

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

Subpart 1. **Scope of practice.** A teacher of parent and family education is authorized to instruct parents in an early childhood family education program.

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

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

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

C. show verification of completing a Board of Teaching preparation program approved under part 8700.7600 leading to the licensure of teachers of parent and family education in subpart 3.

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

A. A teacher of parent and family education must understand families:

- (1) the parent's role as primary socializer and educator of the family;
- (2) theories of family dynamics;
- (3) family communication;
- (4) family structures;
- (5) family strengths from multiple perspectives;
- (6) human sexual behavior;
- (7) gender roles;
- (8) family decision-making and problem-solving processes;
- (9) the effects of disabilities on family relationships;
- (10) the reciprocal relationships between family and community;
- (11) the effects of culture and ethnicity on family relationships;
- (12) the interaction of socioeconomic situations and family dynamics;
- (13) the influence of public policies on families;
- (14) influence of the social and historical climate on families; and
- (15) the effects of change and loss on family functioning.

B. A teacher of parent and family education must understand parent-child relationships:

- (1) multidisciplinary descriptions of parenting practices and healthy parent-child relationships;
- (2) theories of parent-child interaction;
- (3) the reciprocal nature of parent-child relationships;
- (4) the impact of parent expectations, practices, and behaviors on the child's development;
- (5) the impact of work and other external influences on parental behaviors;
- (6) stages of parenting across the life span;
- (7) mother-child, father-child, and other primary caregiver-child relationships;
- (8) the influence of adult partner relationships on parent-child relationships;
- (9) the signs of emotional distress, abuse, and neglect in parent-child relationships;
- (10) specific family situations, for example, single parenting, stepparenting, adolescent parenting, adoptive parenting, grandparenting, and the effects of disabilities on parenting; and
- (11) the effects of culture and ethnicity on parent-child relationships.

C. A teacher of parent and family education must understand child development:

- (1) theories of child development;
- (2) social, psychological, physical, cognitive, language, and moral development;
- (3) individual differences among children;
- (4) the effects of disabilities on child development;
- (5) the influence of culture, community, and experiences on development;
- (6) the formation of a child's self-identity and self-esteem;
- (7) the role of play in child development;
- (8) sexuality development;
- (9) developmentally appropriate learning environments, activities, and interactions; and
- (10) the effects of health and nutrition on child development.

- D. A teacher of parent and family education must understand adult development:
- (1) that each adult is unique and exhibits individual patterns of development influenced by physical, social, cultural, psychological, and experiential factors;
  - (2) biological changes in adulthood and developmental aspects of aging and the impact on adult learning;
  - (3) adult learning and learning styles, adult cognitive development, and use of instructional strategies that promote adult learning and development;
  - (4) theories of adult development and how to apply theory when making instructional decisions; and
  - (5) how to apply the standards of effective practice in teaching adult students through a series of formal observations and directed instructional experiences with adults participating in early childhood and family education programs.

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

Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of parent and family education are effective on September 1, 2001, and thereafter.

**Statutory Authority:** *MS s 122A.09; 122A.18*

**History:** *23 SR 1928*

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