learner outcomes.

(4) Instructional skills:

(a) use multiple teaching and learning strategies consistent with research findings;

(b) communicate clear, individually appropriate learning expectations to students;

(c) establish and maintain active learner participation;

(d) use questioning skills to develop learner participation and thinking;

(e) provide feedback to support, critique, and expand learner expression in speaking, writing, and thinking;

(f) foster critical and divergent thinking and problem solving among learners;

(g) involve parents and guardians in student learning development; and

(h) use state of the art communication technology and information systems.

(5) Classroom management skills:

(a) provide clear and appropriate behavioral expectations and establish corresponding rules and routines;

(b) identify and diagnose causes of socially acceptable and unacceptable behaviors in the learning environment;

(c) recognize and respond to opportunities for fostering learner self-discipline;

(d) employ strategies to alter the physical and social-emotional climate of the learning environment to promote desired social development; and

(e) demonstrate courtesy and respect for others, enthusiasm for learning, self-discipline and control, and consistency between intention and action.

(6) Evaluation skills:

(a) monitor and evaluate student learning through a variety of methods;

(b) monitor and evaluate one's own dispositions, behavior, and instructional strategies in relation to student achievement and behavior; and

(c) modify curriculum, learning objectives, plans, and instructional behavior based on evaluation results.

(7) Change agent skills:

(a) identify means by which teachers can act as agents of change for self and institution;

(b) demonstrate the ability to work effectively in groups seeking change; and

(c) provide illustrations of how change can be initiated within an organization.

C. Knowledge. Teacher education programs shall assure that beginning teachers possess and can demonstrate knowledge in areas listed in this item.

(1) Knowledge about people:

(a) demonstrate knowledge of philosophical beliefs and ethical values that shape societies and the impact educational systems have on the evolution of these beliefs and values;

(b) understand how social organizations function and influence people and how people influence organizations;

(c) comprehend the challenges and the opportunities facing people in culturally diverse societies;

(d) comprehend the challenges and the opportunities facing academically diverse populations;

(e) understand how to work with people in complex social settings; and

(f) make informed judgments regarding issues of professional ethics.

(2) Knowledge about cultures:

(a) understand the origins, beliefs, and the development of western and nonwestern civilizations and cultures;

(b) understand past and present ideas and debates in the sciences and humanities; and

(c) understand issues, trends, and forecasts that may affect future thinking, behavior, and institutions.

(3) Knowledge about epistemology:

(a) appreciate differing viewpoints and theories within disciplines and of associated methods of inquiry;

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- (b) evaluate explanations advanced to account for phenomena;
 - (c) understand the changing nature of various fields of knowledge; and
 - (d) understand theories of knowledge.
- (4) Knowledge in a specific discipline:
- (a) understand the scope, structure, and relationship of a specific body of knowledge to the world; and
 - (b) develop a sense of personal scholarship through concentrated study of one or more disciplines outside of professional education.
- (5) Knowledge about human growth and development:
- (a) understand how the acquisition of knowledge relates to one's own level of development, learning style, and motivational habits as a basis for responding to individual learner's needs;
 - (b) understand how the acquisition of knowledge relates to the learner's level of development, learning style, and motivational habits;
 - (c) translate theory into practical learning application; and
 - (d) acquire information about human learning derived from theories within and across cultures, in the following areas:
 - (i) affective/social, cognitive, moral, and physical development;
 - (ii) motivation; and
 - (iii) individual learning styles and modes.
- (6) Knowledge about communication and language:
- (a) appreciate and understand the complexities of human communication;
 - (b) determine how various communication strategies and styles affect learning in a variety of contexts; and
 - (c) acquire theoretical and developmental knowledge about nonverbal communication, oral language and communication, written language and communication, and technological language and communication.
- (7) Knowledge of scientific inquiry:
- (a) understanding methods of scientific inquiry to provide teachers with a variety of problem solving strategies for addressing the difficulties and complexities of student learning;
 - (b) understand and value critical thinking and self-directed learning as intellectual habits of mind; and
 - (c) learn scientific methodology and use it systematically to identify problems and create effective learning environments.
- (8) Knowledge of literature on learning and teaching:
- (a) articulate and explain one's own learning behavior and student learning behavior;
 - (b) interpret and apply research findings; and
 - (c) acquire knowledge of the professional literature regarding learning, curriculum and resources, pedagogy, technology, and organizational theory and development.
- (9) Knowledge of the change process:
- (a) acquire knowledge of the teacher's role as change agent, both for self and institution;
 - (b) acquire knowledge of group dynamics and institutional change; and
 - (c) acquire knowledge related to the initiation of change in an organization.

Subp. 4. Transition.

A. By June 30, 1991, and each June 30 thereafter, each approved teacher education institution shall file an annual report with the Board of Teaching that shows progress in implementing this part.

B. Any interested party may submit suggested revisions of this part to the Board of Teaching for review and comment at any time before January 1, 1995.

C. This subpart is repealed July 1, 1995.

Statutory Authority: *MS s 125.05; 125.185*

History: *15 SR 83*

8700.2900 ELEMENTARY SCHOOL CLASSROOM TEACHERS, GRADES 1 TO 6.

Subpart 1. Requirement. All candidates recommended for licensure as elementary school classroom teachers (grades 1 to 6) shall hold a baccalaureate degree and shall have satisfactorily completed a program leading to the licensure of elementary school classroom teachers which has been approved by the Board of Teaching.

Subp. 2. General or liberal studies component. Each program leading to the licensure of elementary school classroom teachers (grades 1 to 6) submitted to the Board of Teaching for approval shall include a general/liberal studies component consisting of at least one-third of the baccalaureate degree requirement of the institution. The general/liberal studies component shall be designed to provide candidates recommended for licensure as elementary school classroom teachers (grades 1 to 6) with knowledge, skills, and understandings within each of the following categories of this component:

A. Symbolics of information, which must include three areas within this category such as, but not limited to, composition, public speaking, languages, linguistics, history and structure of the English language, logic, and mathematics. The area of mathematics is required of all candidates recommended for licensure as elementary school classroom teachers.

B. Humanities, which must include three areas within this category such as, but not limited to, music, art, theatre, literature, and philosophy.

C. Natural and social sciences, which must include four areas within the category of natural and social sciences. At least one area of natural science such as, but not limited to, life science, earth science, and physical science is required of all candidates recommended for licensure as elementary school classroom teachers. At least one area of social science such as, but not limited to, anthropology, economics, geography, history, political science, psychology, sociology, and interdisciplinary studies is required of all candidates recommended for licensure as elementary school classroom teachers.

Subp. 3. Professional education component. Each program leading to the licensure of elementary school classroom teachers (grades 1 to 6) submitted to the Board of Teaching for approval shall include a professional education component designed to provide candidates recommended for licensure with basic knowledge, skills, and understandings in all of the following: foundational studies, organization and management of instruction, content and methods, pre-student teaching and student teaching experiences, and the profession of teaching.

A. Foundational studies. This category consists of basic knowledge which underlies the study of education and teaching. It includes all of the following:

(1) the study of child growth and development from early childhood through early adolescence, including typical and atypical patterns of development;

(2) the study of the learning process, with emphasis on physical, intellectual, emotional, and social differences in students as influenced by various cultures and family life styles; and

(3) the study of education and the school as an institution in the context of a changing pluralistic society.

B. Organization and management of instruction. This category consists of basic knowledge, skills, and understandings for planning, implementing, and evaluating instruction for all students within a classroom. It includes all of the following:

(1) development of differentiated instructional strategies and techniques and the application of these strategies and techniques to unique learning styles; differing physical, emotional, mental capabilities; and differing environments and cultures;

(2) skills to assess, diagnose, prescribe, evaluate, and report individual student achievement;

(3) organizational, management, and communication skills and strategies to facilitate individual and group learning, including development of positive self-concepts and group dynamics;

(4) selection, utilization, and evaluation of a variety of instructional technologies, community resources, and print and nonprint instructional media;

(5) development of skills to integrate elementary curriculum areas;

(6) implementation of instruction within school organizational patterns including the recognition of differentiated roles, responsibilities, and tasks of school personnel;

(7) implementation of techniques to evaluate the curriculum and instructional strategies utilized; and

(8) first aid training.

C. Content and methods. This category consists of basic knowledge of content, materials, and scope and sequence of K to 6 curriculum and of skills necessary to teach in the elementary schools, including provision for individual differences of students, in all of the following curriculum areas:

(1) art: to promote artistic development through knowing about, responding to, and producing art;

(2) communication skills:

(a) language arts: to provide for the development and integration of listening, speaking, handwriting, spelling, language usage, and creative and practical writing;

(b) literature: to provide for the development of reading interests and appreciation of literature through exposure to types of children's literature and modes of presentation, including storytelling;

(c) reading: to provide for the development of pre and basic reading skills and the diagnosis and correction of reading difficulties;

(d) application of language arts and reading to elementary curriculum areas;

(3) health: to promote attitudes and habits necessary to safe and healthful living;

(4) mathematics: to provide for the development of basic arithmetic operations, problem-solving skills, measurement techniques, including the metric system, geometric concepts, and computing devices;

(5) music: to sing, play, and conduct simple rhythm patterns and melodies; develop creative patterns for dancing and movement; provide for playing, making, and utilizing musical instruments; and begin exposure to musical heritage;

(6) physical education: to provide experiences that promote physical and motor growth and development; team, individual, and lifelong physical activities;

(7) science: to develop processes of scientific inquiry for topics within school science curricula;

(8) social studies: to develop processes of gathering, organizing, reporting, and interpreting social science data;

(9) interdisciplinary studies: emerging topics of an interdisciplinary nature which may include, but are not limited to, environmental education, career education, family life education, and death education.

D. Pre-student teaching and student teaching experiences. This category consists of cooperative experiences between teacher preparation institutions and classroom teachers in a school setting in grades 1 to 3 and in grades 4 to 6 in which theory and practice are combined. It includes all of the following:

(1) a series of formal observations of teaching and directed instructional experiences in an elementary school, prior to student teaching, which shall begin early in the professional education component;

(2) student teaching, which shall consist of full school day experiences for one academic quarter or the equivalent thereof in an elementary school in which the student teacher assumes responsibility for the management of the classroom and the implementation of the complete program for all students within a classroom for a minimum of one week. Full school day experience is defined as a normal load for a teacher in the school in which the student teaching takes place.

E. The profession of teaching. This category consists of basic knowledge of the professional responsibilities of a teacher, both within and beyond the instructional setting, and includes all of the following:

(1) a minimum level of proficiency in the written English language;

(2) skills necessary to communicate and interact with staff members, resource personnel, parents, and other members of the community in order to meet the individual needs of students;

(3) skills to evaluate self and peer teaching performance;

(4) responsibilities of the individual teacher to clients served, to the employing school district and its administration, and to the teaching profession;

(5) legal rights of students, parents, administrators, school boards, and teachers;

(6) essential statutes, rules, and legal procedures affecting the preparation and licensure/relicensure of teachers and the teacher as a public employee; and

(7) purposes of the major education professional organizations and learned societies and their contributions to education and the education profession.

Subp. 4. **Institutional requirement.** An institution applying to the Board of Teaching for approval of its elementary school classroom teacher preparation program (grades 1 to 6) shall meet the provisions of part 8700.7700. In addition, institutions are also authorized to submit for approval elementary school classroom teacher preparation programs (grades K to 6) provided such programs meet the provisions of this rule and the provisions of part 8700.3000.

Subp. 5. **First continuing license.** The issuance of the first continuing license is contingent upon possession by the applicant of a previously issued valid and appropriate entrance license, and one year of elementary school teaching experience during the time that the applicant holds an appropriate entrance license.

Subp. 6. **Renewal of continuing license.** The continuing license shall be renewed according to rules of the Board of Teaching pertaining to continuing education/relicensure.

Subp. 7. **Effective date.** This part is effective July 1, 1985, for all applicants for entrance licenses.

Statutory Authority: *MS s 125.05; 125.185*

8700.3000 KINDERGARTEN TEACHERS.

The program of preparation for kindergarten teachers shall include 30 semester hours of professional education as a part of an approved program of elementary school teacher education, including a course in kindergarten education. Not less than one-half of the student teaching requirements shall be on the kindergarten level. Completion of this program will qualify the teacher to teach in kindergarten and grades 1 to 6 in a six-year elementary school or in kindergarten and grades 1 to 8 in an eight-year elementary school.

Licensed elementary teachers who have not prepared to teach in kindergarten but who wish to do so shall take one course in kindergarten education, either as a part of or in excess of the requirements of elementary education. They must also have comparable student teaching experience as evaluated by an approved teacher-preparing institution.

Selected graduates of colleges approved for teacher education who wish to teach in kindergarten shall complete an approved program in elementary school teacher education, including the required courses and student teaching experiences for kindergarten teaching.

Statutory Authority: *MS s 125.05; 125.185*

8700.3100 [Repealed, 3 SR 1462]

8700.3110 FAMILY EDUCATION/PARENT EDUCATOR.

Subpart 1. **Definition.** The parent educator is licensed to teach parents and/or parent child interaction as well as plan and coordinate the instructional program that addresses the intellectual, emotional, cultural, social, and physical needs of parents and children in a family education program.

Subp. 2. **Licensure requirements.** A candidate recommended for licensure as a parent educator in a family education program must:

A. hold a baccalaureate degree; and

B. satisfactorily complete a preparation program leading to licensure as a parent educator approved by the board of teaching, consisting of a minimum of 24 quarter hours or the equivalent.

Subp. 3. **Program requirements.** A program leading to licensure as a parent educator must provide candidates recommended for licensure with the knowledge, skills, and understandings set forth in items A to D:

A. a minimum of six quarter hours or the equivalent in child development, which must include infant, toddler, and preschool development;

B. a minimum of six quarter hours or the equivalent in family development, which must include parent child relations, parenting skills, family systems, and family structure and function;

C. a minimum of nine quarter hours in adult education, which must include parent education curriculum and methods which also address special needs children and families, group facilitation/process/dynamics, and adult learning methods and materials; and

D. a minimum of three quarter hours of practicum, student teaching, internship, or experience in adult education.

Subp. 4. **Program approval for institutions.** An institution applying to the board of teaching for approval of its family education/parent educator preparation program shall comply with part 8700.7700.

Subp. 5. **Continuing licensure.** A continuing license must be issued and renewed according to rules of the Board of Teaching governing continuing education/relicensure.

Subp. 6. **Effective date.** This part is effective July 1, 1989, for all applicants for entrance licensure as a parent educator in a family education program.

Statutory Authority: *MS s 125.05 subs 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.3120 FAMILY EDUCATION/EARLY CHILDHOOD FAMILY EDUCATOR.

Subpart 1. **Definition.** The early childhood family educator is licensed to teach parents and/or children as well as plan and coordinate the instructional program which addresses the intellectual, emotional, cultural, social, and physical needs of parents and children in a family education program.

Subp. 2. **Licensure requirements.** A candidate recommended for licensure as an early childhood family educator in a family education program must:

A. hold a baccalaureate degree; and

B. satisfactorily complete a preparation program leading to licensure as an early childhood family educator approved by the board of teaching, consisting of a minimum of 36 quarter hours or the equivalent.

Subp. 3. **Program requirements.** A program leading to licensure as an early childhood family educator must provide candidates recommended for licensure with the knowledge, skills, and understandings set forth in items A to E:

A. a minimum of six quarter hours or the equivalent in child development, which must include infant, toddler, and preschool development;

B. a minimum of six quarter hours or the equivalent in family development, which must include parent child relations, parenting skills, family systems, and family structure and function;

C. a minimum of nine quarter hours in adult education, which must include parent education curriculum and methods which also address special needs children and families, group facilitation/process/dynamics, and adult learning methods and materials;

D. a minimum of nine quarter hours in early childhood education, which must include theory, curriculum, classroom management, learning environment, teacher child relations, home school relations, and the young child with special needs; and

E. a minimum of six quarter hours of practicum, student teaching, internship, or equivalent experience in early childhood education and adult education, or with both children and adults in early childhood family education.

Subp. 4. **Program approval for institutions.** An institution applying to the board of teaching for approval of its family education/early childhood family educator preparation program shall comply with part 8700.7700.

Subp. 5. **Continuing licensure.** A continuing license must be issued and renewed according to rules of the board of teaching governing continuing education/relicensure.

Subp. 6. **Effective date.** This part is effective July 1, 1989, for all applicants for entrance licensure as an early childhood family educator in a family education program.

Statutory Authority: *MS s 125.05 subs 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.3200 PREKINDERGARTEN TEACHERS.

Subpart 1. **License; purpose and basic requirement.** The prekindergarten teacher is licensed to teach a group of children on a daily basis as well as plan and coordinate the instructional program which addresses the intellectual, emotional, social, cultural, and physical needs of the children in the prekindergarten classroom.

Prekindergarten teacher licensure shall be issued to an applicant who has completed the following: a baccalaureate degree (B.A. or B.S.) from an accredited college or university and the requirements of a prekindergarten teacher preparation program approved by the Board of Teaching. The prekindergarten teacher preparation program shall include 18 semester or 27 quarter hours of the course work which is listed below. These courses may be taken as part of, or in addition to, the baccalaureate degree.

Subp. 2. Preparation program. The prekindergarten teacher preparation program shall include the following:

A. Prekindergarten education, early childhood, preschool, or nursery school education course work. A minimum of ten semester or 15 quarter hours shall be in prekindergarten education and shall include course work in: theory, curriculum, classroom management, teacher-child relations, home-school relations, and a minimum of two semester or three quarter hours shall be in student teaching at the prekindergarten level.

B. Child development/child psychology and parent-child relations. A minimum of six semester or nine quarter hours shall be course work in:

(1) Child development/child psychology which shall include the study of infants and young children with emphasis on stages of development; individual differences in rates and styles of learning; and assessment, record keeping, and observation skills.

(2) Parent-child relations shall include the study of the child in the family and the family as a social/cultural unit.

C. Guided electives. A minimum of two semester or three quarter hours shall be course work in one of the following: child health, nutrition, and safety; infant development; young children with special needs.

Subp. 3. License requirements for kindergarten/elementary teachers. Prekindergarten teacher licensure requirements for kindergarten/elementary teachers are as follows. Licensed kindergarten and elementary teachers who desire prekindergarten licensure shall complete a program of 14 semester or 21 quarter hours of prekindergarten teacher preparation, as part of, or in addition to previous teaching preparation. The program requirements shall include:

A. A minimum of six semester or nine quarter hours in prekindergarten education, including not fewer than two semester or three quarter hours of credit in student teaching at the prekindergarten level. Course work shall be selected from theory, curriculum, classroom management, teacher-child relations, and home-school relations.

B. A minimum of six semester or nine parent-child quarter hours of course work in child development/child psychology and relations. Child development/child psychology shall include the study of infants and young children with emphasis on stages of development, individual differences in rates and styles of learning, and assessment, record keeping, and observation skills. Parent-child relations shall include the study of the child in the family and the family as a social/cultural unit.

C. A minimum of two semester or three quarter hours of credit in one of the following: child health, nutrition, and safety; infant development; or young children with special needs.

Subp. 4. Continuing license. Continuing licensure shall be granted to a candidate who possesses a previously issued valid and appropriate entrance license and has completed the equivalent of one school year of full-time teaching experience at the prekindergarten level.

The continuing license shall be renewed according to the rules of the Board of Teaching pertaining to continuing education.

Subp. 5. Human relations component. All persons licensed under this part shall meet the human relations requirements as outlined in rules of the Board of Teaching.

Subp. 6. **Effective date.** This part shall become effective July 1, 1984, for all entrance licenses.

Statutory Authority: *MS s 125.05; 125.185*

8700.3300 PREKINDERGARTEN ASSOCIATE.

Subpart 1. **License; purpose and basic requirements.** The prekindergarten associate is licensed to teach a group of children on a daily basis under the direct supervision of a licensed prekindergarten teacher in the classroom. The prekindergarten associate takes an active part in planning and implementing the instructional program, but does not assume overall responsibility for the program.

Prekindergarten associate licensure shall be issued to an applicant who has completed the following:

A. 60 semester or 90 quarter hours or an associate of arts or associate of science degree from an accredited college or university; and

B. the requirements of a prekindergarten associate preparation program approved by the Board of Teaching. The prekindergarten associate preparation program shall include 12 semester or 18 quarter hours of the course work or its equivalent which is listed below. These courses may be taken as part of, or in addition to, the 60 semester or 90 quarter hours or associate of arts or associate of science degree.

Subp. 2. **Preparation program.** The prekindergarten associate preparation program shall include the following:

A. Prekindergarten education including early childhood, preschool, or nursery school education course work. A minimum of six semester or nine quarter hours shall be in prekindergarten education and shall include course work in theory, curriculum, classroom management, teacher-child relations, home-school relations, and a minimum of two semester or three quarter hours shall be in student teaching at the prekindergarten level.

B. Child development/child psychology and parent-child relations. A minimum of four semester or six quarter hours shall be course work in:

(1) Child development/child psychology which shall be course work in study of developmental characteristics of infants and young children with emphasis on stages of development; individual differences in rates and styles of learning; assessment, record keeping, and observation skills.

(2) Parent-child relations shall include the study of the child in the family, and the family as a social/cultural unit.

C. Guided electives. A minimum of two semester or three quarter hours shall be course work in one of the following: child health, nutrition, and safety; infant development; or young children with special needs.

Subp. 3. **Continuing license.** Continuing licensure shall be granted to a candidate who possesses a previously issued valid and appropriate entrance license, and has completed the equivalent of one school year of full-time teaching experience at the prekindergarten level.

The continuing license shall be renewed according to the rules of the Board of Teaching pertaining to continuing education.

Subp. 4. **Human relations component.** All persons licensed under parts 8700.3200 and 8700.3300 shall meet the human relations requirements as outlined in the rules of the Board of Teaching.

Subp. 5. **Effective date.** This part shall become effective July 1, 1984, for all entrance licenses.

Statutory Authority: *MS s 125.05; 125.185*

MINNESOTA RULES 1991

8700.3400 LICENSURE

8830

8700.3400 TEACHERS IN MIDDLE SCHOOLS.

Subpart 1. **Basic requirement.** All candidates recommended for licensure as teachers in middle schools shall:

- A. hold a baccalaureate degree;
- B. hold a valid Minnesota license as an elementary or secondary classroom teacher; and
- C. except as provided in subpart 2, satisfactorily complete a preparation program, approved by the Board of Teaching, leading to the licensure of middle school teachers, as follows:

(1) A teacher holding a valid Minnesota elementary classroom teaching license shall complete an approved program leading to the licensure of middle school teachers consisting of a minimum of 24 quarter hours or the equivalent. Such programs shall include all of the following areas:

- (a) philosophy and organization of the middle school;
- (b) adolescent psychology;
- (c) interdisciplinary planning;
- (d) special learning and behavior problems;
- (e) teaching experience with adolescents; and
- (f) a minimum of 12 quarter hours or the equivalent of course work in a single academic licensure field.

(2) A teacher holding a valid Minnesota secondary classroom teaching license shall complete an approved program leading to the licensure of middle school teachers consisting of a minimum of 24 quarter hours or the equivalent. Such programs shall include all of the following areas:

- (a) philosophy and organization of the middle school;
- (b) preadolescent psychology;
- (c) developmental reading;
- (d) interdisciplinary planning;
- (e) remedial reading;
- (f) special learning and behavior problems; and
- (g) teaching experience with preadolescents.

Subp. 2. **Interpretation of rule.** Provisions of this rule shall not be interpreted to prevent a teacher from teaching in a middle school at those grade levels for which valid Minnesota classroom teaching licensure is held or to require such teacher to secure additional licensure to continue to teach at those grade levels in a middle school for which valid Minnesota classroom teaching licensure is held.

Subp. 3. **College or university programs.** Minnesota colleges and universities approved to prepare teachers and which request approval of a program according to this rule shall provide evidence that programs to prepare middle school teachers submitted for approval have been developed with participation from elementary and secondary teachers, middle school administrators, students, and interested citizens. Such programs shall also include:

- A. a statement of philosophy which sets forth the view of the institution with respect to the middle school;
- B. an enumeration of the specific knowledge, skills, and understandings to be developed in the proposed program;
- C. a description of program components which includes statements specifically relating individual components of the program to the philosophy and outcomes enumerated under items B and C; and
- D. a plan for assessing learning outcomes for individual candidates for licensure.

Subp. 4. Collaboration of college or university with local school district. Nothing in this part shall prohibit Minnesota colleges and universities which offer approved programs leading to the licensure of teachers in middle schools from collaborating with local school districts to develop jointly the program of instruction enumerated in subpart 1, item C, subitem (1) or (2), which will meet the needs of local school districts. Such programs must meet the requirements of the approved middle school licensure program offered by the college or university. Recommendation of candidates for licensure who complete such programs shall be the responsibility of the college or university through which the program was developed.

Subp. 5. Evaluation of experience and preparation. All approved programs leading to middle school teacher licensure shall include a description of the way in which practicing teachers may have their teaching experience and teacher preparation in those areas enumerated in subpart 1, item C, subitem (1) or (2), evaluated and credited by an institution maintaining an approved program leading to middle school teacher licensure. Such evaluation shall include previous teaching experience and/or previous teacher preparation.

Subp. 6. Applicants with valid elementary or secondary entrance license. Applicants holding a valid Minnesota elementary or secondary classroom entrance teaching license shall be issued an entrance middle school teaching license upon the completion of the requirements of subpart 1, item C, subitem (1) or (2).

Subp. 7. Applicants with valid elementary or secondary continuing or life license. Applicants holding a valid Minnesota elementary or secondary classroom continuing or life teaching license shall be issued a continuing middle school teaching license upon the completion of the requirements of subpart 1, item C, subitem (1) or (2).

Subp. 8. Issuance of continuing license. The first and subsequent continuing middle school teaching licenses shall be issued to applicants who have completed the requirements of subpart 1, item C, subitem (1) or (2) and who meet the requirements of the Board of Teaching for the issuance of the first and/or subsequent Minnesota elementary or secondary classroom continuing teaching licenses.

Subp. 9. Persons holding valid secondary school classroom teaching license. Persons holding a valid Minnesota secondary school classroom teaching license and who meet the requirements set forth in subpart 1 shall be granted a license to teach full-time in any middle school the subjects or fields in which secondary school licensure is held.

Subp. 10. Persons holding valid elementary school classroom teaching license. Persons holding a valid Minnesota elementary school classroom teaching license and who meet the requirements set forth in subpart 1 shall be granted a license to teach full-time in any middle school the subject or field in which the requirement of subpart 1, item C, subitem 1, unit (f) has been completed.

Subp. 11. Persons holding valid secondary classroom teaching license with experience in middle school teaching. Persons holding a valid Minnesota secondary classroom teaching license who have a minimum of three years of teaching experience in a Minnesota middle school prior to July 1, 1984, as verified by the employing school superintendent shall, upon application, be issued a license to teach full-time in any middle school those subjects or fields in which valid Minnesota secondary classroom teaching licensure is held.

Subp. 12. Persons holding valid elementary classroom teaching license with experience in middle school teaching. Persons holding a valid Minnesota elementary classroom teaching license who have a minimum of three years of teaching experience in a Minnesota middle school prior to July 1, 1984, as verified by the employing school superintendent shall, upon application, be issued a license to

teach full-time in any middle school those subjects or fields in which this teaching experience in a Minnesota middle school was completed.

Subp. 13. Disregard of grade level restrictions. From July 1, 1978, until July 1, 1983, any person licensed by the Board of Teaching for any of the grade levels in a middle school where the person is assigned to teach is granted authority to teach areas and subjects specified by the duly issued licenses at any of the grade levels in the middle school regardless of grade level restrictions on the license currently held.

Subp. 14. Effective date. Except for subparts 10, 11, and 12, all provisions of this part shall become effective July 1, 1983.

Statutory Authority: *MS s 125.05; 125.185*

History: *L 1984 c 463 art 7 s 44,53 subd 3*

8700.3500 SECONDARY SCHOOL TEACHERS.

Subpart 1. Basic requirement. A teacher's license may be issued to an applicant holding a degree from the College of Education of the University of Minnesota, the University of Minnesota, Duluth and Morris, a Minnesota state university, or a private liberal arts college in Minnesota on completion of a teacher education program which shall include the minimum programs of preparation in the teaching fields prescribed in Minnesota state agency rules and 18 semester (27 quarter) hours in professional education, of which at least four semester (six quarter) hours must be in student teaching.

If a program was completed in a college or university located outside of Minnesota, the college or university must be approved according to criteria established by the board of teaching. The license may be issued upon the recommendation of the institution in which the approved teacher education program was completed.

This license shall qualify the holder thereof to teach in any secondary school those subjects or fields in which a college major has been completed, or where the assignment is for one-half time or less during the school day, those subjects or fields in which either a college major or minor has been completed. This license also qualifies the holder to teach in the seventh and eighth grades of any elementary school.

Any secondary school teacher licensed to teach after September 1, 1966, with minor preparation in a subject or field shall within seven years after the initial licensure acquire the minimum established by the Board of Teaching for major preparation in order to continue to be licensed to teach in the subject or field.

Subp. 2. Out-of-state diplomas or degrees. Such license may also, at the discretion of the Board of Teaching, be issued to any holder of a diploma or degree from an institution of equivalent rank and standing of any other state, on completion of its teacher education program and including 18 semester (27 quarter) hours in professional education; or to a person from another country whose record has been judged essentially equivalent.

Subp. 3. Vocational license. A vocational license may be issued to an applicant who meets the criteria stated in the Minnesota state plan for vocational education and as adopted by the Board of Teaching.

Subp. 4. Minimum program preparation. The following requirements shall constitute minimum programs of preparation to be set up by the colleges for secondary teachers unless otherwise indicated. Whenever specific course titles are indicated, it is understood that the course or its equivalent is acceptable. Licensure will be granted to persons who are recommended by a college or university maintaining the following approved programs of preparation. The standard requirements for credits in professional education shall apply except where requirements are specifically mentioned. All new requirements are effective September 1, 1968, unless otherwise specified.

Statutory Authority: *MS s 125.05; 125.185*

NOTE: Repealed effective July 1, 1987.

8700.3510 SECONDARY SCHOOL TEACHERS AND TEACHERS OF KINDERGARTEN TO GRADE 12 SUBJECTS.

Subpart 1. Scope. All persons whose applications are received on or after July 1, 1987 for an entrance license as a secondary school teacher or teacher of kindergarten to grade 12 subject must comply with this part.

