

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 chapter 8705 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 totaling at least 100 hours and including at least two written evaluations by faculty supervisors.

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; 39 SR 822*

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