

## CHAPTER 8700

### BOARD OF TEACHING

### LICENSURE

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#### **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*

**8700.3100** [Repealed, 3 SR 1462]

## **8700.3400 TEACHERS IN MIDDLE SCHOOLS.**

*[For text of subps 1 to 10, see M R. 1983]*

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.

*[For text of subps 13 and 14, see M.R 1983]*

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

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

## **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.

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*

#### **8700.4901 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, multi-vehicle, 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 multi-media; 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*

**8700.5310 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, comprehending 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 evidence 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