Subp. 2. Uses of a license as secondary school classroom teacher. A secondary school classroom teaching license shall qualify the holder to teach in any secondary school those subjects or fields in which a college major has been completed, or where the assignment is for one-half time or less during the school day, those subjects or fields in which either a college major or minor approved by the Board of Teaching which leads to licensure, has been completed. This license also qualifies the holder to teach in the seventh and eighth grades of any elementary school in those subjects or fields for which valid licensure is held.

Subp. 3. Licensure in areas of minor preparation. Any secondary school teacher licensed to teach after September 1, 1966, with minor preparation in a subject or field shall, within seven years after the initial licensure, acquire the minimum established by the Board of Teaching for major preparation in order to continue to be licensed to teach in the subject or field.

Subp. 4. Licensure requirements. All candidates recommended for licensure to teach in a secondary school or in kindergarten to grade 12 subjects shall hold a baccalaureate degree and have satisfactorily completed an approved program leading to licensure in a teaching field as prescribed in Board of Teaching rules governing secondary education and kindergarten to grade 12 subjects.

Subp. 5. Program requirements. Each program leading to licensure in a teaching field as prescribed in Board of Teaching rules governing secondary education and kindergarten to grade 12 subjects shall include a minimum of 27 quarter hours or the equivalent in a professional education component designed to provide candidates recommended for licensure with basic knowledge, skills, and understandings in the areas set forth in items A to D.

A. Foundational studies consist of basic knowledge which underlies the study of education and teaching. It includes all of the following:

(1) the study of human growth and development, including typical and atypical patterns of development, with emphasis on adolescent growth and development for secondary school teachers or growth and development from early childhood through adolescence for kindergarten through grade 12 teachers;

(2) the study of the learning process, with emphasis on physical, intellectual, emotional, and social differences in students; and

(3) the study of education and the school as an institution in the context of a changing pluralistic society.

B. The organization and management of instruction category consists of basic knowledge, skills, and understandings for planning, implementing, and evaluating instruction for all students within a classroom. It includes all of the following:

(1) knowledge of content, materials, and scope and sequence of curriculum, and skills necessary to teach, both including provision for individual differences of students, in each licensure field and at each licensure level for which the candidate for licensure is preparing to teach;

(2) development of differentiated instructional strategies and techniques and the application of these strategies and techniques to unique learning styles; differing physical, emotional, and mental capabilities; and differing environments and cultures;

(3) skills to assess, diagnose, prescribe, evaluate, and report individual student achievement;

(4) organizational, management, and communication skills and strategies to facilitate individual and group learning;

(5) selection, utilization, and evaluation of a variety of instructional technologies, community resources, and print and nonprint instructional media;

(6) implementation of instruction within school organizational patterns, including the recognition of differentiated roles, responsibilities, and tasks of school personnel;

(7) implementation of techniques to evaluate the curriculum and instructional strategies utilized; and

(8) knowledge of the impact of reading ability on student achievement in content areas, and skills to assist students to read more effectively in specific content areas.

C. The prestudent teaching and student teaching experiences category consists of experiences in grades 7 to 9 and in grades 10 to 12 in a school setting in which theory and practice are combined. It includes both of the following:

(1) a series of formal observations of teaching and directed instructional experiences in a school setting, prior to student teaching, which shall begin early in the professional education component; and

(2) student teaching, which shall consist of full-school-day experiences for one academic quarter or the equivalent in a secondary school in which the student teacher assumes responsibility for the management and the implementation of the complete instructional program. The student teaching experience may include student teaching in one or more licensure fields. Candidates to be recommended for licensure in kindergarten to grade 12 subjects shall complete student teaching experiences in an elementary school and in a secondary school for a minimum total of one academic quarter or the equivalent.

D. The profession of teaching category consists of basic knowledge of the professional responsibilities of a teacher, both within and beyond the instructional setting. It includes all of the following:

(1) a minimum level of proficiency in the written English language;

(2) skills necessary to communicate and interact with staff members, resource personnel, parents, and other members of the community in order to meet the individual needs of students;

(3) skills to evaluate self and peer teaching performance;

(4) responsibilities of the individual teacher to clients served, to the employing school district and its administration, and to the teaching profession;

(5) legal rights of students, parents, administrators, school boards, and teachers;

(6) essential statutes, rules, and legal procedures affecting the preparation, licensure, and relicensure of teachers, and the teacher as a public employee; and

(7) purposes of the major education professional organizations and learned societies and their contributions to education and the education profession.

Subp. 6. Vocational licenses. A vocational license may be issued to an applicant who meets the criteria stated in vocational rules of the State Board of Education as adopted by the Board of Teaching.

Subp. 7. Minimum programs of preparation. The following requirements shall constitute minimum programs of preparation to be set up by the colleges for secondary teachers unless otherwise indicated. Whenever specific course titles are indicated, it is understood that the course or its equivalent is acceptable. Licensure will be granted to persons who are recommended by a college or university maintaining the following approved programs of preparation. The standard requirements for credits in professional education shall apply except where requirements are specifically mentioned.

Statutory Authority: *MS s 125.05; 125.185*

8700.3600 SCIENCE FOR GRADES 5 TO 9 AND GRADES 7 TO 12.

Subpart 1. Sciences defined. For the purposes of this part the sciences shall comprise the following areas: earth science, including geology, astronomy, and meteorology; physical science, including chemistry and physics; life sciences, including botany, zoology, and other appropriate realms of biology; science for grades 5 to 9, including basic elements of life, earth, and physical sciences.

Subp. 2. Basic licensure requirements. All candidates for licenses to teach science, which includes earth science, physical science, life science, and science for grades 5 to 9 shall hold a baccalaureate degree and have satisfactorily completed a program which has been approved by the Board of Teaching for science teachers in grades 5 to 9 or in grades 7 to 12.

Subp. 3. Licensure requirements; life and earth sciences. All candidates recommended for licensure as life science or earth science teachers shall have satisfactorily completed programs which provide experiences that enable them to develop broad basic knowledge and skills in earth science, in life science, and in physical science. The broad base shall include no less than 20 percent of the total baccalaureate program distributed equitably across the areas listed in subpart 1 and in addition, either:

A. Experiences which enable the candidate to acquire additional broad knowledge and skills in earth science, in life science, and in physical science to teach science in grades 5 to 9. These additional experiences shall be equivalent to no less than 20 percent of the total baccalaureate program and shall be distributed across the area in approximately equal proportions; or

B. Experiences which enable the candidate to develop a high level of competency in life science or in earth science, grades 7 to 12. These additional experiences shall be equivalent to no less than 20 percent of the total baccalaureate program.

Subp. 4. Licensure requirements; physical science. All candidates recommended for licensure as physical science teachers shall have satisfactorily completed a program in physical science which shall consist of no less than 40 percent of the total baccalaureate program in both chemistry and physics. No one area of physical science shall comprise less than 15 percent of the total baccalaureate program.

Subp. 5. Licensure based on minor preparation; life or earth science. All candidates who request licensure based on minor preparation in either life science or earth science shall have the experiences necessary to develop the broad basic competencies required of life science and earth science teachers, as set out in subpart 3, plus at least the additional preparation in the specific science area in which they desire to teach equivalent to at least ten percent of the total baccalaureate program.

Subp. 6. Licensure based on minor preparation; physical science. All candidates who request licensure based on minor preparation in physical science may, upon compliance with the following, be licensed in either chemistry or physics. Such candidates shall have preparation in the subject area of chemistry or physics for which they seek licensure equal to at least 15 percent of their total baccalaureate program.

Subp. 7. Program development; evidence of participation. Evidence shall be provided to show that programs submitted for approval have been developed with participation from the college departments involved with the proposed teacher education programs, elementary school teachers, secondary school teachers, school administrators, students, and interested citizens.

Subp. 8. Program requirements. Programs submitted for approval shall include all of the following:

A. A rationale which sets forth the view of the institution with respect to the role of teachers of science.

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B. Evidence that the program is based on a study conducted to determine the academic work which is necessary to prepare candidates to teach in the areas of science normally offered at the levels for which licensure is being requested.

C. An enumeration of specific teacher competencies to be developed in the proposed program. Included among others shall be competencies in the following areas:

(1) personal human qualities that will facilitate interpersonal relationships and enhance student learning;

(2) knowledge of the intellectual and philosophical nature of science;

(3) knowledge and experience necessary to illustrate the cultural and historical significance of science to social conditions;

(4) application of analytical methods of science in multidisciplinary approaches to studying and solving problems of science and of society;

(5) knowledge and skill necessary to seek out and study new concepts, together with the ability to synthesize these concepts meaningfully and to communicate them to persons for whom the ideas are also new; and

(6) the selection, adaptation, evaluation, and use of strategies and materials for the teaching of science so that teaching-learning situations for which the teacher is responsible will be consistent with general knowledge about teaching and learning and will be appropriate both to the special needs of the learners and the special characteristics of the science disciplines.

D. A description of program components which include statements which relate individual program components to the competencies, knowledge, and skills to be developed by candidates.

E. A plan for assessing the level of performance of each candidate recommended for licensure which ascertains the individual candidate's development of the required competencies.

Subp. 9. General program requirement. Programs shall be approved which vary in curricular design provided that program components meet the requirements in subparts 1 to 8 and that these components provide education personnel who are recommended for licensure with the knowledge, skills, and understandings specified in rules for each licensure area. When the term competency is used, it is understood that other appropriate terms which refer to learning outcomes may be substituted. Examples of such terms are: knowledge, skills, and understandings.

Subp. 10. Continuing licensure. The continuing license may be renewed according to parts 8700.0900 to 8700.2300, the Board of Teaching rules pertaining to continuing education.

Subp. 11. Effective dates. Licenses shall be issued in accordance with part 8700.3600 as adopted on April 16, 1973, until July 1, 1985, at which time the provisions of the amended rule adopted by the Board of Teaching on May 19, 1983, shall be effective. Nothing in this subpart shall prohibit the Board of Teaching from issuing licenses prior to July 1, 1985, to those who qualify under the provisions of the amended rule. Pursuant to part 8700.7700 the Board of Teaching shall reasonably accommodate the termination date of programs approved prior to the adoption of these amendments to permit persons enrolled in such approved programs to complete such programs.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: 8 SR 244

8700.3700 MATHEMATICS.

The prospective teacher of mathematics shall have:

A. A major of at least 26 semester (39 quarter) hours, beginning at the level of calculus and analytic geometry, which shall include the following courses. One of these courses shall contain an introduction to the language of logics and sets:

(1) three courses in analysis, including two courses in calculus and analytic geometry;

(2) two courses in abstract algebra;

(3) one course in geometry with postulational approach, and one course in the foundations of mathematics;

(4) at least one course in probability and/or mathematical statistics; and

(5) the remaining credits to be earned in upper-class elective courses, e.g., introduction to real variables, number theory, topology, history of mathematics, or numerical analysis; or

B. A minor of at least 18 semester (27 quarter) hours selected from the courses listed for the major, with a minimum of two courses in calculus and analytic geometry and a minimum of two major courses from item A, subitem (2), (3), or (4), as listed for the major.

Statutory Authority: *MS s 125.05; 125.185*

8700.3800 [Repealed, 11 SR 48]

TEACHER LICENSURE: ENGLISH/LANGUAGE ARTS, SPECIAL EDUCATION; SCHOOL SOCIAL WORKER

8700.3810 TEACHERS OF ENGLISH/LANGUAGE ARTS.

Subpart 1. Licensure requirements. A candidate recommended for licensure to teach English/language arts in secondary schools shall hold a baccalaureate degree and shall complete the requirements of item A or B.

A. Major preparation requires satisfactory completion of an English/language arts teacher preparation program approved by the Board of Teaching, consisting of a minimum of 54 quarter hours or the equivalent that must include all knowledge and skills specified in subpart 2.

B. Minor preparation requires satisfactory completion of an English/language arts teacher preparation program approved by the Board of Teaching, consisting of a minimum of 27 quarter hours or the equivalent that must include knowledge and skills specified in subpart 2, item A selected by the preparation institution; knowledge and skills specified in subpart 2, item B, subitems (1) and (2), (2) and (3), or (1) and (3) selected by the preparation institution; and all knowledge and skills specified in subpart 2, item C.

Subp. 2. Program requirements. A program leading to the licensure of teachers of English/language arts shall provide candidates recommended for licensure with the knowledge, skills, and understanding set forth in items A to C:

A. Knowledge and skills applicable to the major responsibilities of teachers of English/language arts:

(1) to teach language and writing:

(a) knowledge of theories of language development from early childhood onward with emphasis on the adolescent and of the effects of social, cultural, and economic environment on the acquisition and use of language;

(b) knowledge of the phonological, grammatical, and semantic functions of language, the uses of language, and the process of development and change in language, particularly as applied to the English language;

(c) knowledge of the various traditional and modern descriptions of the grammatical structure of the English language;

(d) knowledge of the elements of the writing process, the uses of writing, and research in written composition;

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(e) knowledge of the methodologies for teaching writing and the importance of logic and reasoning to both the writing process and the written product;

(f) knowledge of a variety of strategies for efficient yet effective evaluation of student writing;

(g) the skill of writing effectively as a model for students;

(h) the skill of providing instruction and activities that will enable students to write grammatically and to adapt strategies and forms of writing to various contexts, audiences, and purposes; and

(i) the skill of responding specifically, constructively, and efficiently to students' writing for the purpose of revising and improving the writing; responding to considerations of audience, purpose, and context; and diagnosing problems in reasoning, form, structure, usage, and style as well as in syntax, diction, spelling, punctuation, and legibility.

(2) to teach literature:

(a) knowledge of a representative body of American and British literature, past and present, written for adults and for adolescents by majority and minority male and female authors, and some of the major works, in translation, if necessary, of continental and nonwestern authors;

(b) knowledge of the value of literature as an art as well as the enjoyment derived from a variety of experiences and viewpoints encountered in literature; appreciation of the force and beauty of language; vicarious experience; appreciation of the commonalities and the diversities among peoples; the interpretation of human motivation; and the correlation between reading good literature and writing well;

(c) knowledge of the various methods of analysis, interpretation, and evaluation of literature;

(d) knowledge of the characteristics of various literary forms: poetry, drama, novel, short story, and essay; the kinds of literary devices; and such elements of literature as plot, theme, character, and style;

(e) in-depth study of the works of at least one major author;

(f) the skill of critical reading and informed interpretation of literature;

(g) the skill of encouraging students to respond to literature in a variety of ways: personal response and application to their own lives and experiences, teacher-directed response based on acknowledged critical theories, and response through writing and other art forms;

(h) the skill of stimulating the sharing of the enjoyment of literature;

(i) the skill of motivating students to read literature throughout their lives; and

(j) the skill of helping students understand the cultural and historical context of literary works.

B. Knowledge and skills applicable to meeting additional responsibilities of teachers of English/language arts:

(1) to improve and maintain reading and study skills:

(a) knowledge of a variety of philosophies and strategies for teaching reading at the various levels of interpretation and understanding;

(b) knowledge of sources of materials for use in teaching developmental reading and study skills;

(c) knowledge of the elements of the process of developing reading skills including word attack, vocabulary, comprehension, scope and sequence, and criterion-referenced testing;

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(d) the skill of assessing the range of interests and abilities of students in reading and selecting materials and planning instruction to meet their varying needs, including the ability to analyze the readability of instructional materials;

(e) the skill of teaching students to comprehend both the stated and implied meanings of language and to identify, analyze, and use facts, implications, references, and judgments expressed through different modes of communication; and

(f) the skill of teaching students to locate resources for learning available through libraries, archives, interviews, and mass media and to use appropriate techniques for gathering, organizing, and assimilating information from such sources.

(2) to implement speaking and listening techniques in the classroom:

(a) knowledge of techniques of oral interpretation of literature and of small group and public speech communication;

(b) knowledge of the elements of the speaking and listening processes and the relationship between the two activities;

(c) the skill of using appropriate communication skills;

(d) the skill of providing general instruction and evaluation to improve students' oral interpretation of literature and their small group and public speech communication; and

(e) the skill of using techniques and activities that encourage effective discriminative, comprehensive, critical, appreciative, and empathetic listening.

(3) to teach the understanding and use of print and nonprint mass media:

(a) knowledge of the differences between print mass media and nonprint mass media and ways they can supplement each other;

(b) knowledge of the ways in which print and nonprint mass media are used to persuade and manipulate audiences;

(c) the skill of increasing students' awareness of the influence of emotional, cultural, political, and economic forces on mass media and on the individual's response to mass media; and

(d) the skill of showing students how to make discretionary use of print and nonprint mass media.

C. Skills applicable to teaching all components of English/language arts:

(1) to assess the ability of students in writing, speaking, and listening and to select materials and plan instruction to meet their varying needs;

(2) to instill habits of writing, speaking, and listening that show respect for differing regional and ethnic dialects and for each person's dignity while making available to, and enabling students to use, the dialect most appropriate for use in business, government, and education;

(3) to evaluate students' progress in reading, writing, speaking, and listening;

(4) to integrate the teaching of reading, writing, speaking, listening, and viewing so that they are mutually reinforcing; and

(5) to evaluate and use learning aids such as textbooks, computers, standardized and nonstandardized tests, projectors, and tape recorders.

Subp. 3. Program approval for institutions. An institution applying to the Board of Teaching for approval of its preparation program for teachers of English/language arts shall comply with part 8700.7700.

Subp. 4. Continuing licensure. A continuing license shall be issued and

renewed according to rules of the Board of Teaching governing continuing education/relicensure.

Subp. 5. Effective date. This part is effective July 1, 1989, for an applicant for entrance licensure as a teacher of English/language arts.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *11 SR 48*

8700.3900 SOCIAL STUDIES IN SECONDARY SCHOOLS.

Subpart 1. Definition. The social studies include the following areas of the social sciences: anthropology, economics, geography, history, political science, psychology, and sociology, as well as interdisciplinary studies involving the social sciences.

Subp. 2. License requirements. All candidates for licenses to teach in the social studies, which include all fields within the social studies as well as interdisciplinary or broad area courses within the social studies, must hold a baccalaureate degree and have satisfactorily completed a program which has been approved by the Board of Teaching. A minimum of one-third of the total baccalaureate program, or the equivalent, shall be devoted to the development and the demonstration of competencies specified in subpart 3.

Subp. 3. Program requirements. All candidates recommended for licensure shall have satisfactorily completed programs which provide for the development and evaluation of competencies in all of the areas which follow:

A. achievement of pupil progress toward cognitive and affective goals identified for the candidate's social studies teaching;

B. ability to demonstrate behaviors in classroom and other teaching situations which facilitate pupils' development toward cognitive and affective goals in the social studies;

C. knowledge of the social sciences as disciplines, including ways of structuring, types of analytical questions, methods of advancing knowledge, major competing theories, the changing nature of fields, and ways of keeping current with developments in the fields, together with the ability to integrate and apply this knowledge to the development and evaluation of curriculum and instructional materials and to the candidate's work in the classroom;

D. behaviors which model those which are identified as goals for pupils;

E. knowledge of principles of learning, including both cognitive and affective learning, adolescent psychology, individual differences, and social studies methods, curriculum, and materials of instruction, together with the ability to apply this knowledge to the development and evaluation of teaching plans and instructional materials as well in classroom teaching and other work with pupils; and

F. knowledge of ways of using community resources in teaching, of promoting good relationships between the school and the community, and of the professional role of the teacher beyond the classroom situation, together with the ability to apply this knowledge to work within the school.

Subp. 4. Evidence of participation. Evidence shall be provided to show that programs submitted for approval have been developed with appropriate participation from elementary school teachers, secondary school teachers, and administrators in schools which work with the training institutions as well as from students and interested citizens. Programs submitted for approval shall include all of the following:

A. a statement of rationale which sets forth the view of the institution with respect to the role of social studies teachers;

B. an enumeration of specific teacher competencies to be developed in the proposed program including competencies in each of the broad categories listed in subpart 3;

C. a description of program components which includes statements which specifically relate individual components of the program to the competencies required of all prospective social studies teachers; and

D. a plan for assessing the individual candidate's development of the required competencies.

Subp. 5. Variations in programs. Programs shall be approved which vary in curricular design provided that program components meet the requirements in subparts 1 to 4, and that these components provide education personnel who are recommended for licensure with the knowledge, skills, and understandings specified in rules for each licensure area. When the term "competency" is used, it is understood that other appropriate terms which refer to learning outcomes may be substituted. Examples of such terms are "knowledge, skills, and understandings."

Subp. 6. Continuing license. The issuance of the first continuing license is contingent upon:

A. the candidate's possession of a previously issued valid and appropriate entrance license; and

B. one year of successful experience in teaching social studies during the time that the applicant holds an appropriate entrance license.

The continuing license may be renewed according to general rules of the Board of Teaching pertaining to continuing education.

Subp. 7. Effective date. This part is effective July 1, 1979, for all applicants for entrance licenses.

Statutory Authority: *MS s 125.05; 125.185*

8700.4000 MODERN FOREIGN LANGUAGES.

Subpart 1. In general. The prospective teacher of modern foreign language shall meet one of the following sets of requirements.

Subp. 2. Grades 1 to 12. Modern foreign language, grades 1 to 12. Requirements:

A. a bachelor's degree upon the completion of a teacher education program with a language major from an accredited teacher-preparing institution;

B. 18 semester (27 quarter) credits in education including a methods course in foreign language teaching at both the elementary and secondary levels and supervised student teaching at both levels; or

C. a rating of good or superior by the language department of a teacher preparing institution in five of the seven competencies defined in the Modern Language Association of America (MLA) "Qualifications for Secondary School Teachers of Modern Foreign Languages" and at least a minimal rating in the remaining two competencies. The five competencies are to include aural understanding, speaking, reading, and writing.

Subp. 3. Secondary school. Modern foreign languages, secondary school. Requirements:

A. those with a major in the language:

(1) a bachelor's degree upon the completion of a teacher education program with a language major from an accredited teacher preparing institution;

(2) 18 semester (27 quarter) credits in education, including methods and supervised teaching at the secondary level; and

(3) a rating of good or superior by the language department of the teacher preparing institution in four of the seven competencies defined in the MLA "Qualifications for Secondary School Teachers of Modern Foreign Languages" and at least a minimal rating in the remaining three competencies. The four competencies are to include aural understanding, speaking, and reading;

B. those with a minor in the language:

(1) a bachelor's degree upon the completion of a teacher education program from an accredited teacher preparing institution with a minimum of 20 semester (30 quarter credits) in each language to which he is assigned; and

(2) 18 semester (27 quarter) credits in education including a methods course and/or supervised student teaching of a language.

Subp. 4. Elementary school. Modern foreign language, elementary school. Requirements:

A. a bachelor's degree upon the completion of a teacher education program from an accredited teacher preparing institution with a minimum of 20 semester (30 quarter) credits in each language to which he is assigned;

B. 30 semester (45 quarter) credits in education including a methods course in the teaching of foreign languages and supervised student teaching at the elementary level in the usual subject matter areas; and

C. a rating of good or superior by the language department of the teacher preparing institution in the competency of speaking as defined in the MLA "Qualifications for Secondary School Teachers of Modern Foreign Languages."

Subp. 5. Teacher from another country. Modern foreign language, teacher from another country. An accredited teacher-preparing institution may recommend a native speaker of a modern foreign language for licensure as a teacher as provided in subpart 2, 3, or 4 when he has met the following requirements:

A. an education comparable to that of a bachelor of arts or science in the United States as determined by the teacher preparing institution;

B. a sound knowledge of the structure of English and of the native language as determined by the teacher preparing institution;

C. 18 semester (27 quarter) credits in education including a methods course in the teaching of foreign languages and supervised practice teaching in the language; and

D. a rating of good or superior by the language department of the teacher preparing institution in six of the seven competencies as defined in the MLA "Qualifications for Secondary School Teachers of Modern Foreign Languages" and at least a minimal rating in the one remaining competency.

Subp. 6. Teacher supervisor in grades 1 to 12. Modern foreign language, a teacher to supervise instruction, grades 1 to 12. Requirements:

A. A master's degree with a major in modern foreign language or a major in the teaching of modern foreign languages from an accredited teacher preparing institution.

B. 18 semester (27 quarter) credits in education including a methods course in foreign languages from an accredited teacher preparing institution.

C. A rating of good or superior by the language department of the teacher preparing institution in six of the seven competencies defined in MLA "Qualifications for Secondary School Teachers of Modern Foreign Languages" and at least a minimal rating in the remaining competency. The six competencies are to include aural understanding, speaking, reading, writing, and professional preparation.

D. At least two years of successful teaching experience as a teacher of modern foreign languages in either the elementary or secondary school.

Statutory Authority: *MS s 125.05; 125.185*

8700.4100 HOME ECONOMICS.

Subpart 1. Nonvocational. The prospective teacher in the field of nonvocational home economics shall have major preparation.

Subp. 2. Vocational. A teacher's license may be issued in the field of vocational home economics to those applicants who meet the major preparation requirements as stated in the Minnesota state plan for vocational education.

Statutory Authority: *MS s 125.05; 125.185*

8700.4200 AGRICULTURE.

Subpart 1. **Nonvocational.** A prospective teacher in nonvocational agriculture shall have major preparation.

Subp. 2. **Vocational.** A teacher's license may be issued in the field of vocational agriculture to those applicants who meet major preparation requirements as stated in the Minnesota state plan for vocational education.

Statutory Authority: *MS s 125.05; 125.185*

8700.4300 PHYSICAL EDUCATION AND HEALTH TEACHERS.

Subpart 1. **Physical education teachers, grades K to 12.** Physical education major. Major preparation in physical education shall consist of not less than 42 semester (63 quarter) hours of credit in the areas listed below. In each case the listed courses or their equivalents must be included:

A. **Science.** Two basic sciences, one of which shall include a laboratory experience selected from the following: biology, chemistry, physics. Note: all three, plus mathematics, are desirable.

Anatomy, human physiology. Note: laboratory work in these areas is strongly recommended.

Social sciences: psychology and sociology or anthropology.

B. **Activity skills.** The professional skill courses shall include emphasis at both the elementary and secondary levels. Such courses shall be advanced professionalized courses to emphasize performance, analysis of skill movements, officiating, knowledge of rules, strategy, and testing.

The program of activities shall be well-balanced to include activities from each of the following areas:

(1) team sports, such as basketball, soccer, softball, speedball, volleyball, ice hockey, field hockey;

(2) individual and dual sports, such as archery, badminton, bowling, golf, ice skating, skiing, tennis, track and field, wrestling;

(3) gymnastics, such as apparatus, stunts, tumbling;

(4) rhythms, such as creative rhythms, singing games, folk, square, ballroom, and modern dance;

(5) lead-up games and games of low organization, such as tag, dodge ball, captain ball, line soccer;

(6) aquatics, such as swimming, diving, life saving, small craft; and

(7) conditioning exercises, weight training, and/or body mechanics.

C. **Professional physical education.** Preparation in each of the following areas shall give attention to both elementary and secondary physical education:

(1) history, principles, and philosophy of physical education;

(2) curriculum of physical education;

(3) adapted physical education;

(4) measurement and evaluation in physical education;

(5) methods of materials of physical education, including water safety instruction or equivalent for potential aquatic teachers;

(6) personal and community health, first aid and safety, and care and prevention of athletic injuries;

(7) administration and organization of physical education;

(8) extra class activities; and

(9) applied science (kinesiology or body mechanics, physiology of activity).

D. **Student teaching.** School instructional experience at both elementary (K to 6) and secondary (7 to 12) school levels shall be included.

Subp. 2. Health teacher. A prospective teacher of health, after September 1, 1967, shall have successfully completed a program of preparation consisting of minor preparation in school health education or broad major preparation in health and physical education or major in biological sciences with definite prescribed areas in health and safety, including the school health education minor competencies.

Effective September 1, 1973, an applicant for licensure as a health teacher, based on a school health education major, shall have completed the minimum program of preparation prescribed in item B.

A. School health minor. Minor preparation in health education shall consist of not less than 18 semester (27 quarter) hours with work in each of the areas listed below:

- (1) human sciences: human anatomy and physiology;
- (2) personal health;
- (3) dental health;
- (4) food and nutrition;
- (5) alcohol, tobacco, and narcotics;
- (6) mental health;
- (7) physical fitness;
- (8) home and family living;
- (9) community health;
- (10) communicable and noncommunicable diseases;
- (11) environmental sanitation;
- (12) community health services and resources;
- (13) safety: accident prevention and first aid;
- (14) instruction; and
- (15) administration.

B. School health education major. Effective September 1, 1973, major preparation in health education shall consist of not less than 42 semester (63 quarter) hours of credit in the areas listed below. In each case the listed courses or their equivalents must be included.

(1) Science: biology or zoology; bacteriology or microbiology; human sciences: physiology or anatomy.

(2) Health education content:

- (a) first aid;
- (b) personal health and grooming;
- (c) consumer health;
- (d) physical fitness;
- (e) alcohol;
- (f) tobacco, narcotics, and dangerous drugs;
- (g) environmental health;
- (h) community services and resources (public health);
- (i) communicable and noncommunicable diseases;
- (j) nutrition;
- (k) family life (human growth and sex education);
- (l) mental health; and
- (m) safety.

(3) Behavioral sciences: growth and development; social anthropology; sociology; psychology.

(4) Professional health education: instruction; organization and administration; curriculum; school health problems (exceptional children).

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(5) Student teaching and field experiences. The following experiences should be included:

- (a) student teaching in secondary school health education;
- (b) coordinating the school health education curriculum, grades K to 12;
- (c) organizing and coordinating the school health services program; and
- (d) coordinating the school health program with the community health services and programs.

Statutory Authority: *MS s 125.05; 125.185*

8700.4400 TEACHERS OF INDUSTRIAL ARTS.

Subpart 1. Scope. This part applies to all persons who teach industrial arts in grades 5 to 12.

Subp. 2. License requirement. All candidates for licensure to teach industrial arts must hold a baccalaureate degree and have successfully completed a program of teacher education which has been approved by the Board of Teaching.

Subp. 3. Program requirement. Programs submitted for approval shall include all of the following:

- A. a list of program objectives regarding the development of technical knowledge and skill;
- B. a list of program objectives regarding the development of educational knowledge and teaching competency;
- C. a description of program components describing the activities that are designed to achieve the program objectives;
- D. a description of the plan for assessing whether candidates for licensure have developed the required knowledge and skills; and
- E. a description of the program of clinical experiences for student teachers and interns.

Subp. 4. Program options. The two program options shall include at least the minimum requirements as listed in items A and B.

A. A middle school industrial arts teaching license (valid for teaching grades 5 to 9) may be granted upon the completion of an industrial arts teacher education program in which the portions of the program dealing with subitem (1) constitute at least one-third of the total baccalaureate program and in which there are the following components:

(1) development of technical skills and knowledge in the areas of communications, manufacturing, energy, construction, and transportation, together with career information, and a knowledge of the socioeconomic aspects, of the cultural functions, and of the organizational strategies related to the areas mentioned above;

(2) the selection, adaptation, evaluation, and use of strategies and materials for teaching of industrial arts so that teaching-learning situations for which the teacher is responsible will be consistent with general knowledge about teaching and learning and will be appropriate both to the special needs of the learners and the special characteristics of industrial arts; and

(3) completion of a supervised practicum teaching experience in industrial arts.

B. A secondary school industrial arts teaching license (valid for teaching grades 9 to 12) may be granted upon the applicant's completion of an industrial arts teacher education program in which the portions of the program dealing with subitems (1) and (2) constitutes at least one-third of the total baccalaureate program and in which there are the following components:

(1) the development of basic technical skills and knowledge in the areas of communications, manufacturing, energy, construction, and transportation, together with career information and a knowledge of the socioeconomic aspects of the cultural functions related to the areas mentioned above; with

(2) a concentration in at least one of the above identified areas (a concentration implies participation in learning experiences designed to develop in-depth knowledge and technical skill); and

(3) the selection, adaptation, evaluation, and use of strategies and materials for the teaching of industrial arts so that teaching-learning situations for which the teacher is responsible will be consistent with general knowledge about teaching and learning and will be appropriate both to the special needs of the learners and the special characteristics of industrial arts; and

(4) completion of a supervised practicum teaching experience in industrial arts.

The provisions of this part shall not limit teaching to the area of concentration only.

Subp. 5. Variations in programs. Programs shall be approved which vary in curricular design provided that program components meet the requirements in subparts 1 to 3 and that these components provide education personnel who are recommended for licensure with the knowledge, skills, and understandings specified in rules for each licensure area. When the term "competency" is used, it is understood that other appropriate terms which refer to learning outcomes may be substituted. Examples of such terms are "knowledge, skills, and understandings."

Subp. 6. Issuance of continuing (five-year) license. Persons trained in Minnesota institutions with approved programs in industrial arts may receive a continuing license by meeting requirements of appropriate rules (part 8700.0200).

Persons trained in another state in a regionally accredited institution may receive an entrance license and are subject to the existing requirements for moving from an entrance to a continuing license (part 8700.0200). These persons shall also have their preservice training program reviewed by the Board of Teaching and complete recommended work, if any is necessary, to make their training consistent with that described above before a continuing license may be granted. It is recommended that this review is made early in the entrance license period.

Renewal of continuing (five-year) license. The continuing license may be renewed according to rules of the Board of Teaching pertaining to continuing education.

Subp. 7. Effective date. This part is effective July 1, 1979, for all applicants for entrance licenses.

Statutory Authority: *MS s 125.05; 125.185*

8700.4500 TEACHERS OF ART.

Subpart 1. Art education. For the purpose of this part, art education shall consist of:

A. the visual arts which are ideas, experiences, and processes which lead to the creation of two-dimensional and three-dimensional objects;

B. instructional programs in art in which learners perceive and respond to sensory qualities of visual art; recognize and accept art as a basic realm of human experience; produce original and imaginative works of art; develop an understanding of art heritage; and form sensitive, reasoned, critical judgments about the significance and aesthetic quality of art.

Subp. 2. License requirements. All candidates recommended for licensure to teach art shall hold a baccalaureate degree and have satisfactorily completed a program in art education which has been approved by the Board of Teaching and is appropriate to their teaching assignment (kindergarten to grade 12, prekindergarten to grade 6, grade 7 to grade 12).

Subp. 3. Intent and exception. It is the intent of this part to preclude the teaching of art by persons with a minor in art or less than the preparation specified in this part.

An exception to this part shall be the teaching of art by a licensed elementary school teacher employed in prekindergarten to grade 6 working in a team or other cooperative arrangement whose teaching assignment in art is not more than 33 percent of a full-time teaching assignment.

Subp. 4. Program requirements. To be eligible for approval in art education, a program shall include:

A. A written rationale which sets forth the view of the preparing institution with respect to the role of teachers of art.

B. Evidence that the programs in art education submitted for approval have been developed with participation from the college departments involved with the proposed art education program: from prekindergarten, kindergarten, elementary, and secondary school teachers; from school administrators; as well as from art education candidates and interested citizens.

C. An enumeration of specific knowledge, skills, and understandings for teachers of art to be developed in a proposed art education program. The program components shall be designed to effectively provide candidates recommended for licensure with knowledge, skills, and understandings in the following:

(1) Art studio:

(a) a proficiency in a diversity of media and material skills with major studio emphasis as defined for each licensure program in subpart 5; and

(b) the skill to communicate and use both two-dimensional and three-dimensional visual art elements and principles.

(2) Art history, aesthetics, criticism:

(a) a working knowledge of past and contemporary theories of art;

(b) a broad knowledge of art history and criticism with research skills in at least one period of art history;

(c) the skill to instill an awareness of cultural heritages; and

(d) an understanding of the philosophic positions of leading art philosophers and artists.

(3) Art education:

(a) a working knowledge of past and contemporary theories of art education;

(b) a commitment to a role as advocate of creativity;

(c) the skills to recognize and provide for individual differences among students, including the broad spectrum of the exceptional student;

(d) a knowledge of visual, emotional, and physical growth patterns of students;

(e) the skills to effectively budget for an art program and manage art classroom procedures;

(f) the ability and skills to understand and promote the interdisciplinary relationship of art to other curricular areas;

(g) the skill to develop evaluation techniques related to art education;

(h) a knowledge of appropriate behavior and art product expectancies for identified stages of student development;

(i) the ability to utilize effective public relations skills with administrators, other professional staff, school support staff, and community;

(j) the ability to effectively utilize human and community resources such as practicing professional artists and designers;

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(k) the ability to develop a variety of art curricula appropriate to various instructional levels and settings;

(l) a knowledge of state and federal safety regulations and laws as applied to the use of art media, tools, and equipment;

(m) the skill to use audiovisual techniques as applied to the teaching of art at all instructional levels;

(n) the skill to effectively utilize research procedures in art education;

(o) the ability to relate art education to the total life experience of all students; and

(p) the ability to effectively relate to students and demonstrate concern for the learning needs of students.

D. A written description of program components which includes statements which relate individual program components to the knowledge, skills, and understandings to be developed by candidates for licensure in art education.

E. A written plan for assessing the level of performance of each candidate recommended for licensure in art education which ascertains the development of all the specified knowledge, skills, and understandings.

F. Programs may be approved which vary in curricular design provided that program components meet the requirements in items A to E and that these components are designed to provide candidates who are recommended for licensure in art education with the knowledge, skills, and understandings for each licensure program as specified in subpart 5.

Subp. 5. **Levels of licenses.** Licenses for the teaching of art are issued for one or more of the following school levels: kindergarten to grade 12, prekindergarten to grade 6, grade 7 to grade 12.

A. All candidates recommended for licensure as teachers of art for kindergarten to grade 12 shall have satisfactorily completed approved programs which include all of the following:

(1) learning experiences in art studio, art history, aesthetics, criticism, and art education which are equivalent to not less than 40 percent of the baccalaureate degree program;

(2) experience in six or more diverse art studio areas with emphasis in at least two;

(3) learning experiences in the professional education sequence including all of the following: child growth and development, adolescent growth and development, information media, school organization, alternative education; and

(4) field experiences including:

(a) Pre-student teaching field experiences in art education in kindergarten, elementary school, middle school or junior high school, and high school; and

(b) Student teaching experience shall consist of full school day experiences under the supervision of a licensed teacher of art. Such experiences shall be at both the kindergarten to grade 6 level and the grade 7 to grade 12 level for a minimum total of one academic quarter or the equivalent thereof.

B. All candidates recommended for licensure as teachers of art for pre-kindergarten to grade 6 shall have satisfactorily completed approved programs which include all of the following:

(1) learning experiences in art studio, art history, aesthetics, criticism, and art education which are equivalent to not less than 33 percent of the baccalaureate degree program;

(2) experience in six or more diverse art studio areas with emphasis in at least one;

(3) learning experiences in the professional education sequence including all of the following: early childhood development, child growth and development, information media, school organization, alternative education; and

(4) field experiences including:

(a) Pre-student teaching field experience in art education in prekindergarten, kindergarten, primary grades (grades 1, 2, and 3), and upper elementary grades (grades 4, 5, and 6).

(b) Student teaching experience shall consist of full school day experiences under the supervision of a licensed teacher of art at the prekindergarten, primary grades (grades 1, 2, and 3), and upper elementary grades (grades 4, 5, and 6) levels for a minimum total of one academic quarter or the equivalent thereof. However, a candidate for licensure as a teacher of art who has completed student teaching requirements for another elementary teaching license may, upon satisfying all other requirements of this rule, student teach for a minimum of one-half of one academic quarter or the equivalent thereof under the supervision of a licensed teacher of art.

C. All candidates recommended for licensure as teachers of art for grade 7 to grade 12 shall have satisfactorily completed approved programs which include all of the following:

(1) learning experiences in art studio, art history, aesthetics, criticism, and art education which are equivalent to not less than 33 percent of the baccalaureate degree program;

(2) experience in six or more diverse art studio areas with emphasis in at least two;

(3) learning experiences in the professional education sequence including all of the following: adolescent growth and development, information media, school organization, alternative education; and

(4) field experiences including:

(a) Pre-student teaching field experiences in art education in junior high school and high school.

(b) Student teaching experience shall consist of full school day experiences under the supervision of a licensed teacher of art at the junior high school and/or the high school level for a minimum total of one academic quarter or the equivalent thereof.

Subp. 6. Continuing license. The issuance of the first continuing license is contingent upon:

A. possession by the candidate of a valid and appropriate entrance license; and

B. one year of teaching experience in art.

The continuing license shall be renewed according to general rules of the Board of Teaching pertaining to continuing licensure.

Subp. 7. Effective date. This part is effective July 1, 1983, for all applicants for entrance licenses. All persons holding a license as a teacher of art prior to July 1, 1983, based on less than major preparation who have not acquired necessary credits for a major in art prior to July 1, 1983, shall meet the requirements of this part at the time of the first renewal after July 1, 1983.

Statutory Authority: *MS s 125.05; 125.185*

8700.4600 TEACHERS OF MUSIC.

Subpart 1. Structure of the music education program. All candidates for licenses to teach music shall hold a baccalaureate degree and have satisfactorily completed a program which has been approved by the Board of Teaching consisting of the following:

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A. a music core equivalent to at least 25 percent of the total baccalaureate degree requirement;

B. one or more of the following areas of music specialization each of which is equivalent to at least 20 percent of the total baccalaureate degree requirement: band K to 12 and classroom music 5 to 12; orchestra K to 12 and classroom music 5 to 12; vocal and classroom music K to 9; vocal and classroom music 5 to 12;

C. a professional education program, including specialized methods and student teaching, equivalent to at least 15 percent of the total baccalaureate requirement; and

D. evidence of competence in the areas enumerated in subparts 3 and 4.

Subp. 2. Teacher assignment. Licensed elementary school teachers employed in grades K to 6 working in teams or other cooperative arrangements shall hold the appropriate music licensure if more than 33 percent of a teaching assignment is in music. All other teachers of music in grades K to 12 shall hold the appropriate licenses for each music teaching assignment. Except for licensed elementary school teachers employed in grades K to 6 working in teams or other cooperative arrangements whose teaching assignment is not more than 33 percent, it is the intent of this part to preclude the teaching of music by persons with minors or less than the preparation outlined in this rule and to assure that preparation is appropriate for teaching assignments in the four areas of specialization enumerated in subpart 1.

Subp. 3. Core preparation. The music core shall consist of the following areas:

A. Producing sounds. Music educators shall:

(1) be competent performers on an instrument or with the voice, with the ability sufficiently advanced to assure musically accurate and expressive performance;

(2) be able to organize, rehearse, and conduct large and small ensembles;

(3) be able to perform adequately on the keyboard so as to play simple accompaniments and study scores;

(4) be able to improvise by means of their major performing medium; and

(5) have a basic knowledge of an experience in playing fretted instruments: reading chord charts and simple strumming techniques.

B. Organizing sounds. Music educators shall:

(1) be acquainted with the process of composing music and develop skills sufficient to compose in a variety of styles and simple forms; and

(2) be able to arrange and adapt music creatively from a variety of sources to meet the needs and ability levels of school performance groups.

C. Describing sounds. Music educators shall:

(1) be able to identify and explain structured forms, procedures, and compositional devices employed in all musics;

(2) know the representative musical forms, styles, performance practices, performance media as well as representative composers and compositions for all periods and cultures;

(3) have a basic knowledge of instrumental and vocal techniques: tone production, articulation and diction, voice placement and changing voice, and interpretation of fingering charts;

(4) have a broad knowledge of music materials and literature for students of all age groups, abilities, and performance media; and

(5) be able to demonstrate appropriate physical response to music: rhythmic movement, improvised movement, dance.

D. Music educators shall demonstrate personal qualities and knowledge that will facilitate interpersonal relationships and enhance student learning including:

- (1) knowledge and skill to relate to students and colleagues of varying backgrounds and be able to utilize cultural developments from all societies;
- (2) knowledge and skill to develop relationships between music and other arts and disciplines;
- (3) knowledge of learning theories and the scientific method and their applications to the physical and social sciences; and
- (4) knowledge and skill in communicating the art of music which includes the selection, adaptation, evaluation, and use of strategies and materials for the teaching of music so that teaching-learning situations for which the teacher is responsible will be consistent with general knowledge about teaching and learning and will be appropriate both to the special needs of the learners and the special characteristics of the discipline of music.

Subp. 4. Preparation in specialized areas.

A. Band K to 12, and classroom music 5 to 12.

(1) Producing sounds. Band specialists shall:

(a) be able to demonstrate solo performance ability on at least one instrument of the wind or percussion families: an advanced level of accomplishment on the major instrument illustrating an understanding of solo repertoire of different styles, periods, and composers;

(b) in addition to their major performing instrument, be able to demonstrate performance ability on one secondary instrument of a different family of wind or percussion;

(c) be able to demonstrate an advanced performance ability on their major instrument in large and small ensembles. They should also be able to demonstrate an intermediate performance ability on their secondary instrument in large and small ensembles; and

(d) be able to interpret condensed and full scores designed for band and be able to anticipate fingering problems, articulation difficulties, and other problems relative to wind and percussion instruments. They should also be able to demonstrate a thorough knowledge of baton and rehearsal techniques.

(2) Organizing sounds. Band specialists shall be able to demonstrate ability to arrange musical selections for marching band, large and small ensembles of various combinations of wind and percussion instruments and containing varied ability grouping.

(3) Describing sounds. Band specialists shall:

(a) have knowledge of specific repertoire and instructional materials for beginning, intermediate, and advanced levels of solo, small, and large ensemble performance for wind and percussion instruments;

(b) be able to demonstrate basic performance and pedagogical knowledge of all wind and percussion instruments and should be able to teach beginning students effectively; and

(c) be familiar with the construction and mechanisms of wind and percussion instruments and be able to make minor repairs and adjustments.

B. Orchestra K to 12 and classroom music 5 to 12.

(1) Producing sounds. Orchestra specialists shall:

(a) be able to demonstrate solo performance ability on at least one instrument of the string family: violin, viola, cello, bass; an advanced level of accomplishment on the major instrument illustrating an understanding of solo repertoire of different styles, periods, and composers.

(b) be able to demonstrate performance ability on one secondary instrument of the string family.

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(c) be able to demonstrate an advanced performance ability on their major instrument in large and small ensembles. They should also be able to demonstrate an intermediate performance ability on their secondary instrument in large and small ensembles.

(d) be able to interpret instrumental scores and demonstrate understanding of editing problems; i.e., bowings, fingerings, articulation. They should also be able to demonstrate a thorough knowledge of baton and rehearsal techniques.

(2) Organizing sounds. Orchestra specialists shall be able to demonstrate ability to arrange musical selections for large and small string ensembles, containing varied ability groupings, and large and small ensembles with string and wind and percussion instruments.

(3) Describing sounds. Orchestra specialists shall:

(a) have knowledge of specific repertoire and instructional materials for beginning, intermediate, and advanced levels of solo, small, and large ensemble performance for string instruments;

(b) be able to demonstrate basic performance and pedagogical knowledge of all four string instruments and should be able to teach beginning students effectively;

(c) be familiar with the construction and mechanisms of string instruments and be able to make minor repairs and adjustments; and

(d) in addition to having a basic knowledge of the instruments of the string family, also be able to demonstrate basic knowledge of representative wind and percussion instruments.

C. Vocal and classroom music K to 9.

(1) Producing sounds. Vocal specialists shall:

(a) be able to demonstrate solo performance ability vocally: an advanced level of accomplishment, illustrating an understanding of solo repertoire of different styles, periods, and composers;

(b) in addition to their major performing medium, be able to demonstrate performance ability on an instrument, wind, string, percussion, or keyboard;

(c) be able to play accompaniments of representative choral literature and materials;

(d) be able to demonstrate advanced performance ability in large and small ensembles in the major performing medium, voice, and intermediate performance ability on an instrument in large and small ensembles; and

(e) be able to interpret choral scores, ranging from single line monophonic to three and four parts, and be able to anticipate problems of range, tessitura, articulation, and phrasing.

(2) Organizing sounds. Vocal specialists shall be able to demonstrate ability to arrange musical selections for abilities and groupings represented by K to 9, and also arrange for choral groups with addition of instruments from the simple classroom instruments to instruments of the string, wind, percussion, and keyboard families.

(3) Describing sounds. Vocal specialists shall:

(a) have knowledge of specific repertoire and instructional materials for the beginning and intermediate levels of singing, and representative literature for small and large vocal ensembles; and

(b) be able to demonstrate a thorough knowledge of vocal techniques: tone production, voice placement, changing voice, range, and diction.

D. Vocal and classroom music 5 to 12.

(1) Producing sounds. Vocal specialists shall:

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(a) be able to demonstrate solo performance ability vocally: an advanced level of understanding of different styles, periods, composers, and solo repertoire;

(b) in addition to their major performing medium, be able to demonstrate solo performance ability on a secondary or minor instrument; wind, string, percussion, or keyboard;

(c) be able to play accompaniments of representative choral literature and materials;

(d) be able to demonstrate thorough performance ability in large and small ensembles in both major performing medium; voice, and the secondary or minor instrumental area;

(e) be able to interpret choral scores ranging from monophonic to polyphonic and double choir and be able to anticipate problems of range, tessitura, articulation, and phrasing; and

(f) be able to interpret choral scores with instrumental parts, string, wind, percussion, and keyboard and be able to anticipate problems with the addition of instruments.

(2) Organizing sounds. Vocal specialists shall be able to demonstrate ability to arrange musical selections for abilities and groupings represented by 5 to 12, and also arrange for choral groups with addition of instruments of the string, wind, percussion, and keyboard families.

(3) Describing sounds. Vocal specialists shall:

(a) have knowledge of repertoire and instructional materials for beginning, intermediate, and specific advanced levels of solo, small, and large ensemble performance; and

(b) be able to demonstrate a thorough knowledge of vocal techniques: tone production, voice placement, changing voice, range, and diction.

Subp. 5. Program development, approval, and implementation.

A. Evidence shall be provided to show that programs submitted for approval have been developed with participation from the college departments involved with the proposed teacher education programs, from elementary school teachers, secondary school teachers, and school administrators as well as from students and interested citizens.

B. Programs submitted for approval shall include all of the following:

(1) a rationale which sets forth the view of the institution with respect to the roles of teachers of music;

(2) an enumeration of specific teacher competencies to be developed in the proposed program including competencies in the core and in each of the areas of specialization;

(3) a description of program components which includes statements which specifically relate individual components of the program to the competencies required of all prospective music teachers; and

(4) a plan for assessing the individual candidate's development of the required competencies.

C. Alternative programs may be approved provided that they meet the intent of items A and B and that their components provide the music educator with those skills and understandings represented by the competencies described in this rule.

Subp. 6. Continuing licensure. The issuance of the first continuing license is contingent upon:

A. the candidate's possession of a previously issued valid and appropriate entrance license; and

B. one year of successful experience in teaching music.

The continuing license may be renewed according to general rules of the Board of Teaching pertaining to continuing education.

Subp. 7. **Effective date.** This provision is effective July 1, 1982, for all applicants for entrance licenses.

All persons holding licenses as teachers of music prior to July 1, 1982, based on less than major preparation who have not moved to a major in music prior to July 1, 1982, shall meet the requirements of this part at the time of the first renewal after July 1, 1982.

Statutory Authority: *MS s 125.05; 125.185*

8700.4700 [Repealed, 11 SR 1793]

8700.4710 TEACHERS OF BUSINESS.

Subpart 1. **License requirements.** A candidate recommended for a license to teach business in secondary schools shall:

- A. hold a baccalaureate degree;
- B. satisfactorily complete requirements for secondary school teachers enumerated in part 8700.3510; and
- C. satisfactorily complete a preparation program leading to a license for teachers of business approved by the Board of Teaching, consisting of a minimum of 75 quarter hours or the equivalent.

Subp. 2. **Program requirements.** A program leading to the licensure of teachers of business shall provide candidates recommended for licensure with the knowledge, skills, and understandings listed in this subpart:

- A. accounting principles including financial statement analysis and computerized applications;
- B. economic principles including consumer and personal economics principles;
- C. management principles and applications;
- D. sales and marketing principles;
- E. business law concepts;
- F. business structure and function;
- G. international business;
- H. advanced business ownership principles including business finance, risk taking, and entrepreneurship;
- I. information systems and analysis;
- J. current business technology;
- K. computerized business applications;
- L. origination and presentation of oral and written business communications;
- M. advanced keyboarding and typewriting;
- N. text editing and word processing production from various input media;
- O. recording data using written notes or electronic media and transcribing the data; and
- P. business behavior including interpersonal relations, leadership, work attitudes, job seeking skills, and business decision making.

Subp. 3. **Program approval for institutions.** An institution applying to the Board of Teaching for approval of its preparation program for teachers of business shall comply with part 8700.7700.

Subp. 4. **Continuing licenses.** A continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing education and relicensure.

Subp. 5. **Effective date.** This part is effective July 1, 1990, for applicants for entrance licensure as teachers of business.

Statutory Authority: *MS s 125.05 subd 1,6; 125.185 subd 4*

History: *11 SR 1793*

8700.4800 TEACHERS OF SPEECH AND THEATRE ARTS.

Subpart 1. **Major licensure requirements.** The prospective teacher of speech and theatre arts applying for major licensure shall have not less than 45 quarter (30 semester or equivalent) hours in any one of three patterns:

A. Speech-theatre arts major.

(1) A minimum of 27 quarter (18 semester or equivalent) hours in areas of study and competence described in the general speech-theatre arts core (these are areas of competence, not courses).

General speech-theatre arts core:

(a) theory and practice in theatre arts (e.g., acting, directing, history, and criticism, and technical theatre);

(b) theory and practice in advanced public speaking;

(c) speech science (e.g., phonetics, pathology, audiology);

(d) theory and practice in deliberative processes (e.g., argumentation, discussion);

(e) theory and practice in oral interpretation of literature;

(f) rhetoric and communication (e.g., introduction to rhetorical theory, history and criticism of public address, communication theory, language and human behavior);

(g) theory and appreciation of the popular arts (e.g., radio, film, television); and

(h) participation in at least two activities: college forensics, interpretation, theatre activities, or broadcasting.

(2) A minimum of 18 quarter (12 semester or equivalent) hours of advanced or additional work elected from the areas of study listed in the general speech-theatre arts core, item A, subitem (1), units (a) to (h).

B. Speech major.

(1) A minimum of 27 quarter (18 semester or equivalent) hours in areas of study and competence described in the general speech core:

General speech core:

(a) theory and practice in advanced public speaking;

(b) speech science (e.g., phonetics, pathology, audiology);

(c) theory and practice in the deliberative processes (e.g., argumentation and discussion);

(d) theory and practice in oral interpretation;

(e) rhetoric and communication (e.g., introduction to rhetorical theory, history and criticism of public address, communication theory, language and human behavior);

(f) participation in forensics; and

(g) theory and practice in broadcast media.

(2) A minimum of 18 quarter (12 semester or equivalent) hours of advanced or additional work elected from the area of study listed in the general speech core, item B, subitem (1), units (a) to (g).

C. Theater arts major.

(1) A minimum of 27 quarter (18 semester or equivalent) hours in areas of study and competence described in the general theater arts core:

General theater arts core:

- (a) theory and practice in theatre arts (acting, directing, technical theatre);
- (b) history and criticism of theatre;
- (c) speech science (e.g., phonetics, voice and diction);
- (d) theory and practice in oral interpretation;
- (e) theory and appreciation in the popular arts (e.g., radio, film, television); and
- (f) participation in interpretation and/or theatre activities.

(2) A minimum of 18 quarter (12 semester or equivalent) hours of advanced or additional study elected from the areas of study listed in the general theater arts core, item C, subitem (1), units (a) to (f).

Subp. 2. Minor licensure requirements. For minor licensure, a prospective teacher shall have not less than 24 quarter (16 semester or equivalent) hours, as prescribed in each minor:

A. speech-theatre arts minor: a minimum of 24 quarter (16 semester or equivalent) hours in not less than seven of the eight areas of study and competence described in the general speech-theatre art core, subpart 1, item A, subitem (1), units (a) to (h);

B. speech minor: a minimum of 24 quarter (16 semester or equivalent) hours in not less than six of the seven areas of study and competence described in the general speech core, subpart 1, item B, subitem (1), units (a) to (g);

C. theater arts minor: a minimum of 24 quarter (16 semester or equivalent) hours in not less than five of the six areas of study and competence described in the general theater arts core, subpart 1, item C, subitem (1), units (a) to (f).

Statutory Authority: *MS s 125.05; 125.185*

8700.4900 [Repealed, 8 SR 244]

8700.4901 DRIVER AND TRAFFIC SAFETY EDUCATION.

Subpart 1. Scope. This part shall apply to any person providing instruction in a program in driver education, including both classroom and behind the wheel instruction, to a person under the age of 18, if the program is offered through a public school and has been approved by the Minnesota Board of Education pursuant to the requirements of Minnesota Statutes, section 171.04, clause (1). All persons whose application is received on or after July 1, 1986, for licensure as a teacher of driver and traffic safety education must comply with this part.

Subp. 2. Licensure requirements. A candidate recommended for licensure to teach driver and traffic safety education shall:

A. hold a baccalaureate degree;

B. hold a valid Minnesota teaching license; and

C. satisfactorily complete a driver and traffic safety education teacher preparation program approved by the Board of Teaching, consisting of at least 20 quarter hours or the equivalent.

Subp. 3. Program requirements. Each program leading to the licensure of teachers of driver and traffic safety education must provide candidates recommended for licensure with the knowledge, skills, and understandings set forth as follows:

A. The program must provide a minimum of 14 quarter hours, or the equivalent, in all of the following:

(1) methods and materials for classroom instruction, which must include scope, sequence, and content; traffic laws; psychological and physiological aspects of the driver; alcohol, drugs, and driving; speed and energy conservation; traffic mix with other highway users; the decision making process; and supplementary materials;

(2) methods and materials for laboratory instruction, which must include scope, sequence, and content for in-car, multivehicle, and simulator instruction; and, instructional strategies and techniques of evaluation;

(3) organization and administration of driver and traffic safety education programs, which must include scope, sequence, and content of two, three, and four phase programs; vehicle and facilities administration; curriculum improvement; state rules; staffing; budgeting; evaluation and reporting; school-community relations; and record keeping; and

(4) practicum experience in an approved driver education program, which must include classroom and laboratory teaching activities.

B. The program must provide a minimum of six quarter hours, or the equivalent, selected from any two of the following:

(1) principles of kindergarten to grade 12 traffic safety education;

(2) special areas of instruction, which must include special populations; simulation, multiple vehicle, or multimedia; individualized driver education; advanced driver education; adult driver education; and motorcycle rider education;

(3) human factors, which must include behavioral influence on accident prevention, drugs and traffic safety, and first aid;

(4) environmental factors, which must include traffic engineering, traffic law and enforcement, and traffic communication; and

(5) vehicular factors, which must include basic automotive systems, motor vehicle safety standards, and driver consumerism.

Subp. 4. **Program approval for institutions.** An institution applying to the Board of Teaching for approval of its driver and traffic safety education preparation program must meet the provisions of part 8700.7700.

Subp. 5. **Continuing licensure.** The continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing education and relicensure.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: 8 SR 244

8700.4902 STAFF ASSIGNMENT.

Subpart 1. **Teachers of driver and traffic safety education.** Persons assigned as teachers of driver and traffic safety education shall:

A. hold a license as a teacher of driver and traffic safety granted by the Board of Teaching; and

B. hold a valid driver's license which has not been suspended or revoked within the 12-month period immediately preceding the beginning of each school year.

Subp. 2. **Teachers of motorcycle rider education.** Persons assigned as teachers of motorcycle rider education shall:

A. hold a license as a teacher of driver and traffic safety granted by the Board of Teaching;

B. hold a valid driver's license and motorcycle endorsement which have not been suspended or revoked within the 12-month period immediately preceding the beginning of each school year; and

C. complete a course in motorcycle rider education from a driver and traffic safety education program approved by the Board of Teaching.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: 8 SR 244

8700.5000 [Repealed, 11 SR 1793]

8700.5100 TEACHERS OF FAMILY LIFE EDUCATION.

Subpart 1. Family life education. As used in this part, the term "family" means two persons or more related by blood, marriage, or adoption residing together.

Family life education in elementary and secondary schools is a systematic instructional program to encourage individuals and families in their growth toward self-understanding, and to increase their ability to sustain meaningful interpersonal relationships. Family life education deals with the behavior of individuals acting singly and in groups, with the aim of such education being to enable people of all ages and life styles to live constructive and satisfying lives in a pluralistic society.

Courses in family life education in elementary and secondary schools provide instruction with content concerning family relationships, including marriage preparation, in one or more of the following areas: family structure and function; parenting and parent education; relationships within the family and relationships of the family and its members to society; development of human sexuality.

Subp. 2. License requirements. Each person who provides instruction in family life education at the secondary level shall hold licensure as a teacher of family life education if one-half or more of the content of any one course taught in one or more areas of family life education as defined in subpart 1.

Each person who provides instruction in family life education at the elementary level shall hold licensure as a teacher of family life education if one-third or more of the person's annual classroom teaching assignment is in one or more of the areas of family life education as defined in subpart 1.

Subp. 3. Entrance license requirements. All candidates for entrance licenses as teachers of family life education shall:

- A. hold a baccalaureate degree;
- B. hold a valid license as a classroom teacher at the grade levels where assignments may be made to teach family life education; and
- C. satisfactorily complete a family life education program, approved by the Board of Teaching, consisting of at least 27 quarter hours, or the equivalent, which includes at least three quarter hours, or the equivalent, in each of the following areas:

- (1) family structure and function;
- (2) parent education;
- (3) relationships within the family and relationships of the family and its members to society;
- (4) development of human sexuality; and
- (5) curriculum, methods, and materials for family life education; or be recommended by an approved institution on the basis of experience and preparation in family life education for which credit has been granted.

Subp. 4. Continuing licensure. The issuance of the first continuing license is contingent upon the candidate's possession of a previously issued valid and appropriate entrance license.

The continuing license shall be renewed according to rules of the Board of Teaching pertaining to continuing education.

Subp. 5. Evidence of participation in planning programs. Evidence shall be provided to show that programs submitted for approval have been developed with appropriate participation from elementary school teachers, secondary school teachers, and administrators in schools which work with the preparation institutions as well as from students and interested citizens. Programs submitted for approval shall include the following:

- A. a statement of rationale which sets forth the view of the institution with respect to the role of family life educators;

B. enumeration of specific knowledge, skills, and understandings to be developed in the proposed program;

C. a description of program components which includes statements which specifically relate individual components of the program to the learning outcomes required of prospective family life educators; and

D. a plan for assessing learning outcomes for individual candidates for licensure.

Subp. 6. Variations in programs. Programs shall be approved which vary in curricular design provided that program components meet the requirements in subpart 3, and that these components provide education personnel who are recommended for licensure with the knowledge, skills, and understandings specified in rules for each licensure area. When the term "competency" is used, it is understood that other appropriate terms which refer to learning outcomes may be substituted. Examples of such terms are "knowledge, skills, and understandings."

Subp. 7. Evaluation of experience. All approved programs in family life education shall include a description of the way in which teachers who hold licenses on July 1, 1980, may have their experience and preparation in family life education evaluated by a preparation institution. The approved program for that institution shall be the basis for determining areas in which experience and preparation are equivalent to the approved program.

Subp. 8. Effective date. This part is effective July 1, 1983, for all applicants for entrance licenses.

Statutory Authority: *MS s 125.05; 125.185*

8700.5200 TEACHERS OF AMERICAN INDIAN LANGUAGE AND AMERICAN INDIAN HISTORY AND CULTURE.

Subpart 1. Issuance of license authorized. The Board of Teaching shall, in accordance with Minnesota Statutes, section 126.49 and the provisions of this part, authorize the issuance of a license to teach an American Indian language and/or an American Indian history and culture to any person who has achieved and demonstrated competence in an American Indian language and/or knowledge and understanding of an American Indian history and culture.

Subp. 2. Teachers without a license. Nothing in this part shall prohibit a school board from employing a person to teach an American Indian language and/or an American Indian history and culture who does not hold a license authorized by this part.

Subp. 3. License application. An application for a license authorized by this part may be submitted by persons on their own behalf or may be submitted by the superintendent or other authorized official of a school district, participating school as defined in Minnesota Statutes, section 126.47, subdivision 4, or an American Indian school, on behalf of a person who has demonstrated competence in an American Indian language and/or knowledge and understanding of an American Indian history and culture. The application shall specify the language, and/or the history and culture, and grade levels to be taught by the applicant and shall also include the following:

A. certified copies of resolutions attesting to the competence in an American Indian language and/or the knowledge and understanding of an American Indian history and culture of the applicant from at least two of the following:

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

(2) the reservation or business committee serving the tribe or community speaking the language and/or representing the history and culture for which licensure is requested;

(3) the local Indian education committee serving the tribe or com-

munity speaking the language and/or representing the history and culture for which licensure is requested;

(4) other bodies governing or serving the tribe or community speaking the language and/or representing the history and culture for which licensure is requested; or

(5) two certified statements from authorized officials of professional or learned societies, organizations, or institutions who are qualified to assess the competence of the applicant in the language and/or the knowledge and understanding of the applicant of the history and culture for which licensure is requested; that they have assessed the applicant and the applicant is competent in the language for which licensure to teach is requested and/or possesses knowledge and understanding of the history and culture for which licensure to teach is requested; and

B. a processing fee as established by the Board of Teaching.

Subp. 4. **Licensee's right to teach.** Each license issued hereunder authorizes the holder to teach an American Indian language and/or an American Indian history and culture at the grade levels approved by the Board of Teaching.

Subp. 5. [Repealed, 13 SR 753]

Subp. 6. [Repealed, 13 SR 753]

Subp. 7. **Continuing licensure.** A continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing education relicensure.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4; 126.49 subd 1*

History: *13 SR 753*

8700.5300 ADULT BASIC/CONTINUING EDUCATION.

Subpart 1. **Definition.** For the purpose of this part, adult basic/continuing education shall consist of programs, other than vocational, to provide educational opportunities for adults who have educational needs below the twelfth grade completion level.

Subp. 2. **Teachers without adult basic/continuing education license.** Nothing in this part shall prohibit a local school board from hiring teachers who hold valid Minnesota classroom teaching licenses and who are not licensed as teachers of adult basic/continuing education to serve as teachers of adult basic/continuing education under the direction of the superintendent of schools. Except, in the case of high school diploma programs for adults, staffing criteria established by the State Board of Education, as set forth in part 3500.3700, subpart 2 or successor part, shall be applied.

Subp. 3. **License requirements.** All candidates recommended for licensure as teachers of adult basic/continuing education shall:

A. hold a baccalaureate degree;

B. hold a valid Minnesota teaching license; and

C. satisfactorily complete a program approved by the Board of Teaching leading to the licensure of teachers of adult basic/continuing education, consisting of a minimum of 15 quarter hours or the equivalent. Such program shall include, but is not limited to, the following areas:

(1) the application of current research, learning theory, and practice consistent with current definitions of functional literacy;

(2) classroom methods, materials, and practices necessary to assist adults in achieving personal goals, acquiring skills needed to function in society, continuing education to high school completion level, securing training to become more employable, acquiring health information, and acquiring independence; and

(3) curriculum development in the basic skills necessary to function in society:

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(a) academic: reading, writing, computing;
(b) coping: problem solving, decision making, self responsibility; and
(c) adapting: intrapersonal, interpersonal, group membership, group leadership.

Subp. 4. Institutional requirements. An institution applying to the Board of Teaching for approval of its preparation program leading to the licensure of teachers of adult basic/continuing education shall meet the provisions of part 8700.7700.

Subp. 5. Experience earned before July 1983. Persons holding a valid Minnesota teaching license and who have at least two years of part-time or full-time, or 500 hours, of paid employment as a teacher of adult basic/continuing education prior to July 1, 1983, verified by an employing official, upon application shall be issued a license to teach adult basic/continuing education.

Subp. 6. Continuing licensure. The continuing license shall be issued and renewed according to rules of the Board of Teaching pertaining to continuing education/relicensure.

Subp. 7. Effective date. This part is effective July 1, 1983, for all applicants for licensure as teachers of adult basic/continuing education.

Statutory Authority: *MS s 125.05; 125.185*

8700.5310 TEACHERS OF ENGLISH AS A SECOND LANGUAGE.

Subpart 1. Definition. For purposes of this part, English as a second language is defined as the discipline which instructs students of limited English proficiency, whose first language is not English, in the four skills areas in English: listening, speaking, reading, and writing.

Subp. 2. Licensure requirements. All candidates recommended for licensure to teach English as a second language in grades kindergarten to 12 shall:

A. Hold a baccalaureate degree.

B. Satisfactorily complete a minimum of two years of college-level, or four years of high school-level foreign language, or equivalent experience in learning another language and interacting with another culture as verified by the recommending institution.

C. Satisfactorily complete a professional education preparation program for teachers of English as a second language, approved by the Board of Teaching, consisting of a minimum of 27 quarter hours, or the equivalent. The student teaching component must consist of full school day experiences for one academic quarter, or its equivalent, which includes both elementary and secondary education levels with students of limited English proficiency.

D. Satisfactorily complete an English as a second language teacher preparation program, approved by the Board of Teaching, consisting of a minimum of 36 quarter hours, or the equivalent.

Subp. 3. Program requirements. Each program leading to the licensure of teachers of English as a second language in grades kindergarten to 12 shall provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following:

A. linguistics:

(1) the nature of language;

(2) organizational principles of language (phonology, morphology, syntax, semantics);

(3) major models of linguistic analysis;

(4) writing systems; and

(5) principles of language change and development of language families;

B. English language:

- (1) varieties of English (dialectal, historical, written, spoken, register);
- (2) structure and usage of standard English (phonology, morphology, syntax, semantics); and
- (3) a contrastive analysis of English with another language including reference to a non-Indo-European language;

C. psycholinguistics:

- (1) learning theories,
- (2) first and second language acquisition processes at various age levels; and
- (3) attitudinal and motivational factors as they relate to individual learning styles;

D. sociolinguistics:

- (1) basic sociocultural variables in language use and language learning;
- (2) types of bilingual and multilingual educational situations; and
- (3) social determiners of dialect and style;

E. language and culture:

- (1) the relationship between language and culture;
- (2) the skills and tools of cultural analysis;
- (3) American historical development and contemporary American cultural patterns and values;
- (4) crosscultural patterns and values of the second language learner; and
- (5) problems of intercultural communication as they relate to language teaching;

F. teaching of reading for students of limited English proficiency:

- (1) prereading skills;
- (2) reading theories;
- (3) the relationship between oral and written language;
- (4) correction of reading difficulties;
- (5) reading skills for special purposes;
- (6) techniques and approaches for elementary and secondary students; and
- (7) selection, development, and adaptation of appropriate materials.

Subp. 4. Applications for program approval. An institution applying to the Board of Teaching for approval of an English as a second language teacher preparation program shall meet the provisions of part 8700.7700. All approved programs leading to the licensure of teachers of English as a second language shall include a description of the way in which practicing teachers may have their teaching experience and teacher preparation in those areas enumerated in subparts 2 and 3, evaluated and credited by an institution maintaining an approved program leading to the licensure of teachers of English as a second language. The evaluation shall include previous teaching experience and previous teacher preparation.

Subp. 5. Continuing licensure. The continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing education/relicensure.

Subp. 6. Provisional licensure. Requirements for provisional licensure are as follows:

A. A provisional license, valid for two years, shall be issued to applicants upon submission of evidence of:

(1) completion of a baccalaureate or higher degree from a college or university which is regionally accredited by the Association for the Accreditation of Colleges and Secondary Schools; and

(2) completion of one year of teaching experience as a teacher of English as a second language as verified by the employing school official.

B. Provisional licensure granted in accordance with the criteria established in item A shall be renewed for one two-year period upon submission of evidence of completion of nine quarter hours of college credit in addition to the requirements of item A, subitem (1) in the areas enumerated in subpart 2, item C or subpart 3, items A to F.

C. A provisional license, valid for two years, shall be issued to applicants upon submission of evidence of:

(1) completion of a baccalaureate or higher degree from a college or university which is regionally accredited by the Association for the Accreditation of Colleges and Secondary Schools; and

(2) completion of nine quarter hours of college credit in a program approved by the Board of Teaching leading to the licensure of teachers of English as a second language. Previous teaching experience and previous teacher preparation evaluated and credited by an institution maintaining an approved program leading to the licensure of teachers of English as a second language in accordance with subpart 4 shall be applied toward this credit hour requirement.

Successive two-year renewals of provisional licensure granted in accordance with the criteria established in item C shall be issued to applicants who provide evidence of completion of an additional nine quarter hours of college credit in a program approved by the Board of Teaching leading to the licensure of teachers of English as a second language.

Subp. 7. **Effective dates.** Subparts 1 to 5 are effective July 1, 1987, for all applicants for entrance licensure to teach English as a second language.

Subpart 6, items A and B shall remain in effect until June 30, 1987, at which time these provisions are repealed without further action by the Board of Teaching.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *8 SR 244*

8700.5311 TEACHERS OF BILINGUAL/BICULTURAL EDUCATION.

Subpart 1. **Definition.** Bilingual/bicultural education is a program of instruction in English and another language in which the two languages are used as media of instruction for any or all of the regular school curriculum. The study of the languages as subject matter when necessary and appropriate to the program and the study of the history and culture associated with both language groups are integral parts of bilingual/bicultural education.

Subp. 2. **Licensure requirements.** All candidates recommended for licensure to teach bilingual/bicultural education in grades kindergarten to 12 shall:

A. hold a baccalaureate degree;

B. hold a valid Minnesota license as an elementary or secondary classroom teacher;

C. meet the following requirements in language proficiency in both English and another language:

(1) ability to speak both languages with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics, including discussing particular interests and special fields of competence with reasonable ease, com-

prehending for a normal rate of speech utilizing a reasonably broad vocabulary, demonstrating appropriate use of grammar and speaking so the errors never interfere with understanding and rarely disturb the native speaker; and

(2) ability to read and understand standard newspaper items addressed to the general reader, routine correspondence and reports and technical material, demonstrating only occasional difficulty with unusually complex structures and low-frequency idioms; and

D. satisfactorily complete a bilingual/bicultural education teacher preparation program, approved by the Board of Teaching, consisting of a minimum of 24 quarter hours, or the equivalent.

Subp. 3. Program requirements. Each program leading to the licensure of teachers of bilingual/bicultural education in grades kindergarten to 12 shall provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following:

A. theoretical foundations of bilingual/bicultural education, including rationale, historical precedents, and current issues;

B. basic linguistic competencies, including principles of language as they relate to bilingualism, theories of first and second language learning, relationship of language and culture, and effects of two or more languages in contact;

C. teaching of reading for students of limited English proficiency;

D. culture, artistic expression, and history with respect to specific languages and cultures;

E. bilingual/bicultural education curriculum, and instructional methods and techniques, including the effects of culture on teaching and learning;

F. selection and administration of appropriate assessment instruments, and recognition of possible linguistic and cultural biases of instruments and procedures;

G. parental and community involvement in the bilingual/bicultural instructional program;

H. teaching experiences in a bilingual/bicultural education setting which includes experiences at both elementary and secondary levels.

Subp. 4. Applications for program approval. An institution applying to the Board of Teaching for approval of a bilingual/bicultural teacher preparation program shall meet the requirements of part 8700.7700. All approved programs leading to the licensure of teachers of bilingual/bicultural education shall include a description of the way in which practicing teachers may have their teaching experience and teacher preparation in those areas enumerated in subparts 2 and 3 evaluated and credited by an institution maintaining an approved program leading to the licensure of teachers of bilingual/bicultural education. The evaluation shall include previous teaching experience and previous teacher preparation.

Subp. 5. Continuing licensure. The continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing education/relicensure.

Subp. 6. Provisional licensure. Requirements for provisional licensure are as follows:

A. A provisional license, valid for two years, shall be issued to applicants upon submission of evidence of:

(1) completion of a baccalaureate degree from a college or university which is regionally accredited by the Association for the Accreditation of Colleges and Secondary Schools; and

(2) completion of one year of teaching experience in a bilingual/bicultural setting, as verified by the employing school official.

B. Provisional licensure granted in accordance with the criteria established in item A shall be renewed for one two-year period upon submission of evi-

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dence of completion of nine quarter hours of college credit in the areas enumerated in subpart 2, item B or subpart 3, items A to H. Applicants holding a valid Minnesota classroom teaching license shall complete the required nine quarter hours of college credit in subpart 3, items A to H only.

C. A provisional license, valid for two years, shall be issued to applicants upon submission of evidence of:

(1) completion of a baccalaureate degree from a college or university which is regionally accredited by the Association for the Accreditation of Colleges and Secondary Schools; and

(2) completion of nine quarter hours of college credit in a bilingual/bicultural education program which has been approved by the Board of Teaching.

Previous teaching experience and previous teacher preparation evaluated and credited by an institution maintaining an approved program leading to the licensure of teachers of bilingual/bicultural education in accordance with subpart 4 shall be applied toward this credit hour requirement.

Those applicants who do not hold a valid Minnesota elementary or secondary classroom teaching license in accordance with subpart 2, item B may elect to complete a part or all of the required nine quarter hours of college credit in a program approved by the Board of Teaching leading to the licensure of elementary or secondary classroom teachers.

D. Successive two-year renewals of provisional licensure granted in accordance with the criteria established in item C shall be issued to applicants who provide evidence of completion of an additional nine quarter hours of college credit in a program approved by the Board of Teaching leading to the licensure of teachers of bilingual/bicultural education.

Subp. 7. **Effective dates.** Subparts 1 to 5 are effective July 1, 1987, for all applicants for entrance licensure to teach bilingual/bicultural education.

Subpart 6, items A and B shall remain in effect until June 30, 1987, at which time these provisions shall be repealed without further action by the Board of Teaching.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *8 SR 244*

8700.5400 [Repealed, 11 SR 48]

8700.5401 [Repealed, 11 SR 48]

8700.5402 [Repealed, 11 SR 48]

8700.5403 [Repealed, 11 SR 48]

8700.5404 [Repealed, 11 SR 48]

8700.5405 [Repealed, 11 SR 48]

8700.5406 [Repealed, 11 SR 48]

8700.5500 SPECIAL EDUCATION: CORE SKILL AREAS.

Subpart 1. **License requirement.** All candidates recommended for licensure in areas or fields which require completion of core skill area requirements in special education shall satisfactorily complete the core skill area licensure requirements enumerated in subpart 2 as part of the preparation program approved by the Board of Teaching.

Subp. 2. **Areas required.** Core skill area requirements in special education shall provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following:

A. Theoretical foundations:

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(1) understanding of human growth and development, which shall include:

- (a) typical and atypical development;
 - (b) stages from conception to death;
 - (c) affective, language, cognitive, and sensorimotor areas; and
 - (d) factors influencing development, including physiological, social, physical environment, and psychological;
- (2) understanding of learning and teaching theories;
- (3) knowledge of construction, interpretation, application, and limitation of standardized and nonstandardized assessment procedures; and
- (4) knowledge of handicapping conditions and their educational implications.

B. Curriculum and instruction:

- (1) understanding of curriculum design and instructional strategies;
- and
- (2) understanding of adapting curriculum and instructional strategies to meet individual learning styles.

C. Special education instructional systems:

- (1) knowledge of program delivery systems, including all levels of service;
- (2) understanding of individual and group management strategies;
- (3) understanding of effective use of school and outside resources in creating a positive learning environment;
- (4) understanding a variety of systems for reporting and evaluating the effectiveness of an individual student's program;
- (5) understanding of the child study/team planning process; and
- (6) ability to translate comprehensive assessment data reflecting the student's current level of functioning into an individual educational plan.

D. Communication/consultation:

- (1) knowledge of institutional and administrative factors which facilitate or impede delivery of services;
- (2) ability to effectively communicate the needs and rights of handicapped persons;
- (3) ability to use interpersonal skills when working with parents, professionals, paraprofessionals, agencies, students, and other persons or groups;
- (4) understanding the roles and organizational structures of regular and special education and the part they play in providing total service for the student; and
- (5) ability to serve in a consultative capacity with individuals and groups, including parents and students.

E. Organizational, historical, and legal factors:

- (1) knowledge of state and federal laws, rules, and regulations relating to regular and special education;
- (2) understanding of due process and data privacy requirements;
- (3) knowledge of historical and philosophical background of the education of handicapped persons and knowledge of attitudes toward handicapped persons; and
- (4) understanding of how to identify and access resources relevant to handicapped persons.

F. Abilities basic to all special education preparation:

- (1) ability to observe, analyze, and describe the instructional strategies being applied in an educational situation;

(2) ability to function as a member of a team in designing appropriate educational programs for handicapped students;

(3) ability to apply team designed strategies in an educational setting;

(4) ability to design and apply instructional strategies in an educational setting;

(5) ability to identify and use non-school resources relevant to handicapped persons; and

(6) ability to assess results of instruction.

Subp. 3. Program requirements. An institution applying to the Board of Teaching for approval of preparation programs which require inclusion of core skill area requirements enumerated in this rule shall demonstrate how subpart 2 is incorporated in each preparation program.

Subp. 4. Effective date. This part is effective July 1, 1985, for all applicants for licensure in areas or fields which require completion of core skill area requirements in special education.

Statutory Authority: *MS s 125.05; 125.185*

8700.5501 SPECIAL EDUCATION: EARLY CHILDHOOD.

Subpart 1. License requirements. All candidates recommended for licensure to teach special education: early childhood shall:

A. hold a baccalaureate degree;

B. satisfactorily complete core skill area requirements in special education enumerated in part 8700.5500; and

C. satisfactorily complete a special education: early childhood preparation program, approved by the Board of Teaching, consisting of at least 54 quarter hours, or the equivalent.

Subp. 2. Program requirements. Each program leading to the licensure of teachers of special education: early childhood shall provide candidates recommended for licensure with knowledge, skills, and understandings, distributed equally between instructional strategies for teaching children with normal development and children with handicapping conditions, in all of the following:

A. typical and atypical development of infants, toddlers, and preprimary children which includes integration and relationship of the following:

(1) understanding of the development of sensorimotor skills and associated disorders and delays, including self-help skills;

(2) understanding of early language development and associated disorders and delays, including knowledge of alternative forms of communication;

(3) understanding of cognitive development and associated disorders and delays; and

(4) understanding of social and emotional development and associated disorders and delays;

B. understanding of specific handicapping conditions and their developmental and educational implications for infants, toddlers, and preprimary children;

C. measurement procedures appropriate for infants, toddlers, and preprimary children with normal development and children with handicapping conditions, which shall include:

(1) ability to observe and analyze the total learning environment of the child;

(2) ability to utilize a variety of screening instruments or methods and knowledge of their limits;

(3) ability to determine educational performance by selection, administration, and interpretation of appropriate educational assessments;

(4) understanding of diagnostic strategies appropriate for children with handicapping conditions; and

(5) ability to use interview techniques to gain and maintain information from parents, other family members, teachers, and other significant caregivers;

D. organization and management of instruction, consisting of planning, implementing, and evaluating educational programs for infants, toddlers, and preprimary children with normal development and children with handicapping conditions in one-to-one and group situations, which shall include:

(1) ability to program effectively for the following developmental areas: sensorimotor, language, cognitive, social/emotional, creative expression;

(2) ability to individualize educational programming;

(3) ability to select, evaluate, adapt, and develop curriculum, materials, and technology;

(4) ability to work with children in a variety of settings, including classrooms, community programs, and home-based programs;

(5) ability to involve the public and private agency personnel in the instructional program through referrals, continuing communication, preparation of reports, and development of interagency coordination and cooperation;

(6) ability to supervise nonlicensed personnel in the delivery of educational programs; and

(7) ability to design and implement educational environments consistent with the concept of the least restrictive alternative;

E. family-child-school relations for infants, toddlers, and preprimary children with normal development and children with handicapping conditions, which shall include:

(1) understanding the implications of children in family dynamics; and

(2) understanding the role of parents as primary informal teachers of their children;

F. prepracticum and practicum experiences with infants, toddlers, and preprimary children, in a setting in which theory and practice are combined, which shall include:

(1) a series of formal observations of teaching and directed instructional experiences, prior to a practicum experience;

(2) practicum experience, which shall consist of a minimum of 180 clock hours of supervised teaching experiences with children with normal development and their parents; and

(3) practicum experience, which shall consist of a minimum of 180 clock hours of supervised teaching experiences with children with handicapping conditions and their parents.

Upon completion of prepracticum and practicum experiences, candidates recommended for licensure shall have had such experiences with normally developing and handicapped infants, toddlers, and preprimary children with a variety of disorders and served through a variety of program models, such as home-based or preschool class.

Subp. 3. Institutional requirements. An institution applying to the Board of Teaching for approval of its special education: early childhood teacher preparation program shall meet the provisions of part 8700.7300. All approved programs leading to the licensure of teachers of special education: early childhood shall include a description of the way in which practicing teachers may have their

teaching experience and teacher preparation in those areas enumerated in subparts 1 and 2 evaluated and credited by an institution maintaining an approved program leading to the licensure of teachers of special education: early childhood. Such evaluation shall include previous teaching experience and previous teacher preparation.

Subp. 4. Provisional licensure.

A. [Repealed, 6 SR 1023]

B. A provisional license shall be issued to an applicant who holds a valid entrance, continuing, or life teaching license and who has completed a minimum of 15 quarter hours, or the equivalent, selected from subpart 2 in a program approved by the Board of Teaching leading to the licensure of teachers of special education: early childhood. Previous teaching experience and/or previous teacher preparation evaluated according to the provisions of subpart 3 may apply toward provisional licensure. The provisional license shall be valid for two years. Successive two-year renewals of provisional licensure in special education: early childhood shall be issued to an applicant who provides evidence of completion of a minimum of 15 quarter hours, or the equivalent, selected from subpart 1, item B, and subpart 2 in a program approved by the Board of Teaching leading to the licensure of teachers of special education: early childhood. Provisional licensure shall remain in effect until July 1, 1993, at which time provisional licensure shall be repealed without further action by the Board of Teaching.

Subp. 5. Continuing licensure. The continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing education/relicensure.

Subp. 6. Effective dates. Subpart 4, item A shall remain in effect until July 1, 1985, at which time subpart 4, item A shall be repealed without further action by the Board of Teaching. Effective July 1, 1985, all applicants for teacher licensure to teach special education: early childhood must meet the provisions of this part.

Statutory Authority: *MS s 125.05; 125.185*

8700.5502 DEVELOPMENTAL/ADAPTED PHYSICAL EDUCATION.

Subpart 1. License requirements. All candidates recommended for licensure to teach developmental/adapted physical education (grades prekindergarten to 12) shall:

A. hold a baccalaureate degree;

B. hold a valid license as a teacher of physical education, grades K to 12;

C. satisfactorily complete core skill area requirements in special education enumerated in part 8700.5500; and

D. satisfactorily complete a developmental/adapted physical education teacher preparation program, approved by the Board of Teaching, consisting of at least 27 quarter hours, or the equivalent.

Subp. 2. Program requirements. Each program leading to the licensure of teachers of developmental/adapted physical education (grades prekindergarten to 12) shall provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following:

A. theoretical foundations of developmental/adapted physical education, consisting of the sciences of biology, anatomy, and/or human physiology, which shall include:

(1) understanding of sequences of motor development from early childhood through adolescence, including typical and atypical patterns of development;

(2) understanding of physically handicapping conditions which interfere with motor function; and

(3) understanding of physical rehabilitation as applied to physical education programs for handicapped and special needs students;

B. organization and management of instruction, consisting of planning, implementing, and evaluating physical education instruction for handicapped and special needs students (grades prekindergarten to 12), which shall include:

(1) understanding of scope, sequence, and implementation of developmental/adapted physical education curriculum;

(2) ability to identify, assess, and evaluate physical and motor development of handicapped and special needs students;

(3) ability to develop, adapt, select, and utilize a variety of instructional resources to implement a developmental/adapted physical education curriculum;

(4) knowledge of the application of research to developmental/adapted physical education curriculum;

(5) ability to adapt physical education activities and curriculum for handicapped and special needs students;

(6) ability to select and adapt facilities and equipment for handicapped and special needs students;

(7) ability to supervise nonlicensed personnel in the delivery of developmental/adapted physical education programs for handicapped and special needs students; and

(8) teaching experiences with handicapped and special needs students, including students in regular physical education classes and students in self-contained special education classes, and experiences in two or more of the handicapped categories set forth in Minnesota Statutes, section 120.03.

Subp. 3. Institutional requirements. An institution applying to the Board of Teaching for approval of its developmental/adapted physical education preparation program (grades prekindergarten to 12) shall meet the provisions of part 8700.7700. All approved programs leading to the licensure of teachers of developmental/adapted physical education shall include a description of the way in which practicing teachers may have their teaching experience and teacher preparation in those areas enumerated in subparts 1 and 2 evaluated and credited by an institution maintaining an approved program leading to the licensure of teachers of developmental/adapted physical education. Such evaluation shall include previous teaching experience and previous teacher preparation.

Subp. 4. Provisional licensure. A provisional license shall be issued to an applicant who meets the requirements of subpart 1, items A and B and who has completed a minimum of 15 quarter hours or the equivalent selected from subpart 2, items A and B in a program approved by the Board of Teaching leading to the licensure of teachers of developmental/adapted physical education. Previous teaching experience and/or previous teacher preparation evaluated according to subpart 3 may apply toward provisional licensure. The provisional license shall be valid for two years, after which full licensure as specified in subpart 1 shall be required. Provisional licensure shall remain in effect until July 1, 1990, at which time provisional licensure shall be repealed without further action by the Board of Teaching.

Subp. 5. Continuing licensure. The continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing education/relicensure.

Subp. 6. Effective date. This part is effective July 1, 1985, for all applicants for licensure to teach developmental/adapted physical education (grades prekindergarten to 12).

Statutory Authority: *MS s 125.05; 125.185*

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8700.5503 SPECIAL EDUCATION: VISUALLY HANDICAPPED.

Subpart 1. **Licensure requirements.** A candidate recommended for licensure to teach visually handicapped students (prekindergarten to grade 12) shall:

A. hold a baccalaureate degree;

B. hold a valid Minnesota elementary, secondary, or K-12 classroom teaching license, or satisfactorily complete the requirements enumerated in part 8700.5512;

C. satisfactorily complete core skill requirements in special education enumerated in part 8700.5500; and

D. satisfactorily complete a preparation program leading to the licensure of teachers of visually handicapped students, approved by the Minnesota Board of Teaching.

Subp. 2. **Program requirements; regular education.** A program leading to the licensure of teachers of visually handicapped students (prekindergarten to grade 12) shall provide candidates recommended for licensure with preparation in regular education areas as set forth in item A or B:

A. For persons who hold licensure as elementary school classroom teachers:

(1) knowledge of adolescent growth and development;

(2) understanding of scope and sequence of secondary curriculum;

and

(3) understanding of scope and sequence of prekindergarten curriculum.

B. For persons who hold licensure as secondary school classroom teachers or as teachers of kindergarten to grade 12 subjects:

(1) knowledge of child growth and development;

(2) understanding of scope and sequence of elementary curriculum,

including:

(a) understanding of elementary language arts curriculum: listening, speaking, writing, spelling, and reading;

(b) understanding of basic skills in the mathematics curriculum;

(c) understanding of science and social studies curriculum; and

(3) understanding of scope and sequence of prekindergarten curriculum.

Subp. 3. **Program requirements; visually handicapped.** Each program leading to the licensure of teachers of visually handicapped students (prekindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas, consisting of a minimum of 30 quarter hours, or the equivalent:

A. Special education perspectives:

(1) understanding of the structure and function of the eye;

(2) understanding of low vision aids and their educational use; and

(3) knowledge of eye research and potential effects on students with visual handicaps.

B. Assessment and planning:

(1) understanding of principles and practices for assessing visually handicapped students;

(2) ability to assess functional vision; and

(3) ability to evaluate and select appropriate reading modes for visually handicapped students.

C. Instructional management:

(1) attitudes toward blindness:

(a) understanding of the psychological implications of blindness and low vision;

(b) understanding of roles of parents and siblings in supporting the growth and development of visually handicapped persons; and

(c) understanding of the impact of a visual handicap on the ability to function in society;

(2) language/communication skills:

(a) ability to teach listening skills for visually handicapped students;

(b) knowledge of machines and technical aids for production of materials for visually handicapped students;

(c) knowledge of writing instruments and devices for visually handicapped students; and

(d) ability to write, read, and provide instruction in braille, utilizing accepted codes;

(3) instruction and services:

(a) understanding of instructional strategies for teaching blind, low vision, and multihandicapped visually handicapped students from pre-kindergarten through secondary school age;

(b) understanding of instructional strategies for providing direct and indirect services to visually handicapped students;

(c) knowledge of prevocational skills, vocational education, and transition from school to postsecondary training and employment for visually handicapped students;

(d) knowledge of principles and practices of orientation and mobility activities for visually handicapped students; and

(e) understanding of instructional strategies for teaching visually handicapped students activities of daily living.

D. Communication and consultation:

(1) knowledge of roles and services provided by public and private agencies including rehabilitation agencies, volunteer organizations, and private nonprofit organizations for the blind;

(2) understanding of roles of related disciplines in the education of visually handicapped students; and

(3) ability to develop and maintain effective working relationships with large print typists, braillists, and materials center managers.

E. Prepracticum and practicum experiences:

(1) Prepracticum experiences must include a series of formal observations and directed instructional experiences with visually handicapped students.

(2) Practicum experiences must include one academic quarter or the equivalent of planning and implementing an instructional program for visually handicapped students.

(3) Upon completion of prepracticum and practicum requirements, candidates recommended for licensure shall have had experiences with:

(a) activities of visually handicapped students in a rehabilitation or sheltered work setting;

(b) an educational program at a residential school for visually handicapped students; and

(c) blind and partially sighted students in an integrated setting at prekindergarten, elementary, and secondary levels.

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Subp. 4. Program approval for institutions. An institution applying to the Board of Teaching for approval of its preparation program for teachers of visually handicapped students shall comply with part 8700.7700.

Subp. 5. Continuing licensure. A continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing licenses.

Subp. 6. Effective date. After June 30, 1990, a person who makes application for licensure as a teacher of visually handicapped students must comply with this part.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *11 SR 48*

8700.5504 SPECIAL EDUCATION: HEARING IMPAIRED.

Subpart 1. Licensure requirements. A candidate recommended for licensure to teach hearing impaired students (prekindergarten to grade 12) shall:

A. hold a baccalaureate degree;

B. hold a valid Minnesota elementary, secondary, or K-12 classroom teaching license, or satisfactorily complete the requirements enumerated in part 8700.5512;

C. satisfactorily complete core skill requirements in special education enumerated in part 8700.5500; and

D. satisfactorily complete a preparation program leading to the licensure of teachers of hearing impaired students, approved by the Minnesota Board of Teaching.

Subp. 2. Program requirements; regular education. Each program leading to the license of teachers of hearing impaired students (prekindergarten to grade 12) shall provide candidates recommended for licensure with preparation in regular education areas as set forth in item A or B:

A. For persons who hold licensure as elementary school classroom teachers:

(1) knowledge of adolescent growth and development;

(2) understanding of scope and sequence of secondary curriculum;

and

(3) understanding of scope and sequence of prekindergarten curriculum.

B. For persons who hold licensure as secondary school classroom teachers or as teachers of kindergarten to grade 12 subjects:

(1) knowledge of child growth and development;

(2) understanding of scope and sequence of elementary curriculum,

including:

(a) understanding of elementary language arts curriculum: listening, speaking, writing, spelling, and reading;

(b) understanding of basic skills in the mathematics curriculum;

(c) understanding of science and social studies curriculum; and

(3) understanding of scope and sequence of prekindergarten curriculum.

Subp. 3. Program requirements; hearing impaired. Each program leading to the licensure of teachers of hearing impaired students (prekindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas, consisting of a minimum of 30 quarter hours, or the equivalent.

A. Special education perspectives:

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(1) theory of linguistics:

(a) ability to demonstrate a minimum level of proficiency in the structure of linguistic systems, including, but not limited to, the English language and the American sign language;

(b) ability to use the fundamentals of language development in instructional settings; and

(c) ability to apply knowledge acquired regarding the disorders of language development to instructional settings with hearing impaired students;

(2) understanding of the educational, social, and psychological impacts of mild to profound hearing impairment on prelingual students;

(3) knowledge of the educational, social, and psychological implications of hearing loss in family organization and management;

(4) fundamentals of reading:

(a) knowledge regarding normal development of reading skills;

(b) ability to utilize current principles and procedures in assessment of reading difficulties in hearing impaired students; and

(c) ability to design and implement strategies to remediate individual reading difficulties in hearing impaired students;

(5) fundamentals of speech and hearing:

(a) knowledge of speech and hearing mechanisms, their structures, common pathologies, and normal and abnormal functions;

(b) understanding of theories of various strategies of hearing and speech habilitation;

(c) understanding the impact of common neurological disorders and pathologies upon the visual, speech, and hearing modalities;

(d) understanding the principles of amplification to compensate for hearing loss;

(e) knowledge of the transmission and reproduction of speech and other sounds, the physical and psychological aspects of sound including methods of displaying, representing, and recording these characteristics; and

(f) knowledge of audiological and medical management of hearing impairments.

B. Assessment and planning:

(1) ability to assess phonological, morphological, syntactical, and semantic development of language of hearing impaired students;

(2) ability to select assessment procedures, instruments, and apply the assessment results to develop an educational program for hearing impaired students;

(3) ability to assess hearing aids, auditory training equipment, electromechanical devices, media and materials, and their effectiveness in the educational setting;

(4) knowledge of procedures for assessing, testing, and reporting hearing and speech functioning;

(5) ability to use the results of assessments reports from related service areas in developing educational programs;

(6) knowledge of the various systems used by public agencies to screen for hearing loss in children, with emphasis on early detection and prevention; and

(7) understanding of the need for early assessment in the sensory and physical areas in order to plan for the development of alternative modalities to compensate for hearing loss.

C. Instructional management:

(1) proficiency in the expressive and receptive use of alternative communication systems, including sign language, finger spelling, and speech reading;

(2) ability to prescribe alternative communication systems and manage their use by others;

(3) ability to use and prescribe behavior management techniques appropriate for hearing impaired students;

(4) ability to select, use, and manage age appropriate teaching strategies for language growth;

(5) understanding of developmental, remedial, and intervention strategies to develop educational programs;

(6) ability to provide for the early development of visual, speech, and auditory modalities to compensate for hearing loss; and

(7) ability to develop, modify, implement and evaluate curriculum appropriate for the hearing impaired;

(a) ability to instruct at the prekindergarten and elementary levels with emphasis on developing language and reading skills, using both school and home based systems;

(b) ability to provide for the development of prevocational skills, vocational education, and transition from school to postsecondary training and employment;

(c) ability to modify secondary content areas and curriculum materials to meet needs of hearing impaired students;

(d) ability to design, manage, and use speech development systems for the habilitation and rehabilitation of speech handicaps in hearing impaired students;

(e) ability to design, manage, and apply auditory training in compensating for hearing loss;

(f) ability to use amplification to develop residual hearing, compensate for hearing loss, and improve auditory discrimination; and

(g) ability to operate electromechanical devices to improve instruction in all educational areas.

D. Communication and consultation:

(1) ability to effectively communicate the educational needs of hearing impaired students to parents, special educators, regular educators, and other individuals or groups;

(2) ability to supervise and manage the use of paraprofessionals in hearing impaired programs; and

(3) ability to involve parents in the educational program through planned communication, participation in meetings, and reinforcement of skills in the home.

E. Prepracticum and practicum experiences:

(1) Prepracticum experiences shall include a series of formal observations and directed instructional experiences with hearing impaired students.

(2) Practicum experiences shall include one academic quarter or the equivalent of planning and implementing an instructional program for hearing impaired students.

(3) Upon completion of the prepracticum and practicum requirements, candidates recommended for licensure shall have had experiences with:

(a) deaf and multihandicapped hearing impaired students in residential, social, and vocational settings;

(b) mild, moderate, severe/profound, and multihandicapped hearing impaired students in educational settings; and

(c) prekindergarten, elementary, and secondary hearing impaired students in itinerant, resource, and self-contained settings.

Subp. 4. Program approval for institutions. An institution applying to the Board of Teaching for approval of its preparation program for teachers of hearing impaired students shall comply with part 8700.7700.

Subp. 5. Continuing licensure. A continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing licenses.

Subp. 6. Effective date. After June 30, 1990, a person who makes application for licensure as a teacher of hearing impaired students must comply with this part.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *11 SR 48*

8700.5505 SPECIAL EDUCATION: COMMUNICATION DISORDERS.

Subpart 1. Licensure requirements. A candidate recommended for licensure to teach students with communication disorders (prekindergarten to grade 12) shall:

A. hold a baccalaureate degree;

B. satisfactorily complete core skill requirements in special education enumerated in part 8700.5500; and

C. satisfactorily complete a preparation program leading to the licensure of teachers of students with communication disorders, approved by the Board of Teaching.

Subp. 2. Program requirements; regular education. Each program leading to the licensure of teachers of special education: communication disorders (pre-kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following regular education areas:

A. knowledge of education and the school as an institution in the context of a changing, pluralistic society;

B. knowledge of elementary and secondary curriculum areas with emphasis on reading and language arts; and

C. the profession of teaching, consisting of basic knowledge of the professional responsibilities of a teacher, both within and beyond the instructional setting, and including:

(1) a minimum level of proficiency in the written English language;

(2) understanding of the responsibilities of the individual teacher to clients served, to the employing school district and its administration, and to the teaching profession;

(3) understanding of the legal rights of students, parents, administrators, school boards, and teachers;

(4) understanding of the essential statutes, rules, and legal procedures affecting the preparation, licensure, and relicensure of teachers, and the teacher as a public employee; and

(5) understanding of the purposes of the major education professional organizations and learned societies and their contributions to education and the education profession.

Subp. 3. Program requirements; communication disorders. Each program leading to the licensure of teachers of students with communication disorders (prekindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas, consisting of a minimum of 60 quarter hours, or the equivalent.

A. Special education perspectives:

- (1) understanding of the normal and abnormal acquisition and development of speech, language, and hearing;
- (2) understanding of the theoretical foundations of human communication;
- (3) understanding of the psychological, social, and cultural aspects of speech, language, and hearing development;
- (4) understanding of the anatomical, physiological, and neurological bases of speech, language, and hearing;
- (5) understanding of the causes, manifestations, and classifications of disorders of speech, language, and hearing;
- (6) understanding of major learning theories as they relate to normal and abnormal acquisition and development of speech, language, and hearing;
- (7) understanding of the theoretical foundations and normal sequence of cognitive development in relationship to language acquisition and development; and
- (8) understanding of the assumptions and procedures underlying scientific inquiry, particularly as they relate to the measurement and manipulation of human behavior.

B. Assessment, planning, and instructional management:

- (1) ability to utilize current principles, procedures, and instruments in assessment, planning, and instructional management for students with communication disorders, including disorders of articulation, disorders of voice, disorders of language and interrelated cognitive disorders, disorders related to hearing impairment, and disorders of time, rate, or fluency;
- (2) ability to provide nondiscriminatory assessment, planning, and management appropriate to the student's racial, social, cultural, linguistic or handicapping characteristics;
- (3) ability to design and implement programs that will attempt to lower the incidence of communication disorders;
- (4) ability to design and implement various service delivery systems;
- (5) ability to assess, plan for, and manage instructional programs for students with multiple communication disorders;
- (6) understanding the effect of other disabilities on communication and the relationship of that effect to assessment, planning, and instructional management;
- (7) ability to design and implement remedial strategies to improve communication of students with multiple disorders;
- (8) ability to select appropriate alternative communication systems for implementation with diverse populations;
- (9) ability to use and maintain appropriate appliances and instrumentation in assessment, planning, and instructional management for students with communication disorders;
- (10) ability to apply learning and behavior theories in assessment, planning, and instructional management for students with communication disorders; and
- (11) knowledge of organization and administration of speech, language, and hearing programs in various professional settings.

C. Communication and consultation:

- (1) ability to integrate speech, language, and hearing services with other services;
- (2) ability to work with parents, teachers, and others in serving students with communication disorders;

(3) ability to design data collection systems that allow evaluation of the effectiveness of a student's program;

(4) ability to design data collection systems that allow evaluation of services for students with communication disorders;

(5) ability to provide consultation to others to improve and maintain a student's function in speech, language, and hearing; and

(6) ability to interact with other agencies to maximize services for students.

D. Prestudent teaching and student teaching experiences:

(1) Prestudent teaching experiences shall include a series of formal observations and directed instructional experiences with students with communication disorders.

(2) Student teaching experiences shall include full-day experiences for one academic quarter or the equivalent of planning and implementing an instructional program for students with communication disorders.

(3) Upon completion of prestudent teaching and student teaching requirements, candidates recommended for licensure shall have had experiences with prekindergarten, elementary, and secondary school students who represent a full range of severity of disorders of voice, articulation, hearing loss, time/rate/fluency, and language and its cognitive correlates.

Subp. 4. Program approval for institutions. An institution applying to the Board of Teaching for approval of its preparation program for teachers of students with communication disorders shall comply with part 8700.7700. Preparation programs submitted for approval that require as a minimum an advanced degree must not be approved by the Board of Teaching.

Subp. 5. Continuing licensure. A continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing licenses.

Subp. 6. Effective date. After June 30, 1990, a person who makes application for licensure as a teacher of students with communication disorders must comply with this part.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *11 SR 48*

8700.5506 SPECIAL EDUCATION: MODERATE TO SEVERE MENTALLY HANDICAPPED.

Subpart 1. Licensure requirements. A candidate recommended for licensure to teach moderate to severe mentally handicapped students (kindergarten to grade 12) shall:

A. hold a baccalaureate degree;

B. satisfactorily complete core skill requirements in special education enumerated in part 8700.5500; and

C. satisfactorily complete a preparation program leading to the licensure of teachers of moderate to severe mentally handicapped students, consisting of a minimum of 45 quarter hours, or the equivalent, in subparts 2 and 3.

Subp. 2. Program requirements; regular education. Each program leading to the licensure of teachers of moderate to severe mentally handicapped students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following regular education areas:

A. Foundational studies, consisting of basic knowledge that underlies the study of education and teaching. It includes all of the following:

(1) the study of human growth and development, including typical and atypical patterns of development from early childhood through adolescence;

(2) the study of the learning process, with emphasis on physical, intellectual, emotional, and social difference in students; and

(3) the study of education and the school as an institution in the context of a changing pluralistic society.

B. The profession of teaching, consisting of basic knowledge of the professional responsibilities of a teacher, both within and beyond the instructional setting. It includes all of the following:

(1) a minimum level of proficiency in the written English language;

(2) skills necessary to communicate and interact with staff members, resource personnel, parents, and other members of the community in order to meet the individual needs of students;

(3) skills to evaluate self- and peer-teaching performance;

(4) responsibilities of the individual teacher to clients served, to the employing school district and its administration, and to the teaching profession;

(5) legal rights of students, parents, administrators, school boards, and teachers;

(6) essential statutes, rules, and legal procedures affecting the preparation, licensure, and relicensure of teachers, and the teacher as a public employee; and

(7) purposes of the major education professional organizations and learned societies and their contributions to education and the education profession.

Subp. 3. Program requirements; moderate to severe mentally handicapped. Each program leading to the licensure of teachers of moderate to severe mentally handicapped students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas:

A. Special education perspectives:

(1) understanding of mental retardation and neurological disorders and their educational implications;

(2) knowledge of medical management needs, health difficulties, and drug and chemotherapy treatment of moderate to severe mentally handicapped students;

(3) understanding the impact of moderate to severe mentally handicapped students on the family organization and management;

(4) knowledge of the education implications of sensory impairments and emotional/behavioral problems in serving moderate to severe mentally handicapped students;

(5) understanding of prosthetic and technical devices and their educational implications for the handicapped;

(6) understanding of basic medical conditions associated with moderate to severe mentally handicapped students, including functional behavior and motor performance; and

(7) understanding of the need for transitional planning as it relates to employment, community living, and social opportunities and options as students move to adult agencies and services.

B. Assessment and planning:

(1) ability to assess student performance:

(a) ability to determine educational needs, learning styles, and learning modes of students through the selection, administration, and interpretation of assessment procedures;

(b) ability to observe and analyze student living and learning environments and responses to specific instructional techniques;

(c) ability to utilize comprehensive clinical reports in program planning;

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(2) ability to evaluate the effectiveness of instructional strategies and procedures for students with moderate to severe mental handicaps;

(3) knowledge of ways to adapt instruments and procedures for the specialized needs of handicapped students;

(4) ability to observe the social and adaptive behavior of students attributed to handicapping condition and develop a management plan;

(5) ability to plan a sequential learning program for moderate to severe mentally handicapped students;

(a) ability to establish long- and short-term goals in each area of growth and development;

(b) ability to plan and sequence activities which will accomplish objectives; and

(c) ability to prescribe educational outcomes that are realistic in consideration of severity.

C. Instructional management:

(1) understanding of techniques for stimulating language development;

(2) knowledge of alternative and augmentative communication systems and their management;

(3) ability to apply alternative and augmentative communication systems to instruction;

(4) ability to expand student awareness of the environment through stimulation techniques;

(5) ability to elicit a variety of responses appropriate to the capability of students to indicate an awareness of the environment;

(6) ability to utilize behavior management techniques appropriate for moderate to severe mentally handicapped students;

(7) ability to implement recommended mobility techniques and resolve architectural barriers in the educational setting;

(8) ability to assure that personal equipment is functional;

(9) ability to use physical positioning for optimal learning;

(10) ability to manage student self-care, health, and safety needs;

(11) ability to teach self-help maintenance skills;

(12) ability to develop, implement, and evaluate age-appropriate curriculum for moderate to severe mentally handicapped students;

(a) ability to utilize and integrate art, music, and body movement in instruction;

(b) ability to provide for the development of recreation and leisure-time skills;

(c) ability to provide for the development of socialization skills;

(d) ability to provide for the development of functional pre-academic, basic academic, and literacy skills;

(e) ability to provide for the development of prevocational skills, career planning, and transition from school to postsecondary training and employment;

(f) ability to provide for the development of independent living skills, to include transition to and integration into the community;

(g) ability to integrate related services in curriculum areas;

(h) ability to design curriculum strategies which are age-appropriate;

(i) knowledge of current technological aids and equipment available for use with students with concomitant physical handicaps; and

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(13) knowledge of implications of limited physical movement and environment stimulation on the learning processes of physically handicapped students.

D. Communication and consultation:

(1) understanding of how to access school/community resources which will enhance programs for moderate to severe mentally handicapped students;

(2) ability to supervise paraprofessionals;

(3) ability to involve parents in the instructional program through planned communication, participation in meetings, and reinforcement of skills in the home;

(4) ability to develop and implement home-based instructional programs;

(5) ability to develop and maintain effective working relationships with teachers, related services, medical, and support personnel; and

(6) understanding of roles of related disciplines and the implications of data provided to educational programming.

E. Prestudent teaching and student teaching experiences:

(1) Prestudent teaching experiences shall include a series of formal observations and directed instructional experiences with moderate to severe mentally handicapped students.

(2) Student teaching experiences shall include full-day experiences for one academic quarter or the equivalent of planning and implementing an instructional program for moderate to severe mentally handicapped students.

(3) Upon completion of prestudent teaching and student teaching requirements, candidates recommended for licensure shall have had experiences with:

(a) service agencies outside of public school programs;

(b) related services such as rehabilitation units, physical therapy, occupational therapy, and speech therapy; and

(c) home- and school-based settings at the elementary and secondary levels.

Subp. 4. Program approval for institutions. An institution applying to the Board of Teaching for approval of its preparation program for teachers of moderate to severe mentally handicapped students shall comply with part 8700.7700.

Subp. 5. Continuing licensure. A continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing licenses.

Subp. 6. Persons holding licensure as teachers of trainable mentally retarded students. Persons holding current valid Minnesota licenses as teachers of trainable mentally retarded students may apply for and shall be granted licenses as teachers of moderate to severe mentally handicapped students.

Subp. 7. Effective date. After June 30, 1990, a person who makes application for licensure as a teacher of moderate to severe mentally handicapped students must comply with this part.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *11 SR 48*

8700.5507 SPECIAL EDUCATION: PHYSICALLY HANDICAPPED.

Subpart 1. Licensure requirements. A candidate recommended for licensure to teach physically handicapped students (kindergarten to grade 12) shall:

A. hold a baccalaureate degree;

B. hold a valid Minnesota elementary, secondary, or K-12 classroom

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teaching license, or satisfactorily complete the requirements enumerated in part 8700.5512;

C. hold a valid Minnesota special education teaching license;

D. satisfactorily complete core skill requirements in special education enumerated in part 8700.5500; and

E. satisfactorily complete a preparation program leading to the licensure of teachers of physically handicapped students approved by the Minnesota Board of Teaching.

Subp. 2. Program requirements; physically handicapped. Each program leading to the licensure of teachers of physically handicapped students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas consisting of a minimum of 15 quarter hours, or the equivalent:

A. Special education perspectives:

(1) understanding of human anatomy and kinesiology;

(2) understanding of fine, gross, and sensorimotor development and their implications for selecting curricula; and

(3) understanding of the educational implications of severe motor impairment in physically handicapped students.

B. Assessment and planning:

(1) ability to develop and administer programs that consider the unique needs of physically handicapped students;

(2) ability to assess physical function as it relates to classroom mobility, daily living skills, and educational and prevocational planning;

(3) understanding of major tests utilized to measure motoric, auditory, visual, and other learning modalities; and

(4) ability to select appropriate materials and provide assessment and counseling for physically handicapped students including prevocational and vocational counseling, career planning, and transition from school to postsecondary training and employment.

C. Instructional management:

(1) Attitudes toward physically handicapped students:

(a) understanding of the psychological implications of physical disability and its implications for individuals, family, and society;

(b) understanding roles of parents and siblings in supporting growth and development of physically handicapped students;

(c) understanding the impact of a physical handicap on the ability to meaningfully function in society; and

(d) understanding the unique problems of adolescent physically handicapped students and their social and emotional implications.

(2) Instructional strategies:

(a) understanding of various impairments and their individual effects on learning, including consideration of the technological and physical care needs;

(b) understanding of current machines, technical aids, and prosthetic devices used by the physically handicapped and ability to select appropriate aids for instruction; and

(c) understanding of alternative forms of recording written communication including ability to teach adaptive typing and alternate forms of handwriting.

(3) Instruction and services:

(a) ability to develop, select, and use differentiated program

options and instructional strategies for physically handicapped students of differing abilities and needs;

(b) ability to select and use methods and materials in reading and mathematics that are appropriate for specific types of problems inherent in dealing with children with multiple physical handicaps;

(c) knowledge of the implications of limited physical movement and environmental stimulation on the learning processes of physically handicapped students;

(d) ability to develop instructional resources to implement adaptive physical education and sensorimotor programs with physically handicapped students in coordination with therapeutic goals;

(e) ability to select, adapt, use, and maintain equipment and facilities essential for the instruction of physically handicapped students;

(f) ability to integrate independent living, self-help skills, orientation, and mobility into curriculum;

(g) ability to motivate physically handicapped students to utilize physical and mental skills to maximum ability with minimal dependence on others;

(h) ability to adapt and locate adapted versions of standardized tests for use with physically handicapped students; and

(i) ability to adapt creative and expressive activities in order to enable meaningful participation of physically handicapped students, with emphasis on art, music, adaptive physical education, and leisure-time interests.

D. Prepracticum and practicum experiences:

(1) Prepracticum experiences shall include a series of formal observations and directed instructional experiences with physically handicapped students.

(2) Practicum experiences shall include one academic quarter or the equivalent of planning and implementing an instructional program for physically handicapped students.

(3) Upon completion of prepracticum and practicum requirements, candidates recommended for licensure shall have had experiences with:

(a) related services such as rehabilitation units, physical therapy, and occupational therapy; and

(b) elementary and secondary physically handicapped students throughout the range of educational program alternatives.

Subp. 3. Program approval for institutions. An institution applying to the Board of Teaching for approval of its preparation program for teachers of physically handicapped students shall comply with part 8700.7700.

Subp. 4. Continuing licensure. A continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing licenses.

Subp. 5. Effective date. After June 30, 1990, a person who makes application of licensure as a teacher of physically handicapped students must comply with this part.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *11 SR 48*

8700.5508 SPECIAL EDUCATION: MILD TO MODERATE MENTALLY HANDICAPPED.

Subpart 1. Licensure requirements. A candidate recommended for licensure to teach mild to moderate mentally handicapped students (kindergarten to grade 12) shall:

A. hold a baccalaureate degree;

B. hold a valid Minnesota elementary, secondary, or K-12 classroom teaching license, or satisfactorily complete the requirements enumerated in part 8700.5512;

C. satisfactorily complete core skill requirements in special education enumerated in part 8700.5500; and

D. satisfactorily complete a preparation program leading to the licensure of teachers of mild to moderate mentally handicapped students, approved by the Minnesota Board of Teaching.

Subp. 2. Program requirements; regular education. Each program leading to the licensure of teachers of mild to moderate mentally handicapped students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in regular education areas as set forth in item A or B.

A. For persons who hold licensure as elementary school classroom teachers:

- (1) knowledge of adolescent growth and development; and
- (2) understanding of scope and sequence of secondary curriculum.

B. For persons who hold licensure as secondary school classroom teachers or as teachers of kindergarten to grade 12 subjects:

- (1) knowledge of child growth and development; and
- (2) understanding of scope and sequence of elementary curriculum,

including:

(a) understanding of elementary language arts curriculum: listening, speaking, writing, spelling, and reading;

(b) understanding of basic skills in the mathematics curriculum; and

(c) understanding of science and social studies curriculum.

Subp. 3. Program requirements; mild to moderate mentally handicapped. Each program leading to the licensure of teachers of mild to moderate mentally handicapped students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas, consisting of a minimum of 30 quarter hours, or the equivalent:

A. Special education perspectives:

(1) understanding of mental retardation and its educational implications;

(2) knowledge of speech, language, hearing, and vision impairments and their educational implications; and

(3) understanding of the need for transitional planning as it relates to employment, community living, and social opportunities and options as students move to adult agencies and services.

B. Assessment and planning:

(1) ability to determine educational performance by selection, administration, and interpretation of appropriate educational assessments;

(2) ability to select, administer, and interpret formal and informal diagnostic instruments to measure skills in social, cognitive, and behavioral areas;

(3) ability to translate assessment data into recommendations for educational programming;

(4) ability to construct long- and short-range goals for individual students; and

(5) ability to plan a sequential learning program for students with mild to moderate mental handicaps.

C. Instruction and management:

- (1) ability to develop a scope and sequence for individualized programming in basic reading, mathematics, oral and written expression, and listening comprehension;
- (2) ability to teach basic reading, mathematics, oral and written expression, and listening comprehension;
- (3) ability to select, design, and modify appropriate developmental, corrective, and remedial curriculum materials;
- (4) ability to help students transfer learned skills and monitor their progress in mainstream instructional programs;
- (5) ability to help regular classroom teachers implement proposed curriculum modifications;
- (6) ability to recognize and manage behavioral, emotional, and social needs of mild to moderate mentally handicapped students;
- (7) ability to select, modify, and implement various behavior management strategies;
- (8) ability to use materials designed for skill development in the social areas;
- (9) ability to construct instructional sequences to teach general pre-vocational skills;
- (10) knowledge of age-appropriate vocational instructional materials;
- (11) ability to integrate career/vocational instruction with physical, mental, social, and academic levels of student development, and plan for the transition from school to postsecondary training and employment; and
- (12) ability to teach self-help, daily living, and family management skills.

D. Communication and consultation:

- (1) ability to develop and maintain effective working relationships with paraprofessionals, teachers, supervisors, administrators, related services personnel, parents, and community resource personnel;
- (2) ability to help students and their parents develop realistic expectations in academic and occupational areas; and
- (3) knowledge of and ability to communicate with community and governmental agencies, volunteer and nonprofit groups, and parent organizations that provide supportive services.

E. Prepracticum and practicum experiences:

- (1) Prepracticum experiences shall include a series of formal observations and directed instructional experiences with mild to moderate mentally handicapped students.
- (2) Practicum experience shall include one academic quarter, or the equivalent, of planning and implementing an instructional program for mild to moderate mentally handicapped students.
- (3) Upon completion of prepracticum and practicum requirements, candidates recommended for licensure shall have had experiences throughout the range of program alternatives with elementary and secondary mild to moderate handicapped students.

Subp. 4. Program approval for institutions. An institution applying to the Board of Teaching for approval of its preparation program for teachers of mild to moderate mentally handicapped students shall comply with part 8700.7700.

Subp. 5. Continuing licensure. A continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing licenses.

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Subp. 6. Persons holding licensure as teachers of educable mentally retarded students. Persons holding current valid Minnesota licenses as teachers of educable mentally retarded students may apply for and shall be granted licenses as teachers of mild to moderate mentally handicapped students.

Subp. 7. Effective date. After June 30, 1990, a person who makes application for licensure as a teacher of mild to moderate mentally handicapped students must comply with this part.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *11 SR 48*

8700.5509 SPECIAL EDUCATION: EMOTIONALLY/BEHAVIORALLY DISORDERED.

Subpart 1. Licensure requirements. A candidate recommended for licensure to teach emotionally/behaviorally disordered students (kindergarten to grade 12) shall:

- A. hold a baccalaureate degree;
- B. hold a valid Minnesota elementary, secondary, or K-12 classroom teaching license, or satisfactorily complete the requirements enumerated in part 8700.5512;
- C. satisfactorily complete core skill requirements in special education enumerated in part 8700.5500; and
- D. satisfactorily complete a preparation program leading to the licensure of teachers of emotionally/behaviorally disordered students, approved by the Minnesota Board of Teaching.

Subp. 2. Program requirements; regular education. Each program leading to the licensure of teachers of emotionally/behaviorally disordered students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in regular education areas as set forth in item A or B:

- A. For persons who hold licensure as elementary school classroom teachers:
 - (1) knowledge of adolescent growth and development; and
 - (2) understanding of scope and sequence of secondary curriculum.
- B. For persons who hold licensure as secondary school classroom teachers or as teachers of kindergarten to grade 12 subjects:
 - (1) knowledge of child growth and development; and
 - (2) understanding of scope and sequence of elementary curriculum,

including

- (a) understanding of elementary language arts curriculum: listening, speaking, writing, spelling, and reading.
- (b) understanding of basic skills in the mathematics curriculum; and
- (c) understanding of science and social studies curriculum.

Subp. 3. Program requirements; emotionally/behaviorally disordered. Each program leading to the licensure of teachers of emotionally/behaviorally disordered students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas, consisting of a minimum of 30 quarter hours, or the equivalent:

- A. Special education perspectives:
 - (1) understanding of normal personality and social development;
 - (2) understanding the social and emotional impact of cultural differences on behavior;
 - (3) understanding behavioral/emotional problems and psychopathology of childhood and adolescence;

(4) knowledge of the interaction of emotional disturbance/behavior disorders with other handicaps;

(5) understanding of the relationship between chemical dependency and behavioral/emotional problems; and

(6) understanding of delinquent behavior and theory and processes of the correctional system.

B. Assessment and planning:

(1) ability to utilize formal and informal assessment techniques in obtaining information necessary for educational and behavioral programming for individual students;

(2) ability to establish and maintain a systematic procedure for compiling data on a student or group of students for the purpose of continuous evaluation of behavior;

(3) ability to implement procedures for assessing both appropriate and problematic social behaviors;

(4) ability to evaluate and document change in pupil behavior in both academic and social areas;

(5) knowledge of psychometric instruments utilized in the assessment of emotional disturbance/behavioral problems;

(6) ability to observe and record pupil behavior utilizing different social rating systems;

(7) ability to work on a team with a psychologist or psychiatrist to plan, explain, direct, and implement procedures for the identification of emotionally/behaviorally disordered children in a school population;

(8) knowledge of major tests utilized to measure motoric, auditory, and visual learning modalities;

(9) ability to administer and interpret results of achievement and diagnostic tests in the areas of reading, language arts, and mathematics;

(10) ability to translate assessment data into recommendations for educational programming;

(11) ability to construct long- and short-range objectives for individual students for each of the three domains: cognitive, affective, and motor;

(12) ability to state instructional goals, set priorities for teaching, and state a criterion level for mastery of each task to be presented to the student;

(13) ability to develop and implement an instructional sequence to teach appropriate social behavior for a child based on assessment and observation;

(14) ability to select and implement a sequence of learning activities to remedy specific deficits in basic skills for each student or group of students; and

(15) ability to establish a reinforcement hierarchy for each student.

C. Instruction and management:

(1) ability to determine for each student a reinforcement preference and to use different reinforcers to change and maintain behavior;

(2) ability to select and implement remedial techniques in academic skill areas with students;

(3) ability to establish and maintain individual student attention while programming for a group;

(4) knowledge of proven teaching techniques including the rationale behind their use and the ability to use them for various academic areas;

(5) knowledge of the theory and rationale underlying various reading approaches;

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(6) ability to assist parents in understanding and supporting the implementation of proposed management modifications;

(7) ability to assist regular classroom teachers in the implementation of proposed curriculum/management modifications;

(8) ability to use role playing, individual and group counseling techniques, play groups, behavior modification, contracts, time-out, isolation and other techniques in managing presenting behavior and specific educational-social problems;

(9) knowledge of the rationale, program components, operation, and evaluation of various program models;

(10) ability to use materials designed for skill development in the social areas;

(11) ability to construct instructional sequences to teach general prevocational skills based upon cognitive, affective, and academic strengths of each student;

(12) knowledge of age-appropriate vocational instructional materials and the ability to plan for transition from school to postsecondary training and employment; and

(13) ability to collaborate effectively with clinical personnel in monitoring program appropriateness and effectiveness.

D. Communication and consultation:

(1) ability to develop and maintain effective working relationships with paraprofessionals, teachers, supervisors, administrators, related services personnel, parents, and community resource personnel;

(2) knowledge of and ability to communicate with and about community resources that serve students with emotional/behavioral problems; and

(3) ability to interact and communicate with personnel involved in court services, interagency meetings and placement planning.

E. Prepracticum and practicum experiences:

(1) Prepracticum experiences shall include a series of formal observations and directed instructional experiences with emotionally/behaviorally disordered students.

(2) Practicum experiences shall include one academic quarter, or the equivalent, of planning and implementing an instructional program for emotionally/behaviorally disordered students.

(3) Upon completion of prepracticum and practicum requirements, candidates recommended for licensure shall have had experiences throughout the range of program alternatives with elementary and secondary emotionally/behaviorally disordered students.

Subp. 4. Program approval for institutions. An institution applying to the Board of Teaching for approval of its preparation program for teachers of emotionally/behaviorally disordered students shall comply with part 8700.7700.

Subp. 5. Continuing licensure. A continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing licenses.

Subp. 6. Effective date. After June 30, 1990, a person who makes application for licensure as a teacher of emotionally/behaviorally disordered students must comply with this part.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *11 SR 48*

8700.5510 SPECIAL EDUCATION: SPECIFIC LEARNING DISABILITIES.

Subpart 1. Licensure requirements. A candidate recommended for licensure to teach specific learning disabled students (kindergarten to grade 12) shall:

- A. hold a baccalaureate degree;
- B. hold a valid Minnesota elementary, secondary, or K-12 classroom teaching license, or satisfactorily complete the requirements enumerated in part 8700.5512;
- C. satisfactorily complete core skill requirements in special education enumerated in part 8700.5500; and
- D. satisfactorily complete a preparation program leading to the licensure of teachers of specific learning disabled students, approved by the Minnesota Board of Teaching.

Subp. 2. **Program requirements; regular education.** Each program leading to the licensure of teachers of specific learning disabled students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in regular education areas as set forth in item A or B:

A. For persons who hold licensure as elementary school classroom teachers:

- (1) knowledge of adolescent growth and development; and
- (2) understanding of scope and sequence of secondary curriculum.

B. For persons who hold licensure as secondary school classroom teachers or as teachers of kindergarten to grade 12 subjects:

- (1) knowledge of child growth and development; and
- (2) understanding of scope and sequence of elementary curriculum,

including:

- (a) understanding of elementary language arts curriculum: listening, speaking, writing, spelling, and reading;
- (b) understanding of basic skills in the mathematics curriculum; and
- (c) understanding of science and social studies curriculum.

Subp. 3. **Program requirements; specific learning disabilities.** Each program leading to the licensure of teachers of specific learning disabled students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas, consisting of a minimum of 30 quarter hours, or the equivalent:

A. Special education perspectives:

- (1) knowledge of the concept of specific learning disabilities and its historical development;
- (2) understanding of the etiology of specific learning disabilities and the causes of other learning problems;
- (3) understanding court decisions and federal and state legislation that have had an effect on the field of specific learning disabilities;
- (4) understanding of various theories of cognition and the ability to compare these various theories with respect to explanation of observed behavior;
- (5) understanding of the various basic theories of instruction and the ability to compare these basic theories with respect to explanation of observed behavior; and
- (6) understanding of the basic theories of behavior and the ability to compare these basic theories with respect to explanation of observed behavior.

B. Assessment and planning:

- (1) ability to select, administer, and interpret appropriate instruments and techniques for general screening of learning disabilities;
- (2) understanding of formal and informal screening instruments that measure behavior and cognition;
- (3) ability to select, administer, and interpret formal and informal

diagnostic instruments for the skills of listening comprehension, oral expression, reading decoding, reading comprehension, written expression, mathematics calculation, and mathematics reasoning;

(4) ability to use formal and informal data to develop specific objectives and to plan appropriate instructional intervention strategies;

(5) ability to develop and use formal and informal measures to monitor ongoing progress of students;

(6) ability to observe, record, and analyze behavioral data of student performance in specific settings;

(7) ability to use assessment results of tests administered by other personnel;

(8) ability to observe and analyze skills in problem solving, inferential thinking, and concept development of students in educational settings; and

(9) understanding of entrance and exit criteria for specific learning disability services.

C. Instruction and management:

(1) ability to develop a scope and sequence for individualized programming in basic reading, mathematics, oral and written expression, and listening comprehension;

(2) ability to teach basic reading, mathematics, oral and written expression, and listening comprehension;

(3) ability to teach conceptual skills, such as deductive and inductive reasoning, problem solving skills, study skills, inferential reasoning, logical thought, categorization, and classification skills;

(4) ability to select, design, and modify appropriate developmental, corrective, and remedial curriculum materials;

(5) ability to help students transfer learned skills and monitor their progress in mainstream instructional programs;

(6) ability to relate career/vocational instruction to physical, mental, social, and academic levels of student development and to plan for the transition from school to postsecondary training and employment;

(7) understanding of the affective problems that often accompany learning disabilities;

(8) ability to use clinical teaching to modify social and learning behavior;

(9) ability to refer students with social and emotional problems related to their learning disabilities;

(10) ability to select, modify, and implement various behavior management strategies;

(11) knowledge of projective and media oriented therapies; such as, art, music, play therapies, puppetry, and role playing;

(12) ability to select, modify, and use affective curricular programs; and

(13) ability to explain program models and instructional strategies used in delivering services to learning disabled students.

D. Communication and consultation:

(1) ability to communicate with students, professional associates, parents, community resource persons, and professionals from other disciplines in the field of learning disabilities;

(2) ability to communicate the assessment process, goals, teaching strategies, and curriculum activities to teachers, parents, students, and others in both oral and written form;

(3) ability to provide consultation to classroom teachers, parents, and peers in the implementation of learning disabilities services;

(4) ability to assist parents in accepting and understanding their child's disability and how it affects school and community performance; and

(5) ability to effectively communicate due process procedures to parents and assist them in understanding their rights and responsibilities under the law.

E. Prepracticum and practicum experiences:

(1) Prepracticum experiences shall include a series of formal observations and directed instructional experiences with learning disabled students.

(2) Practicum experiences shall include one academic quarter, or the equivalent, of planning and implementing an instructional program for learning disabled students.

(3) Upon completion of prepracticum and practicum requirements, candidates recommended for licensure shall have had experiences throughout the range of program alternatives with elementary and secondary learning disabled students.

Subp. 4. Program approval for institutions. An institution applying to the Board of Teaching for approval of its preparation program for teachers of specific learning disabled students shall comply with part 8700.7700.

Subp. 5. Continuing licensure. A continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing licenses.

Subp. 6. Effective date. After June 30, 1990, a person who makes application for licensure as a teacher of specific learning disabled students must comply with this part.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *11 SR 48*

8700.5511 SPECIAL EDUCATION: MILDLY HANDICAPPED.

Subpart 1. Applicability. Mildly handicapped students are those students with mental handicaps, specific learning disabilities, or emotional/behavioral disorders who receive services in accordance with part 3525.2340, subpart 2, items B and C as in effect on July 21, 1986.

Subp. 2. Licensure requirements. A candidate recommended for licensure to teach mildly handicapped students with mental handicaps, specific learning disabilities, or emotional/behavioral disorders (kindergarten to grade 12) shall:

A. hold a master's degree or the equivalent;

B. hold a valid Minnesota elementary, secondary, or K-12 classroom teaching license, or satisfactorily complete the requirements enumerated in part 8700.5512;

C. hold a valid Minnesota special education teaching license as a teacher of special education: mild to moderate mentally handicapped, special education: specific learning disabilities, or special education: emotionally/behaviorally disordered;

D. satisfactorily complete core skill requirements in special education enumerated in part 8700.5500; and

E. satisfactorily complete a preparation program leading to the licensure of teachers of mildly handicapped students, approved by the Minnesota Board of Teaching.

Subp. 3. Program requirements; regular education. Each program leading to the licensure of teachers of mildly handicapped students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in regular education areas as set forth in item A or B:

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A. For persons who hold licensure as elementary school classroom teachers:

- (1) knowledge of adolescent growth and development; and
- (2) understanding of scope and sequence of secondary curriculum.

B. For persons who hold licensure as secondary school classroom teachers or as teachers of kindergarten to grade 12 subjects:

- (1) knowledge of child growth and development; and
- (2) understanding of scope and sequence of elementary curriculum,

including:

(a) understanding of elementary language arts curriculum: listening, speaking, writing, spelling, and reading.

(b) understanding of basic skills in the mathematics curriculum; and

(c) understanding of science and social studies curriculum.

Subp. 4. **Program requirements; mildly handicapped.** Each program leading to the licensure of teachers of mildly handicapped students (kindergarten to grade 12) shall provide candidates recommended for licensure with preparation in the following special education areas, consisting of a minimum of 45 quarter hours, or the equivalent:

A. Special education perspectives:

(1) understanding of specific handicapping conditions and their educational implications, to include mental handicaps, specific learning disabilities, and emotional/behavioral disorders;

(2) understanding of perceptual-motor and visual-motor deficits and their educational implications; and

(3) knowledge of medical treatment programs and their maintenance in educational settings.

B. Assessment and planning:

(1) understanding of the components of a complete assessment to determine educational needs;

(2) understanding of when information suggests or requires the involvement of other professionals for further assessment and planning;

(3) ability to observe, assess, and interpret student performance;

(a) ability to observe, record, and analyze the learning environment of students and their responses to specific instructional techniques; and

(b) ability to determine educational performance, learning style, and learning modes of students by selection, administration, and interpretation of appropriate educational assessments, to include observation and data collection, criterion and norm referenced tests, surveys and inventories, interviews, student records review, and other formal and informal assessment procedures;

(4) ability to participate as a member of a multidisciplinary team in planning an educational program for students with mild educational handicaps:

(a) ability to develop specific behavioral objectives for students based upon observational, behavioral, and diagnostic data;

(b) ability to develop objectives for students in terms of behavioral outcomes in relation to both long- and short-term goals; and

(c) ability to involve students and parents in planning learning and behavior goals;

(5) ability to plan a sequential learning program for students with mild educational handicaps:

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(a) ability to establish long- and short-term goals in each academic area;

(b) ability to write behavioral objectives for each goal; and

(c) ability to plan and sequence activities which will accomplish each objective; and

(d) ability to make constructive use of teacher aide and volunteer assistants in planning and implementing instructional programs.

C. Instruction and management:

(1) ability to sequence tasks from early to late developing skills and from simple to complex behaviors, and design learning activities within a wide range of difficulty so that students with varying abilities can participate at their own level, pace, and style;

(2) ability to develop, implement, and evaluate programs for mildly handicapped students;

(3) ability to provide appropriate support to students to facilitate success in their regular education programs;

(4) ability to modify curriculum to meet individual needs of students:

(a) ability to analyze existing curriculum and its impact on individual learning style and rate;

(b) ability to modify the presentation of the curriculum content to accommodate differences in learning style and rate;

(c) ability to identify student performance within the sequence of the curriculum and identify the appropriate content level for the student, based upon achievement level; and

(d) ability to develop classroom management strategies in order to assure the curriculum modifications can be implemented;

(5) ability to recognize and manage behavioral, emotional, and social needs of mildly handicapped students;

(6) knowledge of resources which provide current information about transition from school to work or postsecondary and other career opportunities and training; and

(7) ability to teach self-help, daily living, and family management skills.

D. Communication and consultation:

(1) ability to serve as an advocate for least restrictive placements;

(2) ability to develop and maintain effective working relationships with paraprofessionals, teachers, supervisors, administrators, related services personnel, parents, and community resource personnel;

(3) ability to provide consultation to others regarding appropriate educational programs:

(a) ability to identify and gather relevant information;

(b) ability to analyze and synthesize information;

(c) ability to apply information to educational plans;

(d) ability to communicate information to others in a way that is understandable and practical;

(e) ability to use information to develop and carry out demonstration teaching activities; and

(f) ability to assist in the implementation and follow-up of educational plans developed from the information;

(4) ability to design and conduct appropriate in-service education activities for regular education teachers, paraprofessionals, and volunteers;

(5) ability to assist students and their parents in developing realistic expectations in academic and occupational areas; and

(6) knowledge to direct parents to community and governmental agencies, volunteer and nonprofit groups, and parent organizations that provide supportive services.

E. Practicum experiences, which must include one academic quarter or the equivalent of experience with a multidisciplinary team in planning and implementing an instructional program for mildly handicapped students at the elementary and secondary levels.

Subp. 5. **Program approval for institutions.** An institution applying to the Board of Teaching for approval of its preparation program for teachers of mildly handicapped students shall comply with part 8700.7700.

Subp. 6. **Continuing licensure.** A continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing licenses.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *11 SR 48*

8700.5512 SPECIAL EDUCATION: CLASSROOM TEACHING LICENSE EXEMPTION.

Subpart 1. **Scope.** This part applies only to those special education licensure parts that authorize a classroom teaching license exemption. Completion of the requirements in subpart 2 do not qualify an applicant for an elementary, secondary, or K-12 classroom teaching license.

Subp. 2. **Requirements.** Each special education licensure part that authorizes a classroom teaching license exemption shall provide candidates recommended for licensure in special education with knowledge, skills, and understandings in all of the following regular education areas:

A. **Foundational studies.** This category consists of basic knowledge which underlies the study of education and teaching. It includes all of the following:

(1) the study of human growth and development from early childhood through adolescence including typical and atypical patterns of development;

(2) the study of the learning process, with emphasis on physical, intellectual, emotional, and social differences in students;

(3) the study of education and the school as an institution in the context of a changing pluralistic society; and

(4) the study of the philosophy and organization of elementary and secondary schools.

B. **Content and methods.** This category consists of basic knowledge of content, materials, and scope and sequence of grades kindergarten to 12 curriculum in the following areas:

(1) reading: prereading skills, developmental reading, reading in the content areas, and the diagnosis and correction of reading difficulties;

(2) language arts: listening, speaking, and writing;

(3) mathematics: basic arithmetic operations, problem solving skills, geometric concepts, and computing devices;

(4) science: life science, earth science, physical science; and

(5) social studies: gathering, organizing, reporting, and interpreting social science data.

C. **Regular education practica.** This category consists of a series of formal observations of teaching and directed instructional experiences in elementary and secondary school classrooms.

D. The profession of teaching. This category consists of basic knowledge of the professional responsibilities of a teacher, both within and beyond the instructional setting, and includes all of the following:

- (1) a minimum level of proficiency in the written English language;
- (2) skills necessary to communicate and interact with staff members, resource personnel, parents, and other members of the community in order to meet the individual needs of students;
- (3) skills to evaluate self- and peer-teaching performance;
- (4) responsibilities of the individual teacher to clients served, to the employing school district and its administration, and to the teaching profession;
- (5) legal rights of students, parents, administrators, school boards, and teachers;
- (6) essential statutes, rules, and legal procedures affecting the preparation and licensure/relicensure of teachers and the teacher as a public employee; and
- (7) purposes of the major education professional organizations and learned societies and their contributions to education and the education profession.

Subp. 3. **Program approval for institutions.** An institution applying to the Board of Teaching for approval of special education preparation programs that authorize a classroom teaching license exemption shall provide evidence of compliance with this part.

Statutory Authority: 125.05 subd 1; 125.185 subd 4

History: 11 SR 48

8700.5800 READING.

Subpart 1. **Recommendation required.** Licensure of any of the positions in the area of reading will be granted to persons who are recommended by a college or university maintaining the following approval or comparable program of preparation. Such recommendations must attest to the completion of the program.

Subp. 2. **Elementary remedial reading teachers.** Requirements:

- A. an elementary school teacher's license, based on a bachelor's degree;
- B. two years of successful elementary teaching experience; and
- C. one course in each of the following five areas: developmental reading, diagnosis and correction of reading difficulties, individual mental testing or the use and interpretation of mental tests, practicum in analysis of reading difficulties, and practicum in correction of reading difficulties.

Subp. 3. **Secondary remedial reading teachers.** Requirements:

- A. an elementary or secondary school teacher's license based on a bachelor's degree;
- B. two years of successful elementary or secondary teaching experience; and
- C. one course in each of the following six areas:
 - (1) elementary developmental reading;
 - (2) secondary developmental reading;
 - (3) diagnosis and correction of reading difficulties;
 - (4) individual mental testing or the use and interpretation of mental tests;
 - (5) practicum in the analysis of reading difficulties; and
 - (6) practicum in the correction of reading difficulties.

Subp. 4. **Secondary developmental reading teachers.** Requirements:

- A. an elementary or secondary (grades 7 to 9) school teacher's license, based on a bachelor's degree;

B. two years of successful elementary or secondary teaching experience; and

C. one course in each of the following four areas: elementary developmental reading, secondary developmental reading, diagnosis and correction of reading difficulties, and adolescent literature.

Subp. 5. **Effective date.** Beginning with the school year 1963-1964, all persons employed in positions listed in subparts 1 to 4 shall hold appropriate licenses.

Statutory Authority: *MS s 125.05; 125.185*

8700.5900 [Repealed, 12 SR 412]

8700.6300 [Repealed, 7 SR 821]

8700.6310 SCHOOL PSYCHOLOGIST.

Subpart 1. **Scope.** All persons whose application is received on or after July 1, 1985 for licensure as a school psychologist for grades prekindergarten to 12 must comply with this part.

Subp. 2. **Licensure requirements.** A candidate recommended for licensure as a school psychologist for grades prekindergarten to 12 shall:

A. hold an education specialist degree or the equivalent; and

B. satisfactorily complete the core skill requirements in special education enumerated in part 8700.5500; and

C. satisfactorily complete a school psychologist preparation program, consisting of a minimum of 90 graduate quarter credits, approved by the Board of Teaching.

Subp. 3. **Program requirements; regular education.** Each program leading to the licensure of school psychologists for grades prekindergarten to 12 must provide candidates recommended for licensure with preparation in the following regular education areas: knowledge of education and the school as an institution in the context of a changing pluralistic society and knowledge of elementary and secondary curriculum areas.

Subp. 4. **Program requirements; school psychology.** Each program leading to the licensure of school psychologists for grades prekindergarten to 12 must provide candidates recommended for licensure with preparation in the areas set forth in items A to G.

A. To fulfill the psychological and educational foundations requirement, a program must provide candidates with preparation in the following:

(1) ability to assist in the development and planning for differentiated instructional and behavioral strategies and techniques and to assist in the application of these strategies and techniques for children with unique learning styles, with differing physical, emotional, and mental capabilities, and from differing environments and cultures;

(2) understanding of different types of exceptionality in education, including mental retardation, learning and cognitive disabilities, sensory and physical impairments, developmental delays, emotional disturbance, chronic health impairments affecting educational performance, and giftedness;

(3) understanding of special education program alternatives as they relate to the delivery of services;

(4) understanding of history and systems of psychology;

(5) understanding of contemporary issues in the interpretation and application of knowledge in the field of psychology; and

(6) knowledge of consultation models and methodology.

B. To fulfill the psychological and educational assessment requirement, a program must provide candidates with preparation in the following:

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(1) ability to conduct intellectual, cognitive, and behavioral assessments of preschool-age children, elementary students, and secondary students;

(2) ability to measure a student's school achievement and aptitude;

(3) ability to conduct formal and informal observation and analysis of student-teacher-peer interaction, learning environments, instructional strategies, and support systems;

(4) ability to apply methods and skills for interviewing students, parents, and school personnel;

(5) ability to assess the personality, social and emotional adjustment of children and adolescents;

(6) ability to conduct developmental assessments of preschool-age children;

(7) ability to recognize the need to adapt instruments and procedures to accommodate the specialized needs of students and to identify resources to accomplish the necessary adaptations;

(8) ability to assess adaptive behaviors and living skills, particularly in relation to mental handicaps;

(9) understanding of basic theory and principles of measurement, test construction, reliability, and validity; and

(10) ability to evaluate the appropriateness and psychometric adequacy of test instruments.

C. To fulfill the psychological intervention and corrective services for educational and psychological problems requirements, a program must provide candidates with preparation in the following:

(1) ability to provide individual and group counseling;

(2) ability to develop and implement behavior management plans and other corrective services; and

(3) ability to consult with and provide in-service to parents, teachers, and school administrators on psychological issues and educational practices.

D. To fulfill the typical and atypical human growth and development from early childhood through adolescence requirement, a program must provide candidates with preparation in core skill requirements set forth in part 8700.5500 and in all of the following: learning and cognitive processes, personality and social processes, physical and motor development, and emotional development.

E. To fulfill the research and evaluation requirement, a program must provide candidates with preparation in the following:

(1) ability to design and implement studies and analyze data to evaluate educational programs and practices; and

(2) ability to evaluate an individual student's educational program.

F. To fulfill the profession of psychology requirement, a program must provide candidates with preparation in the following:

(1) understanding of issues in the practice of school psychology such as ethics, laws and rules, role, psychological reports, and service delivery models;

(2) ability to communicate and interact with staff members, resource personnel, parents, school administrators, and other members of the community in order to meet the individual needs of students;

(3) knowledge of methods to evaluate self-performance and provide professional supervision;

(4) ability to interpret psychological reports to teachers and parents regarding the implication of psychological findings;

(5) knowledge of resources relating to psychological services available in the community;

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(6) ability to apply nondiscriminatory procedures for assessment and other school psychological services, including the impact of sensory and other handicapping conditions;

(7) understanding of situations which suggest or require the involvement of other professionals for assessment and planning, including medical facilities and centers providing specialized services to handicapped children; and

(8) ability to use knowledge of group processes to facilitate team meetings.

G. To fulfill the observation and practicum in school psychological services requirement, a program must provide candidates with preparation in the following:

(1) Observation experiences prior to practicum shall include a series of formal observations of teaching in a variety of curricular areas in both an elementary and a secondary school. These experiences must also include observation of a variety of special education program alternatives as they relate to the delivery of services and formal observation of school psychological practice performed by a licensed school psychologist.

(2) The required practicum shall consist of at least 600 contact hours, at least 400 of which must be spent in a school setting. The practicum shall be done on at least a half-time basis, and the principal supervision must be provided by a practicing school psychologist. A currently practicing school psychologist is defined as a fully licensed person working at least half-time in the practice of school psychology or the preparation of school psychologists. Local supervision in a practicum setting may be provided by other psychological personnel.

The required practicum shall include at least 400 contact hours in school psychological practice at prekindergarten, elementary, and secondary grade levels. The 400 hours shall be distributed so that no less than 100 hours are spent at each level.

At least 200 contact hours of the required practicum shall be spent in a setting providing clinical psychological services, such as personality assessment, counseling with individuals and families, behavior management and other corrective services. This portion of the practicum shall include supervision by a clinically prepared and licensed psychologist.

Subp. 5. Continuing licensure. The continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing education and relicensure.

Subp. 6. Provisional license. A two-year provisional license shall be issued to an applicant upon submission of evidence of meeting all of the following conditions:

A. a master's degree in school psychology, or a master's, education specialist, or doctorate in clinical psychology, child psychology, or educational psychology; and

B. completion of a minimum of 45 quarter credits in the area of preparation outlined in subpart 4, items A to G; the requirements must be met for at least three of the seven areas of preparation in subpart 4, items A to G and at least one area of preparation must be subpart 4, item B and at least one area of preparation must be either subpart 4, item A or G; and

C. a plan for a collaborative relationship for the duration of the provisional license. Collaboration is defined as a professional supervisory relationship with a currently licensed school psychologist practicing at least half-time. This collaborative relationship must include bimonthly meetings whereby the collaborating psychologist shall review and endorse the quality of services to be provided by the provisionally licensed person.

One two-year renewal of the provisional license shall be issued to an appli-

cant who completes a minimum of an additional 12 quarter hours or its equivalent in a state-approved preparation program leading to the licensure of school psychologists.

Statutory Authority: *MS s 14.06; 125.03; 125.05; 125.185*

8700.6400 [Repealed, 11 SR 48]

8700.6410 SCHOOL SOCIAL WORKER.

Subpart 1. Licensure requirements. A candidate recommended for licensure as a school social worker (prekindergarten to grade 12) shall complete the requirements in item A or B.

A. For level I licensure a candidate shall hold a baccalaureate degree and have satisfactorily completed a school social work preparation program approved by the Board of Teaching, consisting of a minimum of 75 quarter hours or the equivalent.

B. For level II licensure a candidate shall hold a master's degree in social work from a program accredited by the Council on Social Work Education, with either one year of field work in a school setting, or one year of experience in school social work, or two years of experience in social work.

Subp. 2. Program requirements for level I. Each program leading to the licensure of school social workers, level I, shall provide candidates recommended for licensure with knowledge, skills, and understandings in the following areas:

A. human behavior and social environment, including:

(1) knowledge of psychosocial approaches to understanding individual and group behavior;

(2) knowledge of social learning theories;

(3) knowledge of cultural, racial, and ethnic diversity;

(4) knowledge of typical and atypical growth and development;

(5) knowledge of factors influencing growth and behavior;

(6) knowledge of theories of social interaction; and

(7) knowledge of handicapping conditions and their educational implications;

B. organization and structure of the public school, the family, and the community, including:

(1) understanding of family and organizational systems theory;

(2) understanding of characteristics and reciprocal influences in school-community-student relations;

(3) knowledge of a broad range of public policy issues and social work concerns in relation to public education; and

(4) understanding of the roles and organizational structures of regular and special education and the part they play in providing total service for the student;

C. intervention with individuals, groups, and systems to enhance social functioning, including:

(1) knowledge of values and ethics of the social work profession;

(2) ability to diagnose needs of clients based on systematic observation and the analysis of other appropriate information relating to various factors which affect the learning process of students;

(3) understanding of basic methods of social work intervention, such as casework, group work, community organization, and how these can be integrated into school social work;

(4) skill in establishing and maintaining purposeful relationships with clients;

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(5) skill in determining and applying appropriate methods and techniques of social work intervention to enhance learning opportunities for students, including students with handicapping conditions;

(6) ability to identify client situations which require expertise from other professionals and to secure such assistance;

(7) ability to serve as a liaison or advocate for parents and students;
and

(8) ability to assess the effectiveness of social work interventions;

D. collaboration with school personnel and community agencies, including:

(1) knowledge of the roles of other professionals and the social and legal aspects of school and community services;

(2) understanding the interrelatedness of social, educational, and community services;

(3) knowledge of institutional and administrative factors which facilitate or impede delivery of services;

(4) knowledge of due process, data privacy, and laws regarding student and parent rights;

(5) knowledge of state and federal laws, rules, and regulations relating to regular and special education;

(6) ability to use interpersonal skills when interviewing and communicating with parents, professionals, paraprofessionals, agencies, students, and other persons or groups;

(7) ability to identify and develop resources within and outside the school system;

(8) ability to implement referrals to resources within the school system or the community;

(9) ability to function as a member of a child study team in designing appropriate programs for students;

(10) ability to coordinate the efforts of various professionals who can contribute to an effective intervention;

(11) ability to collaborate with community agencies to solve specific problem situations or to develop new resources for students; and

(12) ability to serve in a consultative capacity with individuals and groups, including parents and students;

E. Prepracticum and practicum experiences:

(1) formal observations of teaching in a variety of curricular areas in both an elementary and a secondary school, formal observation of school social work practice performed by a licensed school social worker, and prepracticum school social work experiences under the supervision of a licensed school social worker; and

(2) practicum experience in a school setting under the supervision of a licensed school social worker, consisting of at least 400 contact hours during one school year.

Subp. 3. **Program approval for institutions.** An institution applying to the Board of Teaching for approval of its preparation program for Level I school social workers shall comply with part 8700.7700.

Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed according to the rules of the Board of Teaching governing continuing licenses.

Subp. 5. **Effective date.** This part is effective July 1, 1990, for an applicant for entrance licensure as a school social worker.

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Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *11 SR 48*

8700.6600 [Repealed, 12 SR 412]

8700.6800 RECREATION PERSONNEL.

Subpart 1. **In general.** Licensure as recreation personnel may be granted to persons who desire such licensure and who have satisfactorily completed college or university programs which have been approved by the Board of Teaching. Persons not desiring such licensure shall meet the requirements of subpart 2.

Subp. 2. **Recreation directors and instructors; license requirements.** For the purpose of this rule, the terms "director" and "instructor" may be used interchangeably.

A recreation director or instructor is a person who is employed by a school board or cooperating agency to organize and direct the local recreation program.

Requirements: a baccalaureate degree with a college major in the field of recreation leadership.

Subp. 3. **Other recreation personnel which may include directors and instructors not desiring licensure.** Other recreation personnel work as specialists in various areas of recreation.

Requirements: they shall possess special abilities, qualities of leadership, and general fitness to work in the local recreation program. Such personnel shall be approved by the local board of education and will not hold state licensure.

Subp. 4. **Effective date.** The requirements under part 8700.6800 shall become effective on July 1, 1973.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

8700.6900 TEACHER INTERN.

An intern is a person preparing for eventual service in a licensed teaching position. A one-year, nonrenewable license for elementary and secondary teacher interns may be issued to an applicant who is recommended by a teacher-preparing institution approved by the Board of Teaching and who has not less than three years of teacher preparation. Such a license shall be issued only upon the written request of the administrative head of the school system in which the intern is to be employed. A teacher intern shall not replace a licensed teacher. The license of a teacher intern shall be revoked by the Board of Teaching when it has been demonstrated that the intent and purpose of such licensure have not been fulfilled.

A teacher intern shall be subject to Minnesota Statutes, chapter 354, teacher retirement fund, and Minnesota Statutes, chapter 355, social security coverage, but shall not be included in the provisions of Minnesota Statutes, section 125.05, duration and renewal of licenses, and Minnesota Statutes, section 125.12, employment, contracts, termination.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

8700.7000 [Repealed, 12 SR 412]

8700.7010 MEDIA GENERALIST.

Subpart 1. **Definition.** A media generalist is one who is qualified to work at a specialized professional level in both print and nonprint areas (library science, audiovisual education, and other emerging instructional technologies) in an elementary or secondary school or in a school district.

Subp. 2. **Licensure requirements.** A candidate recommended for licensure as a media generalist must:

A. hold a baccalaureate degree;

B. hold a valid Minnesota license as an elementary or secondary classroom teacher; and

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C. satisfactorily complete a preparation program leading to licensure as a media generalist approved by the board of teaching, consisting of a minimum of 39 quarter hours or the equivalent.

Subp. 3. **Program requirements.** A program leading to licensure as a media generalist must provide a candidate recommended for licensure with the abilities set forth in items A to G.

A. The program must provide the candidate with the abilities with respect to philosophy of media service listed in this item:

(1) to develop a philosophy of media service and be able to communicate it;

(2) to state the need for media programs;

(3) to describe how media programs function in the school;

(4) to relate the role of the media program to curriculum development;

(5) to place the development of media services into a historical and research perspective;

(6) to determine philosophical impact on policies and procedures;

(7) to identify levels of service and ways that they interact;

(8) to discover factors that influence media service and determine their impact;

(9) to analyze a diversity of literature and existing media programs in terms of their philosophy and service;

(10) to examine the relationship of media programs to curriculum development, learning theory, and emerging technology; and

(11) to develop an appreciation for the necessity of lifelong learning and continuing education in the profession.

B. The program must provide the candidate with the abilities with respect to administration of media programs listed in this item:

(1) to assess and appraise user needs and interests, existing resources, and projected changes;

(2) to formulate written policies, objectives, and plans for the media programs;

(3) to implement policies, objectives, and plans for the present and future media program;

(4) to plan and conduct training of students and staff in operation of equipment;

(5) to research and evaluate the impact of the media programs and report to appropriate school officials and agencies;

(6) to provide leadership in curriculum development;

(7) to coordinate fiscal resources with program objectives through budget development for the media center and fiscal planning for the district;

(8) to manage the technical functions of the media program, including acquisition, processing, maintenance, and inventory of materials and equipment;

(9) to establish and supervise internal and external delivery systems for materials, equipment, and services;

(10) to identify personnel needs of the media program and manage personnel through the development and implementation of effective management policies;

(11) to design and implement an effective public relations program within the building, the district, and the community;

(12) to consult and participate in the planning of the media center

facility and the design of facilities to use educational technology throughout the school setting; and

(13) to synthesize and convey to media center personnel and users recent educational, technological, and legal developments and trends which affect media programs.

C. The program must provide the candidate with the abilities with respect to media collection development and organization listed in this item:

(1) to apply a critical knowledge of a wide variety of media resources to the process of collection development;

(2) to select media resources for curricular, informational, and recreational purposes for the educational program;

(3) to use selection and evaluation review sources for collection development and reassessment;

(4) to assess students' interests, goals, and abilities in order to provide reading, listening, and viewing guidance;

(5) to participate in curriculum design and development;

(6) to assist faculty to identify and apply appropriate selection criteria;

(7) to develop selection and copyright policies and apply the principles of intellectual freedom in the educational program;

(8) to interpret media collection development to faculty, administration, and the public; and

(9) to organize information through knowledge of classification and subject headings in order to make resources accessible to users.

D. The program must provide the candidate with the abilities with respect to delivery systems for instruction listed in this item:

(1) to determine media and technology appropriate for educational programs;

(2) to analyze the school's curriculum and implement a media program to support it;

(3) to provide reference service through knowledge of reference and bibliographic sources;

(4) to use reference sources, print and nonprint, to meet information needs of students, faculty, and administration;

(5) to provide reading, listening, and viewing guidance;

(6) to work with faculty in planning effective experiences for students in the use of the services, materials, and equipment of the media center;

(7) to plan and conduct a staff development program;

(8) to disseminate information to faculty regarding instructional media, new developments, techniques, and research findings;

(9) to expand the resources of the media center by knowledge and utilization of external networking opportunities;

(10) to participate in curriculum development through expertise in instructional technology and research;

(11) to work with programmed materials, information storage and retrieval systems, computer assisted instruction, telecommunications, and other emerging trends;

(12) to plan and conduct sequential programs of instruction in the location and use of resources and equipment, and critical evaluation and appreciation of them;

(13) to design learning experiences systematically to meet specific instructional objectives; and

(14) to teach students research methods and skills as a foundation for lifelong learning.

E. The program must provide the candidate with the abilities with respect to design and production of learning materials listed in this item:

(1) to apply knowledge of the background, research, and development of educational communications to the design of media;

(2) to recognize the levels, formats, and types of media required in designing materials to meet stated curricular objectives;

(3) to use electronic and nonelectronic media production skills; and

(4) to identify emerging technologies and the skills which will be needed for their use.

F. The program must provide the candidate with the abilities with respect to emerging technology and trends in education listed in this item:

(1) to recognize the importance of technological advancement to the educational process;

(2) to apply an understanding of the basic concepts, terminology, and applications of emerging technology;

(3) to recognize curricular implications that result from emerging technology and educational trends;

(4) to provide leadership in incorporating innovations into education;

(5) to identify sources of information related to technological advancements; and

(6) to provide technical advice and service for educational access to technology.

G. The program must provide the candidate with a practicum, or field experience, that must include at least 200 clock hours in a media generalist position including some experience at both the elementary and secondary levels under the supervision of a licensed media generalist or media supervisor. During the field experience, the candidate shall demonstrate how to apply the abilities in items A to F.

Subp. 4. Program approval for institutions. An institution applying to the board of teaching for approval of its media generalist preparation program shall comply with part 8700.7700.

Subp. 5. Continuing licensure. A continuing license must be issued and renewed according to rules of the board of teaching governing continuing education/relicensure.

Subp. 6. Effective date. This part is effective July 1, 1990, for all applicants for entrance licensure as a media generalist.

Statutory Authority: *MS s 125.05 subds 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.7100 MEDIA SUPERVISOR.

Subpart 1. License requirement. Any person working at a specialized professional level in both print and nonprint areas, who is responsible for the administration of a media program and for the direction or supervision of the work of other professional personnel shall hold the media supervisor license. Minimum requirements for licensure as a media supervisor, valid for two years are:

A. a valid continuing license as a media generalist, or the completion of all requirements for the continuing license as media generalist, or the completion of all requirements for the entrance license as a media generalist and three years of supervisory experience as a media professional (library or audiovisual); and

B. three more years of successful experience in the areas of media while

holding a license valid for the position in which the media experience was obtained; and

C. completion of a master's degree in a recognized graduate school in a program approved by the Board of Teaching.

Subp. 2. Program requirement. The approved program shall consist of not less than 18 quarter hours or the equivalent at the graduate level of work in media in addition to that required for the media generalist license.

Each approved program shall include work to develop competencies in all of the following areas:

A. supervision and improvement of instruction;

B. general educational administration (early childhood to grade 12);

C. general theory of learning; and

D. advanced administration and management of print and nonprint media activities.

Subp. 3. Program statements. Programs submitted for approval shall include:

A. statements which relate all of the areas enumerated in subpart 2, items A to D to competencies to be developed;

B. statements which relate competencies to be developed to components of the program; and

C. statements which indicate means for assessment of competencies.

Subp. 4. License renewal. Upon expiration of the entrance license renewal of the media supervisor license for five years is contingent upon one or more years of successful experience as a media supervisor while holding the media supervisor license.

The continuing license may be renewed according to general rules of the Board of Teaching pertaining to continuing education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

8700.7300 ELEMENTARY LIMITED LICENSES.

Subpart 1. In general. No elementary limited licenses will be granted where it is evident there exists an available supply of teachers who hold regular teaching licenses.

When a superintendent of schools of a district maintaining a graded elementary school or a county superintendent or school board of a common school district shall certify that such superintendent has been unable to find a fully qualified teacher, a limited elementary license may be granted to an applicant who meets the requirements as detailed in subparts 2 and 3.

Subp. 2. License requirements. A teacher may be granted an original limited elementary license to teach in an elementary school on a four-year degree from an accredited college with specific preparation for teaching in the elementary schools provided that, within the previous five-year period, the applicant has either earned at least eight quarter hours of college credit or had one year of teaching experience.

A teacher who has been previously issued a limited elementary license may be granted another limited license if eight quarter hours of college credit have been earned since the last such license was issued. These eight quarter hours must be courses that are applicable towards completion of an elementary teacher education program at an accredited institution.

Subp. 3. Director to grant license. This license shall be granted by the director of teacher licensure in accordance with criteria established by the Board of Teaching in subpart 2 and subject to review by the board.

Statutory Authority: *MS s 125.05; 125.185*

8700.7400 LIMITED LICENSE FOR SECONDARY SCHOOL.

Subpart 1. License requirements. A teacher may be granted an original limited license on a four-year degree from an accredited college to teach in secondary school departments, four-year secondary schools, junior secondary schools, senior secondary schools, and six-year secondary schools, those subjects in which the applicant has had adequate preparation, provided that within the previous five-year period the applicant has either earned at least eight quarter hours of college credit or had one year of teaching experience.

A teacher who has a limited license may be granted another limited license if eight quarter hours of college credit have been earned since the last such license was issued.

Subp. 2. Director to grant license. This license shall be granted by the director of teaching licensure in accordance with criteria established by the Board of Teaching in subpart 1 and subject to review by the board.

Statutory Authority: *MS s 125.05; 125.185*

8700.7500 CODE OF ETHICS FOR MINNESOTA TEACHERS.

Subpart 1. Scope. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Board of Teaching.

Subp. 2. Standards of professional conduct. The standards of professional conduct are as follows:

A. A teacher shall provide professional education services in a nondiscriminatory manner.

B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.

C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.

D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.

E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.

F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.

G. A teacher shall not deliberately suppress or distort subject matter.

H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.

I. A teacher shall not knowingly make false or malicious statements about students or colleagues.

J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

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

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

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

Subd. 1. Receipt of complaint. The executive secretary of a board, a board member or any other person who performs services for the board who receives

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a complaint or other communication, whether oral or written, which complaint or communication alleges or implies a violation of a statute or rule which the board is empowered to enforce, shall promptly forward the substance of the communication on a form prepared by the attorney general to the designee of the attorney general responsible for providing legal services to the board. Before proceeding further with the communication, the designee of the attorney general may require the complaining party to state his complaint in writing on a form prepared by the attorney general. Complaints which relate to matters within the jurisdiction of another governmental agency shall be forwarded to that agency by the executive secretary. An officer of that agency shall advise the executive secretary of the disposition of that complaint. A complaint received by another agency which relates to a statute or rule which a licensing board is empowered to enforce shall be forwarded to the executive secretary of the board to be processed in accordance with this section.

Subd. 2. Investigation and hearing. The designee of the attorney general providing legal services to a board shall evaluate the communications forwarded to him by the board or its members or staff. If the communication alleges a violation of statute or rule which the board is to enforce, the designee is empowered to investigate the facts alleged in the communication. In the process of evaluation and investigation, he shall consult with or seek the assistance of the executive secretary or, if the board determines, a member of the board who has been designated by the board to assist the designee. He may also consult with or seek the assistance of any other qualified persons who are not members of the board who the designee believes will materially aid in the process of evaluation or investigation. The executive secretary or the consulted board member may attempt to correct improper activities and redress grievances through education, conference, conciliation, and persuasion, and in these attempts he may be assisted by the designee of the attorney general. If the attempts at correction or redress do not produce satisfactory results in the opinion of the executive secretary or the consulted board member, or if after investigation the designee providing legal services to the board, the executive secretary or the consulted board member believes that the communication and the investigation suggest illegal or unauthorized activities warranting board action, he shall inform the executive secretary of the board who shall schedule a disciplinary hearing in accordance with Minnesota Statutes, chapter 14. Before the designee of the attorney general or the executive secretary may direct the holding of a disciplinary hearing, he shall have considered the recommendations of the consulted board member. Before scheduling a disciplinary hearing, the executive secretary must have received a verified written complaint from the complaining party. A board member who was consulted during the course of an investigation may participate at the hearing but may not vote on any matter pertaining to the case. The executive secretary of the board shall promptly inform the complaining party of the final disposition of the complaint. Nothing in this section shall preclude the board from scheduling, on its own motion, a disciplinary hearing based upon the findings or report of the board's executive secretary, a board member or the designee of the attorney general assigned to the board. Nothing in this section shall preclude a member of the board or its executive secretary from initiating a complaint.

Subd. 3. Discovery; subpoenas. In all matters pending before it relating to its lawful regulation activities, a board may issue subpoenas and compel the attendance of witnesses and the production of all necessary papers, books, records, documents, and other evidentiary material. Any person failing or refusing to appear or testify regarding any matter about which he may be lawfully questioned or produce any papers, books, records, documents, or other evidentiary materials in the matter to be heard, after having been required by order to the board or by a subpoena of the board to do so may, upon application to the district court in any district, be ordered to comply therewith. The chairman of the board acting on behalf of the board may issue subpoenas and any board mem-

ber may administer oaths to witnesses, or take their affirmation. Depositions may be taken within or without the state in the manner provided by law for the taking of depositions in civil actions. A subpoena or other process or paper may be served upon any person named therein, anywhere within the state by any officer authorized to serve subpoenas or other process or paper in civil actions, with the same fees and mileage and in the same manner as prescribed by law for service of process issued out of the district court of this state. Fees and mileage and other costs shall be paid as the board directs.”

Subp. 4. Complaints handled by board. When oral complaints alleging violations of the code of ethics are received, the executive secretary of the Board of Teaching shall request the complaining party to submit the complaint in writing within ten days.

Upon the receipt of a complaint in writing alleging violations of the code of ethics, the teacher named in the complaint shall be notified in writing within ten days of the receipt of the complaint.

The teacher shall be entitled to be represented by the teacher’s own counsel or representative at each stage of the investigation and hearing.

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

A. The Board of Teaching may enter into agreements with teachers accused of violating the code of ethics which would suspend or terminate proceedings against the teacher on conditions agreeable to both parties.

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

C. A teacher who has been found to have violated the code of ethics may be placed on probationary licensure status for a period of time to be determined by the Board of Teaching. The board may impose conditions on the teacher during the probationary period which are to be directed toward improving the teacher’s performance in the area of the violation. During this period, the teacher’s performance or conduct will be subject to review by the Board of Teaching or its designee. Such review will be directed toward monitoring the teacher’s activities or performance with regard to whatever conditions may be placed on the teacher during the probationary period. Before the end of the probationary period the Board of Teaching shall decide to extend or terminate the probationary licensure status or to take further disciplinary actions as are consistent with this rule.

D. The license to teach of the person determined to be in violation of the standards of the code of ethics may be suspended for a period of time determined by the Board of Teaching.

E. The license to teach of the person determined to be in violation of the standards of the code of ethics may be revoked by the Board of Teaching.

Statutory Authority: *MS s 125.185 subd 1*

8700.7600 APPROVAL OF MINNESOTA INSTITUTIONS TO PREPARE PERSONS FOR TEACHER LICENSURE.

Subpart 1. In general. Licenses to teach in Minnesota may be granted to persons who complete approved programs leading to teacher licensure in Minnesota institutions which are approved by the Board of Teaching to prepare persons for teacher licensure in accordance with the provisions of this part.

Subp. 2. Institutions required to obtain HECB authorization. A Minnesota institution which is required to obtain authorization from the Minnesota Higher Education Coordinating Board to grant degrees must provide evidence of such

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authorization prior to requesting approval from the Board of Teaching to prepare persons for teacher licensure. Such authorization must be maintained by the institution during the approval period granted by the Board of Teaching.

Subp. 3. Evaluation of institutions. Each degree granting Minnesota institution requesting approval to prepare persons for teacher licensure shall be evaluated for initial approval and thereafter shall be evaluated for continuing approval in accordance with the provisions of this rule.

Subp. 4. Expiration of approval. Initial or continuing approval to prepare persons for teacher licensure may be granted by the Board of Teaching to an institution for a period of ten years. At least one year prior to the expiration of the approval period, the institution shall submit a request to the Board of Teaching for continuing approval and shall be evaluated in accordance with the provisions of this part.

Subp. 5. Written report required. Each Minnesota institution requesting initial or continuing approval to prepare persons for teacher licensure shall forward from the chief administrative officer of that institution to the Board of Teaching a written report which shall be used to verify the capability of the institution to prepare persons for teacher licensure in Minnesota. This written report shall include:

A. a statement that the mission of the institution includes a commitment to the preparation of persons for teacher licensure;

B. evidence that sufficient financial resources are allocated to support the institutional programs for preparing persons for teacher licensure;

C. evidence that institutional requirements in liberal or general education for persons enrolled in programs leading to teacher licensure are equivalent to the requirements of persons enrolled in programs other than teacher licensure;

D. a description of institutional administrative organization which demonstrates that:

(1) The control of teacher licensure programs is exercised by a defined administrative and instructional unit, such as a department, division, school, or college of education. Such defined unit has responsibility for planning, developing, coordinating, implementing, and evaluating teacher licensure programs;

(2) The administrator of such defined unit is authorized to submit teacher licensure program proposals to the Board of Teaching for approval and is responsible for administering teacher licensure programs as approved by the Board of Teaching;

(3) The administrator of such defined unit is authorized to recommend for teacher licensure those persons who have completed teacher licensure programs which have been approved for that Minnesota institution by the Board of Teaching;

(4) The institution has a defined institutional policy making body which is responsible for approving teacher licensure programs for submission to the Board of Teaching; and

(5) The institution establishes and maintains a teacher education committee to assist in the design, development, revision, and ongoing evaluation of teacher licensure programs within the institution. Such committee includes college personnel, licensed practicing teachers, school administrators, and interested citizens;

E. a description of the institutional student services, which demonstrates that:

(1) the institution has established and maintains a process for admission and retention of persons in teacher licensure programs, including the application of specific criteria for admission and retention, and a defined student appeals process;

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(2) the institution has established and maintains complete, accurate, and current records of persons in teacher licensure programs which provide information to support decisions with respect to admission, retention, and recommendation for teacher licensure;

(3) the institution has established and maintains an advisory system which provides assistance in planning programs of study for each person enrolled in teacher licensure programs; and

(4) the institution has established and maintains placement services, including maintenance of credentials, information regarding trends in employment, and information regarding employment opportunities;

F. evidence that the institution assigns faculty qualified by academic preparation to support the teacher licensure program offered by the institution;

G. evidence that the qualifications and the teaching load of the faculty assigned to the professional education component of each teacher licensure program are equivalent to those established for all faculty within the institution;

H. evidence that part-time and adjunct faculty assigned to each teacher licensure program are employed only when there is a need which is not represented on the full-time faculty, or when there is a need for temporary additional service, or to complement regular full-time faculty;

I. a description of the foundational component of professional education which demonstrates that persons enrolled in teacher licensure programs are provided instruction in the foundations of education and that such persons successfully complete the foundational component of professional education;

J. a description of the student teaching experience, identifying the documentation available which demonstrates that:

(1) persons enrolled in teacher licensure programs which require a student teaching experience complete such supervised experience in the licensure field and at the licensure level for which they are to be recommended for licensure;

(2) supervision of student teaching experiences is under the control and direction of faculty assigned to the professional education component of teacher licensure programs. Student teaching experiences are also supervised by practicing teachers who hold at least a continuing license, as defined in part 8700.0200 and granted by the Board of Teaching, in the licensure field and at the licensure level for which they supervise; and

(3) student teaching experiences are evaluated by the persons enrolled in teacher licensure programs and by the faculty and practicing teachers who supervise the student teaching experiences;

K. evidence that the physical resources are adequate to support the teacher licensure programs offered by the institution;

L. evidence that the library, audiovisual, and curriculum materials are adequate to support the teacher licensure programs offered by the institution;

M. a description of the institutional procedures for the systematic evaluation of teacher licensure programs, including the periodic survey of graduates who have completed such programs;

N. evidence that the results of the systematic evaluation of teacher licensure programs, including the periodic survey of graduates, are utilized in the development and possible modification of teacher licensure programs offered by the institution; and

O. a description of long range plans for teacher education projected by the institution.

Subp. 6. Institutional evaluation procedure. Persons designated as evaluators by the Board of Teaching staff shall visit the institution for the purposes of verifying the accuracy and completeness of the written report prepared by the institu-

tion, writing a report of their findings, and making a recommendation to the Board of Teaching regarding approval status of the institution. The evaluation team may include representatives from teacher preparing institutions, licensed practicing teachers, interested citizens, and state education agencies. The administrator of the defined administrative and instructional unit of the institution and the Board of Teaching staff shall negotiate team membership from a slate of possible evaluators provided by the Board of Teaching staff. If agreement is not reached regarding team membership, the Board of Teaching shall appoint the slate of team members. The size of the team and the expertise of the members shall be appropriate for the kinds, size, and complexity of programs. Evaluation team visits shall be scheduled in consultation with the institution. Expenses of evaluators shall be reimbursed in accordance with Minnesota state rules. Other expenses, such as those incidental to preparing reports, arranging meetings, and providing workrooms for the team while on campus, shall be the responsibility of the institution.

Subp. 7. Written evaluation report; decision of board. The written report of findings and the recommendation of the evaluators shall be forwarded to the institution and to the Board of Teaching. Within 30 days from the mailing date of the evaluators' report, the institution may submit to the Board of Teaching additional information or arguments in support of its request. Based upon the written report prepared by the institution, and the written report of findings and the recommendation of the evaluators, the Board of Teaching shall:

A. grant initial approval;

B. grant continuing approval;

C. grant conditional approval, state the conditions, and establish time lines for meeting the stated conditions; or

D. disapprove the institution, state the reasons for disapproval, and, if needed, stipulate a termination date which shall accommodate persons currently enrolled in teacher licensure programs. The Board of Teaching shall disapprove institutions that do not meet the requirements in subpart 5.

Subp. 8. Conditional approval. If an institution is conditionally approved to prepare persons for teacher licensure, the Board of Teaching shall reconsider the approval status of the institution upon verification by the executive secretary of the Board of Teaching that the stated conditions are met. If stated conditions are not met within the established time lines, conditional approval shall be withdrawn and the institution shall be disapproved.

Subp. 9. Revocation or suspension of approval. The Board of Teaching may revoke or suspend the approval of an institution to prepare persons for teacher licensure when the Board of Teaching determines that an approved institution no longer meets the provisions of this rule.

Subp. 10. Appeal of board decision. Decisions by the Board of Teaching regarding approval status of an institution to prepare persons for teacher licensure may be appealed by the institution pursuant to Minnesota Statutes, chapter 14.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *12 SR 2747*

8700.7700 APPROVAL OF TEACHER LICENSURE PROGRAMS IN MINNESOTA INSTITUTIONS APPROVED TO PREPARE TEACHERS.

Subpart 1. In general. Institutions which have been approved by the Board of Teaching to prepare persons for teacher licensure may request approval of teacher licensure programs. Such programs shall be evaluated for initial approval and thereafter shall be audited for continuing approval in accordance with the provisions of this part.

Subp. 2. Teacher licensure program description. Each institution shall for-

ward from the administrator of the defined administrative and instructional unit of that institution to the Board of Teaching a program description for each teacher licensure program for which approval is requested. The teacher licensure program description shall include:

A. a statement which verifies the institutional commitment to the teacher licensure program;

B. a description of the organizational structure of the institution and procedures for implementing the teacher licensure program;

C. a description of the teaching role for which persons who enroll in the licensure program are being prepared;

D. an enumeration of the specific knowledge, skills, and understandings to be achieved by persons completing the teacher licensure program;

E. a description of the teacher licensure program which relates individual program components to the knowledge, skills, and understandings to be achieved by persons completing the teacher licensure program;

F. a description of the systematic procedure for evaluation of the teacher licensure program which assures that all requirements for teacher licensure have been met by all persons recommended for teacher licensure;

G. a specific identification of the plans for assessing the performance of each person who is to be judged as having successfully completed the teacher licensure program;

H. evidence that the teacher licensure program forwarded for approval has been developed with participation from the college departments involved with the teacher licensure program, licensed practicing teachers, school administrators, and interested citizens; and

I. a description of the procedures to establish and maintain an internal process for systematic evaluation of the teacher licensure program.

Subp. 3. Additional evidence required in descriptions. Each program description forwarded to the Board of Teaching by an institution for each teacher licensure program for which approval is requested shall include evidence that:

A. Rules of the Board of Teaching governing the teacher licensure program are met.

B. Persons enrolled in the teacher licensure program are required to be provided instruction in methods of teaching and in the foundations of education. Such persons are also required to successfully complete a series of planned, supervised, and evaluated pre-student teaching and student teaching experiences for which specific learning objectives have been established. Instruction in methods of teaching and student teaching experiences shall be in the licensure field and at the licensure level for which those persons completing teacher licensure programs are to be recommended for teacher licensure. The student teaching requirement applies only to persons completing a program to be recommended for entrance licensure.

C. Necessary faculty and physical resources are allocated to implement and maintain the teacher licensure program. Faculty shall be assigned to the component of professional education for which they have academic preparation and teaching experience. In addition, faculty assigned to provide instruction in methods of teaching and supervise student teaching experiences in the teacher licensure program shall have teaching experience at the licensure level of the licensure program. Classroom teachers who supervise student teaching experiences shall hold at least a continuing license, as defined in part 8700.0200 and granted by the Board of Teaching, in the licensure field and at the licensure level for which they supervise.

Subp. 4. Program audit procedure. Before initial approval for the teacher licensure program is granted, the Board of Teaching staff or persons designated

as auditors by the Board of Teaching staff may visit the institution to examine the teacher licensure program for the purpose of verifying the program description and making a recommendation regarding approval status. During the operation of an approved teacher licensure program, an audit visit to verify that the approved program meets the provisions of this part may be arranged in consultation with the institution. Auditors shall forward a written report of their findings to the executive secretary of the Board of Teaching and to the institution.

Subp. 5. Audit visits. The Board of Teaching staff, or persons designated as auditors by the Board of Teaching staff, in consultation with the institution shall make audit visits on a five year cycle to verify program descriptions and to make a recommendation regarding approval status of each teacher licensure program. Expenses of auditors shall be reimbursed in accordance with Minnesota state rules.

Subp. 6. Decision of board. Based upon appraisal of the program description prepared by the institution and the written report of the auditors, the Board of Teaching shall:

- A. grant initial approval;
- B. grant continuing approval;
- C. grant conditional approval, state the conditions, and establish time lines for meeting the stated conditions; or

D. disapprove the teacher licensure program, state the reasons for disapproval, and, if needed, stipulate a termination date which will accommodate persons currently enrolled in said program. The Board of Teaching shall disapprove any teacher licensure program that does not meet the requirements in subparts 2 and 3, or if the requirements for entrance into or completion of the teacher licensure program substantially change the requirements set forth in licensure rules.

Subp. 7. Conditional approval. If a teacher licensure program is conditionally approved, the Board of Teaching shall reconsider the approval status of the teacher licensure program upon verification by the executive secretary of the Board of Teaching that the stated conditions are met. If stated conditions are not met within the established time lines, conditional approval shall be withdrawn and the program shall be disapproved.

Subp. 8. Variations in programs. Teacher licensure programs which vary in curricular design shall be approved provided that program components meet the requirements of Board of Teaching rules for each teacher licensure program, and that these components are designed to provide persons completing each teacher licensure program with the knowledge, skills, and understandings which are enumerated in those rules.

Subp. 8a. Approval of experimental teacher licensure programs. Institutions that have been approved by the Board of Teaching to prepare persons for teacher licensure may request approval of experimental teacher licensure programs that vary from Board of Teaching rules. The Board of Teaching shall approve requests from institutions for experimental proposals for exemption from Board of Teaching rules when a determination has been made that all of the criteria listed in subpart 8b have been met.

Subp. 8b. Criteria for exemptions. An institution applying for an exemption from a Board of Teaching rule shall submit a proposal for each exemption that sets forth:

- A. a statement of goals and objectives;
- B. a description of the proposed program, that includes:
 - (1) evidence that the proposed program will serve as a model for possible replication;
 - (2) evidence that the proposed program reflects current research in teacher education;

(3) evidence that the proposed program has an ongoing research and development component;

(4) evidence that the proposed program has been designed so that it is significantly different in content and delivery from the currently approved program;

(5) evidence that the proposed program provides opportunities for persons enrolled in the program to know and apply current research on educational effectiveness;

(6) evidence that the proposed program provides opportunities for persons enrolled in the program to have regular and systematic field experiences in schools that demonstrate knowledge and use of current research on educational effectiveness;

(7) evidence that the proposed program has been collaboratively designed, implemented, and evaluated to ensure that elementary and secondary teachers participate as partners with teacher education faculty in the preparation of teachers;

(8) evidence that the proposed program provides opportunities for teacher education faculty to enhance effective teaching behaviors through staff development opportunities and that faculty are enabled and supported in the change process; and

(9) evidence that the academic knowledge component of the program is completed in an area of licensure;

C. a description of the annual evaluation procedures to be used to demonstrate attainment of the goals and objectives; and

D. an identification of the Board of Teaching rule from which the institution seeks exemption.

Subp. 8c. Five year review of experimental teacher licensure programs. The Board of Teaching shall approve, disapprove, or modify continuation of the experimental program approved under subparts 8a and 8b within five years.

Subp. 9. Written description of revisions in approved program. When an institution makes revisions in an approved teacher licensure program, the administrator of the defined administrative and instructional unit of that institution shall forward to the executive secretary of the Board of Teaching a written description of the teacher licensure program revision. An audit shall be made to verify that the revised teacher licensure program continues to meet rules of the Board of Teaching. Each verified teacher licensure program revision shall become an amendment to the approved teacher licensure program.

Subp. 10. Revocation or suspension of approval. The Board of Teaching may revoke or suspend the approval of a teacher licensure program when the Board of Teaching determines that an approved teacher licensure program no longer meets the provisions of this rule.

Subp. 11. Appeal of board decisions. Decisions by the Board of Teaching regarding approval status of a teacher licensure program may be appealed by the institution pursuant to Minnesota Statutes, chapter 14.

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *12 SR 2747*

8700.7710 TEACHER EDUCATION PROGRAM EVALUATION.

Subpart 1. In general. The following criteria are to be applied by the Board of Teaching to measure teacher education program effectiveness.

A. The program has a stated set of outcomes consistent with the dispositions, skills, and knowledge developed by the institution.

B. The stated outcomes of the program are based on research, theory, and accepted practice.

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C. A liberal arts curriculum is an integral component of the teacher education program and is consistent with other programs offered by the institution.

D. The teacher education curriculum draws upon and is coordinated with current knowledge in the liberal arts.

E. The institution documents evidence of efforts to integrate liberal arts and teacher education.

F. The program incorporates a broad range of clinical and field experiences.

G. The program is developed and implemented through formal partnerships.

H. Students are evaluated at entrance, throughout, and at completion of the program.

I. Licensure candidates demonstrate the dispositions, skills, and knowledge developed by the institution to the satisfaction of teacher education faculty and cooperating school personnel.

J. The teacher education faculty and cooperating school personnel demonstrate effective teaching.

K. Teacher educators evaluate their programs and use results of evaluation to improve courses, programs, and learning experiences.

L. Teacher education faculty and cooperating school personnel collaboratively implement and evaluate the formal induction period at such time as the Board of Teaching may require a formal induction period.

Subp. 2. Transition.

A. Between July 1, 1990, and July 1, 1995, teacher education institutions and programs reviewed for approval by the Board of Teaching in accordance with parts 8700.7600 and 8700.7700 shall demonstrate progress toward compliance with this part.

B. Any interested party may submit suggested revisions of this part to the Board of Teaching for review and comment at any time before January 1, 1995.

C. This subpart is repealed July 1, 1995.

Statutory Authority: *MS s 125.05; 125.185*

History: *15 SR 83*

8700.7800 TEACHERS PREPARED IN STATES OTHER THAN MINNESOTA.

Subpart 1. **In general.** Licenses to teach in Minnesota shall be granted to persons who otherwise meet applicable statutory requirements and who complete programs leading to teacher licensure in teacher preparation institutions located outside Minnesota. Such licenses shall be granted only in licensure fields for which the Board of Teaching has established rules governing programs leading to teacher licensure. Such licenses shall be issued according to either subpart 2 or 3.

Subp. 2. **States with contracts with Minnesota.** Persons who complete approved programs leading to teacher licensure in teacher preparation institutions within states which have signed contracts with Minnesota according to the provisions of the interstate agreement on qualification of educational personnel shall be granted a Minnesota entrance license. No licenses shall be issued on the basis of teaching experience only.

Subp. 3. **States without contracts with Minnesota.** Persons who complete programs leading to teacher licensure in teacher preparation institutions within states which have not signed contracts with Minnesota according to the provisions of the interstate agreement on qualification of educational personnel shall be granted a Minnesota entrance license when all of the following criteria are met:

A. the teacher preparation institution is regionally accredited by the association for the accreditation of colleges and secondary schools;

B. the program leading to teacher licensure has been recognized by the state as qualifying the applicant completing the program for such licensure within that state;

C. the program leading to teacher licensure completed by the applicant is essentially equivalent in content to approved programs offered by Minnesota teacher preparation institutions according to Board of Teaching rules governing the licensure field;

D. the teacher preparation institution which offers the program leading to licensure verifies that the applicant has completed an approved teacher licensure program at that institution and recommends the applicant for a license in a licensure field at a licensure level;

E. the applicant has completed a major or minor program leading to teacher licensure as verified by the transcript issued by the institution recommending the applicant for licensure; and

F. the applicant has completed student teaching in the licensure field and at the licensure level of the program.

Subp. 4. **Provisional licenses.** Notwithstanding the rule governing human relations, persons who have been prepared as teachers in states other than Minnesota shall be granted a Minnesota one-year nonrenewable provisional license based upon the provisions of this part. Upon meeting the provisions of this part, an entrance license shall be granted.

Statutory Authority: *MS s 125.05 subd 1,6; 125.06; 125.185 subd 4*

History: *11 SR 1793*

SCHOOL COUNSELORS, SECONDARY

8700.8000 REQUIREMENTS OF LICENSING.

All candidates recommended for licensure as a school counselor, secondary, shall complete all requirements of part 8700.8010, items A, B, C, D, and E, or all requirements of part 8700.8020, items A, B, C, D, and E. Parts 8700.8010 and 8700.8020 are mutually exclusive.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8010 QUALIFICATIONS FOR LICENSURE.

Qualifications for licensure:

A. Have satisfactorily completed a master's degree program in school guidance and counseling of not less than the equivalent of 54 quarter hours of credit in a secondary school counselor preparation program approved by the commissioner of education.

B. Have satisfactorily completed practica in school guidance and counseling at the secondary school level. Practica shall be in a secondary school setting under the supervision of counselor educators from an approved college guidance and counseling program consisting of a minimum of 400 hours. Practica experiences are in addition to internship experiences described in item D.

C. Hold a valid Minnesota secondary classroom teaching license.

D. Have completed one year of secondary classroom teaching experience. Candidates holding a valid Minnesota secondary classroom teaching license but who have not completed one year of teaching experience shall complete the equivalent of a full-time, one school year internship in school guidance and counseling at the secondary school level. The internship shall be under the supervision of a practicing, resident, licensed secondary school counselor who has at least two years of counseling experience at the secondary school level.

Supervision shall also be provided by counselor educators from an approved college guidance and counseling program. The internship shall be based on a written agreement among the intern, the approved school counselor preparation institution, and the school district in which the internship is completed.

E. Have at least 2,000 hours of accumulated work experience outside of the field of education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8020 ALTERNATIVE QUALIFICATIONS FOR LICENSURE; EXPERIMENTAL PROGRAM.

Alternative qualifications for licensure. Experimental program:

A. Have completed at least a baccalaureate degree program from a teacher preparation institution which is regionally accredited by the Association for the Accreditation of Colleges and Secondary Schools.

B. Have satisfactorily completed a master's degree program in school guidance and counseling of not less than the equivalent of 54 quarter hours of credit in a secondary school counselor preparation program approved by the commissioner of education.

C. Have satisfactorily completed practica in school guidance and counseling at the secondary school level. Practica shall be in a secondary school setting under the supervision of counselor educators from an approved college guidance and counseling program consisting of a minimum of 400 hours. Practica experiences are in addition to internship experiences described in item D.

D. Have satisfactorily completed a full-time guidance and counseling internship from a school guidance and counseling program approved by the commissioner of education which includes the completion of course work and experiences in curriculum, school organization and philosophy of education, and experiences in a secondary school. The internship shall be completed in one full school year and shall include the equivalent of at least one quarter of classroom experience. The internship shall be under the supervision of a practicing, resident, licensed secondary school counselor who has at least two years of counseling experience at the secondary school level. Supervision shall also be provided by counselor educators from an approved guidance and counseling program. The internship shall be based on a written agreement among the intern, the approved school counselor preparation institution, and the school district in which the internship is completed.

E. Have at least 2,000 hours of accumulated work experience outside of the field of education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8030 REQUIREMENT OF COMPLETED GRADUATE LEVEL PROGRAM.

Subpart 1. Contents of course. In addition to meeting the requirements in part 8700.8010 or 8700.8020, all candidates recommended for licensure as school counselor shall have completed a graduate level program in school guidance and counseling approved by the commissioner of education containing components designed to provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following.

Subp. 2. Counseling. Counseling:

A. the knowledge of a variety of counseling philosophies and skills and an understanding of their application with adolescents and adults;

B. the ability to recognize the need for help and to intervene effectively

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as a helping person toward meeting the unique needs of all students, including exceptional students;

C. the utilization of appropriate counseling skills with individuals and groups to facilitate their human growth and development. Such developmental goals shall include:

- (1) ability to differentiate feelings;
- (2) recognition of strengths and limitations;
- (3) awareness of alternatives and their implications;
- (4) ability to make decisions and value choices and accept responsibility for them;
- (5) skill in open interpersonal communication including nonverbal behavior; and
- (6) acquisition of coping skills;

D. the effective use of group processes including the ability to identify objectives and to facilitate communication, group cohesiveness, and personal growth;

E. the knowledge of family systems and utilization of counseling skills to facilitate student and family development; and

F. the understanding of cultural differences.

Subp. 3. Consulting. Consulting:

A. the knowledge of a variety of consultation models and their application in practice in secondary schools;

B. the knowledge of the learning process and the ability to participate with school staff in developing alternative learning approaches, including remedial, and adapting school curriculum toward meeting the unique needs of secondary students;

C. the ability to orient parents to the school program and help them understand the student's aptitudes, abilities, interests, and attitudes as related to educational and career planning, academic achievement, personal-social development, and total school progress;

D. the knowledge and ability to make referrals to community agencies and utilize businesses, educational institutions, and other helping professionals;

E. the knowledge and ability to utilize results of evaluative studies including follow-up as a consultant in program development and/or revision at the secondary level;

F. the knowledge and ability to serve as a staff resource to aid in the implementation of developmental-career curriculum and employability skills training in the classroom; and

G. the knowledge and ability to design, initiate, and conduct in-service training programs for staff personnel relative to development of adolescents.

Subp. 4. Developmental-career guidance. Developmental-career guidance:

A. the understanding of the basic principles of child and adolescent growth and development, including physical, emotional, cognitive, ego, moral, career, and social;

B. the knowledge of curriculum content and processes and the skills to organize and conduct classroom guidance activities which facilitate personal and career development;

C. the knowledge and ability to assist students in developing self-awareness, self-understanding, and self-acceptance;

D. the knowledge and ability to assist students, individually and/or in groups, in exploring educational and occupational information in view of their aptitudes, interests, and personal-social needs in choosing career and avocational goals;

E. the knowledge of educational, occupational, and employment trends for purposes of assisting students in program planning and selection; and

F. the ability to assist in the coordination of educational and job placement for students, graduates, and school leavers.

Subp. 5. Evaluation and assessment. Evaluation and assessment:

A. the knowledge and ability to conduct and interpret the results of formal and informal measurement procedures in the cognitive, affective, psychological, and social aspects of adolescents;

B. the knowledge of, and the ability to use, a variety of evaluation procedures including follow-up studies for individual and institutional decision-making;

C. the ability to assist students and parents to use information derived from educational measurement including career and vocational assessment services in planning and decision-making; and

D. the knowledge and ability to identify and assess secondary student developmental needs.

Subp. 6. Guidance program. Guidance program development, coordination, and management:

A. the knowledge and ability to formulate guidance and counseling program goals and priorities;

B. the knowledge and ability to initiate, coordinate, and interpret a counseling and guidance program to meet the developmental needs of all students;

C. the knowledge and ability to coordinate the counseling and guidance program with the instructional program and student support services;

D. the knowledge of organizational theory relating to change and humanization of social systems;

E. the ability to apply the principles of personnel management in supervising the functioning of all personnel assigned to the guidance program; and

F. the knowledge and ability to evaluate guidance programs and report the results to appropriate individuals.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8040 ISSUANCE OF A CONTINUING LICENSE.

The issuance of the first continuing license is contingent upon: possession by the candidate of a valid entrance license as a secondary school counselor, and one year of experience as a secondary school counselor. The continuing license shall be renewed according to the rules of the Board of Teaching pertaining to continuing education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8050 EXCEPTION FOR PERSONS LICENSED AS SECONDARY SCHOOL COUNSELORS PRIOR TO JULY 1, 1982.

All persons holding a license as a secondary school counselor prior to July 1, 1982, may continue to hold and renew such licenses according to the continuing education licensure rules of the Board of Teaching.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8060 APPROVAL OF PROGRAMS FOR SCHOOL COUNSELORS.

All programs for preparation of school counselors shall be submitted for

approval to the commissioner of education and shall include a description of the procedures by which persons who hold elementary school counselor entrance, continuing, or life licensure and wish to be licensed as a secondary school counselor may have their experience and preparation in school guidance and counseling evaluated to determine the areas where such experience and preparation are equivalent to the approved programs as well as the areas where additional preparation may be required. In every case, the requirement shall be at least the equivalent of 18 quarter hours of credit of preparation, including a minimum of six quarter hours of practica experience. The remaining credits shall be selected from the areas specified in part 8700.8030, subparts 2 to 6. Applicants shall be recommended for licensure as a secondary school counselor according to part 8700.8060.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8070 PROGRAM DESCRIPTION.

Subpart 1. Program description and form sent to the commissioner of education. An institution applying to the commissioner of education for approval of its counselor education program according to the provisions of this rule must forward a program description in accordance with part 3510.3300, subparts 2 and 3. The form utilized by the institution for the internship agreement according to provision part 8700.8010, item D or 8700.8020, item D must accompany the program description.

Subp. 2. Additional information required. In addition to subpart 1, an institution applying for approval of its counselor education program to recommend candidates for licensure according to provision part 8700.8020 must forward a program description which shall include:

A. a definite time limit for the experiment not to exceed five academic years and 25 students admitted to the program;

B. clearly defined selection criteria for students admitted to the program;

C. a statement which describes the research design and evaluation procedures to be used by the institution in determining the effectiveness of the program; and

D. a plan for submitting the experimental results to the commissioner of education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8080 PROGRAM APPROVAL.

Programs shall be approved which vary in curricular design provided that program components meet the requirements in part 8700.8070, subpart 1 or 2, and that these components will provide candidates who are recommended for licensure in school guidance and counseling with the knowledge, skills, and understandings which are enumerated in part 8700.8030, subparts 2 to 6.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

SCHOOL COUNSELORS, ELEMENTARY

8700.8090 REQUIREMENTS FOR LICENSE.

All candidates recommended for licensure as a school counselor, elementary, shall complete all requirements of part 8700.8110, items A to E or all requirements of part 8700.8120, items A to E. Parts 8700.8110 and 8700.8120 are mutually exclusive.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8110 QUALIFICATIONS FOR LICENSURE.

Qualifications for licensure:

A. Have satisfactorily completed a master's degree program in school guidance and counseling of not less than the equivalent of 54 quarter hours of credit in an elementary school counselor preparation program approved by the commissioner of education.

B. Have satisfactorily completed practica in school guidance and counseling at the elementary school level. Practica shall be in an elementary school setting under the supervision of counselor educators from an approved college guidance and counseling program consisting of a minimum of 400 hours. Practica experiences are in addition to internship experiences described in item D of this rule.

C. Hold a valid Minnesota elementary classroom teaching license.

D. Have completed one year of elementary classroom teaching experience. Candidates holding a valid Minnesota elementary classroom teaching license but who have not completed one year of teaching experience shall complete the equivalent of a full-time, one school year internship in school guidance and counseling at the elementary school level. The internship shall be under the supervision of a practicing, resident, licensed elementary school counselor who has at least two years of counseling experience at the elementary school level. Supervision shall also be provided by counselor educators from an approved college guidance and counseling program. The internship shall be based on a written agreement among the intern, the approved school counselor preparation institution, and the school district in which the internship is completed.

E. Have at least 2,000 hours of accumulated work experience outside of the field of education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8120 ALTERNATIVE QUALIFICATIONS FOR LICENSURE, EXPERIMENTAL PROGRAM.

Alternative qualifications for licensure, experimental program:

A. Have completed at least a baccalaureate degree program from a teacher preparation institution which is regionally accredited by the Association for the Accreditation of Colleges and Secondary Schools.

B. Have satisfactorily completed a master's degree program in school guidance and counseling of not less than the equivalent of 54 quarter hours of credit in an elementary school counselor preparation program approved by the commissioner of education.

C. Have satisfactorily completed practica in school guidance and counseling at the elementary school level. Practica shall be in an elementary school setting under the supervision of counselor educators from an approved college guidance and counseling program consisting of a minimum of 400 hours. Practica experiences are in addition to internship experiences described in item D of this rule.

D. Have satisfactorily completed a full-time guidance and counseling internship from a school guidance and counseling program approved by the commissioner of education which includes the completion of course work and experiences in curriculum, school organization and philosophy of education and experiences in an elementary school. The internship shall be completed in one full school year and shall include the equivalent of at least one quarter of classroom experience. The internship shall be under the supervision of a practicing,

resident, licensed elementary school counselor who has at least two years of counseling experience at the elementary school level. Supervision shall also be provided by counselor educators from an approved guidance and counseling program. The internship shall be based on a written agreement among the intern, the approved school counselor preparation institution, and the school district in which the internship is completed.

E. Have at least 2,000 hours of accumulated work experience outside of the field of education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8130 REQUIREMENT OF COMPLETED GRADUATE LEVEL PROGRAM IN SCHOOL GUIDANCES.

Subpart 1. Content of course. In addition to meeting the requirements in part 8700.8110 or 8700.8120, all candidates recommended for licensure as school counselor shall have completed a graduate level program in school guidance and counseling approved by the commissioner of education containing components designed to provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following.

Subp. 2. Counseling. Counseling:

A. the knowledge of a variety of counseling philosophies and skills and an understanding of their application with children and adults;

B. the ability to recognize the need for help and to intervene effectively as a helping person toward meeting the unique needs of all students, including exceptional students;

C. the utilization of appropriate counseling skills with individuals and groups to facilitate their human growth and development. Such developmental goals shall include:

(1) ability to differentiate feelings;

(2) recognition of strengths and limitations;

(3) awareness of alternatives and their implications;

(4) ability to make decisions and value choices and accept responsibility for them;

(5) skill in open interpersonal communication including nonverbal behavior; and

(6) acquisition of coping skills;

D. the knowledge and ability to use play media for guidance and assessment;

E. the effective use of group processes including the ability to identify objectives and to facilitate communication, group cohesiveness, and personal growth;

F. the knowledge of family systems and utilization of counseling skills to facilitate student and family development; and

G. the understanding of cultural differences.

Subp. 3. Consulting. Consulting:

A. the knowledge of a variety of consultation models and their application in practice in elementary schools;

B. the knowledge of the learning process and the ability to participate with school staff in developing alternative learning approaches, including remedial, and adapting school curriculum toward meeting the unique needs of elementary students;

C. the ability to orient parents to the school program and help them understand the student's aptitudes, abilities, interests, and attitudes as related to

personal-social development, total school progress, academic achievement, and educational planning and career awareness;

D. the knowledge and ability to make referrals to community agencies, utilize businesses, educational institutions, and other helping professionals;

E. the knowledge and ability to utilize results of evaluative studies as a consultant in program development and/or revision at the elementary level;

F. the knowledge and ability to serve as a staff resource to aid in the implementation of developmental-career curriculum in the classroom; and

G. the knowledge and ability to design, initiate, and conduct in-service training programs for staff personnel relative to development of children.

Subp. 4. Developmental-career guidance. Developmental-career guidance:

A. the understanding of the basic principles of child development, including physical, emotional, cognitive, ego, moral, career, and social;

B. the knowledge of curriculum content and processes and the skills to organize and conduct classroom guidance activities which facilitate personal and career development;

C. the knowledge and ability to assist students in developing self-awareness, self-understanding, and self-acceptance; and

D. the knowledge and ability to assist students in personal-social needs and career awareness.

Subp. 5. Evaluation and assessment. Evaluation and assessment:

A. the knowledge and ability to conduct and interpret the results of formal and informal measurement procedures in cognitive, affective, and psychomotor domains of children;

B. the knowledge of, and the ability to use, a variety of evaluation procedures for individual and institutional decision making;

C. the ability to assist students and parents to use information derived from educational measurement in planning and decision making; and

D. the knowledge and ability to identify and assess developmental needs of children.

Subp. 6. Guidance program. Guidance program development, coordination, and management:

A. the knowledge and ability to formulate guidance and counseling program goals and priorities;

B. the knowledge and ability to initiate, coordinate, and interpret a counseling and guidance program to meet the developmental needs of all students;

C. the knowledge and ability to coordinate the counseling and guidance program with the instructional program and student support services;

D. the knowledge of organizational theory relating to change and humanization of social systems;

E. the ability to apply the principles of personnel management in supervising the functioning of all personnel assigned to the guidance program; and

F. the knowledge and ability to evaluate guidance programs and report the results to appropriate individuals.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8140 ISSUANCE OF CONTINUING AGENCY.

The issuance of the first continuing license is contingent upon: possession by the candidate of a valid entrance license as an elementary school counselor, and one year of experience as an elementary school counselor. The continuing license

shall be renewed according to the rules of the Board of Teaching pertaining to continuing education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8150 EXCEPTION FOR PERSONS LICENSED PRIOR TO JULY 1, 1982.

All persons holding a license as an elementary school counselor prior to July 1, 1982, may continue to hold and renew such licenses according to the continuing education licensure rules of the Board of Teaching.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8160 PROGRAM DESCRIPTIONS.

Subpart 1. Contents. All programs for preparation of school counselors shall be submitted for approval to the commissioner of education and shall include a description of the procedures by which persons who hold secondary school counselor entrance, continuing, or life licensure and wish to be licensed as an elementary school counselor may have their experience and preparation in school guidance and counseling evaluated to determine the areas where such experience and preparation are equivalent to the approved programs as well as the areas where additional preparation may be required. In every case, the requirement shall be at least the equivalent of 18 quarter hours of credit of preparation, including a minimum of six quarter hours of practica experience. The remaining credits shall be selected from the areas specified in part 8700.8130, subparts 2 to 6. Applicants shall be recommended for licensure as an elementary school counselor according to subpart 1 of this rule.

Subp. 2. General program. An institution applying to the commissioner of education for approval of its counselor education program according to the provisions of parts 8700.8090 to 8700.8170 must forward a program description in accordance with part 3510.3300, subparts 2 and 3. The form utilized by the institution for the internship agreement according to part 8700.8110, item D or 8700.8120, item D must accompany the program description.

Subp. 3. Experimental program. In addition to subpart 2, an institution applying for approval of its counselor education program to recommend candidates for licensure according to part 8700.8120, must forward a program description which shall include:

A. a definite time limit for the experiment not to exceed five academic years and 25 students admitted to the program;

B. clearly defined selection criteria for students admitted to the program;

C. a statement which describes the research design and evaluation procedures to be used by the institution in determining the effectiveness of the program; and

D. a plan for submitting the experimental results to the commissioner of education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8170 APPROVAL OF PROGRAMS.

Programs shall be approved which vary in curricular design provided that program components meet the requirements in part 8700.8160, subpart 2 or 3, and that these components will provide candidates who are recommended for licensure in school guidance and counseling with the knowledge, skills, and understandings which are enumerated in part 8700.8130, subparts 2 to 6.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

SCHOOL COUNSELORS, MIDDLE

8700.8180 COUNSELORS IN MIDDLE SCHOOLS.

Subpart 1. Required license. A school counselor in a middle school shall hold a valid Minnesota elementary school counselor license or secondary school counselor license. In addition, except as provided in subpart 4, a school counselor in a middle school shall complete a preparation program, approved by the commissioner of education, leading to the licensure of middle school counselors.

Subp. 2. Approved programs for counselor holding valid Minnesota elementary school counselor license. A school counselor holding a valid Minnesota elementary school counselor license shall complete an approved program leading to the licensure of middle school counselors consisting of a minimum of ten quarter hours or the equivalent. Such programs shall include all of the following areas:

- A. philosophy and organization of the middle school;
- B. adolescent psychology;
- C. developmental-career guidance, as enumerated in part 8700.8030, subpart 4; and
- D. counseling practicum with adolescents.

Subp. 3. Approved programs for counselor holding valid Minnesota secondary school counselor license. A school counselor holding a valid Minnesota secondary school counselor license shall complete an approved program leading to the licensure of middle school counselors consisting of a minimum of ten quarter hours or the equivalent. Such programs shall include all of the following areas:

- A. philosophy and organization of the middle school;
- B. preadolescent psychology;
- C. developmental-career guidance, as enumerated in part 8700.8130, subpart 4; and
- D. counseling practicum with preadolescents.

Subp. 4. Interpretation of rules. Provisions of this part and part 8700.8190 shall not be interpreted to prevent a school counselor from counseling in a middle school at those grade levels for which valid Minnesota school counselor licensure is held or to require such counselor to secure additional licensure to continue to counsel at those grade levels in a middle school for which valid Minnesota school counselor licensure is held.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8190 COLLEGE AND UNIVERSITY PROGRAMS.

Minnesota colleges and universities approved to prepare school counselors and which request approval of a program according to this part and part 8700.8190 shall provide evidence that programs to prepare middle school counselors submitted for approval have been developed with participation from elementary and secondary counselors, middle school administrators, students, and interested citizens. Such programs shall also include:

- A. a statement of philosophy which sets forth the view of the institution with respect to the middle school;
- B. an enumeration of the specific knowledge, skills, and understandings to be developed in the proposed program;
- C. a description of program components which includes statements specifically relating individual components of the program to the philosophy and outcomes enumerated under items A and B; and

D. a plan for assessing learning outcomes for individual candidates for licensure.

All approved programs leading to middle school counselor licensure shall include a description of the way in which practicing counselors may have their school counseling experience and school counselor preparation in those areas enumerated in part 8700.8180, subparts 1 to 3, evaluated and credited by an institution maintaining an approved program leading to middle school counseling licensure. Such evaluation may include previous school counseling experience and/or previous school counselor preparation.

Applicants holding a valid Minnesota elementary or secondary school counselor entrance license shall be issued an entrance middle school counselor license upon the completion of the requirements of part 8700.8180, subparts 2 and 3. Applicants holding a valid Minnesota elementary or secondary school counselor continuing or life license shall be issued a continuing middle school counselor license upon the completion of the requirements of part 8700.8180, subparts 2 and 3. The first and subsequent continuing middle school counseling licenses shall be issued to applicants who have completed the requirements of part 8700.8180, subparts 2 and 3 and who meet the requirements of the Board of Teaching for the issuance of the first and/or subsequent Minnesota elementary or secondary school counselor continuing licenses. Persons holding a valid Minnesota elementary or secondary school counselor license who have a minimum of three years of counseling experience in a Minnesota middle school prior to July 1, 1983, as verified by the employing school superintendent, shall, upon application, be issued a license as a middle school counselor.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

SCHOOL NURSE

8700.9000 APPLICABILITY.

The provisions of parts 8700.9000 to 8700.9030 shall apply only to persons who are required to be licensed by the Minnesota Board of Nursing to perform those services being rendered or which shall be rendered by them in a Minnesota public school. A health service nurse holding a vocational license according to the licensure rules of the State Board of Education and practicing at the postsecondary level is exempt from the provisions of parts 8700.9000 to 8700.9030.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.9010 REQUIREMENTS TO OBTAIN LICENSE.

Subpart 1. Granting of license. The State Board of Education shall grant licenses as school nurse to applicants who meet the requirements of parts 8700.9010 to 8700.9030. Any persons employed as a nurse by a school district shall hold a valid Minnesota license as a school nurse.

Subp. 2. Requirements. A license as school nurse, valid for two years, shall be granted to an applicant who provides evidence to the manager of teacher licensure that the following requirements have been met:

A. a baccalaureate degree from a regionally accredited college or university;

B. current Minnesota registration to practice as a licensed registered nurse, and certification as a Minnesota public health nurse as defined in Minnesota Statutes, section 145A.02, subdivision 18; and

C. satisfactory completion of at least three quarter hours, or the equivalent, of work in each of the following areas:

(1) child growth and development;

- (2) public health; and
- (3) special education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *L 1987 c 309 s 24; 14 SR 2989*

8700.9020 ISSUANCE OF THE FIRST FIVE-YEAR LICENSE.

Subpart 1. Five-year license. An applicant holding a valid two-year license as a school nurse shall be granted a five-year license after one year of successful experience.

Subp. 2. Continuing license. The five-year continuing license shall be renewed according to rules of the Board of Teaching pertaining to continuing education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.9030 MAINTAINING LICENSURE.

In order to retain licensure as a school nurse, current registration as a registered nurse and certification as a Minnesota public health nurse as defined in Minnesota Statutes, section 145A.02, subdivision 18, must be maintained at all times. Lapse of such registration or licensure shall be grounds for revocation of licensure as a school nurse.

Persons without baccalaureate degrees who hold valid licenses as school nurses may continue to renew their licenses under part 8700.9020, subpart 2, provided that requirements for renewal are met. However, if such licenses are allowed to lapse, persons must meet licensure requirements set forth in part 8700.9010, subpart 2.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *L 1987 c 309 s 24; 14 SR 2989*