

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

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

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

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

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

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

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

A. The candidate must understand families, including:

- (1) the family's role as primary socializer and educator of the children;
- (2) theories of family dynamics;
- (3) communication;
- (4) diverse and evolving family structures;
- (5) family strengths from multiple perspectives;
- (6) the impact of technology on family life;
- (7) impacts of decision-making and problem-solving processes on family relationships;
- (8) the effects of disabilities on family relationships;
- (9) the reciprocal relationships between family and community;
- (10) the contexts of language, ethnicity, and culture in family relationships;
- (11) the interaction of socioeconomic situations and family dynamics;

- (12) the influence of public policies on families;
- (13) influence of the social and historical climate on families;
- (14) the effects of change and loss on family functioning;
- (15) how to work with parents and families in a variety of settings;
- (16) the effects of systemic racism on families; and
- (17) the impact of adversity and multigenerational trauma on families.

B. The candidate 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 reciprocal relationship between parenting behavior and ecological contexts;
- (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, language, and ethnicity on parent-child relationships.

C. The candidate must understand child development:

- (1) theories of child development;
- (2) social, emotional, 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) gender identity and sexuality development;
- (9) developmentally appropriate learning environments, activities, and interactions;
- (10) the importance of physical and mental health on child development; and
- (11) the effects of childhood adversity and trauma on child development.

D. The candidate must understand adult learning:

- (1) that each adult is unique and exhibits individual patterns of development influenced by physical, social, cultural, psychological, and experiential factors;
- (2) adult learning and learning styles, adult cognitive development, and use of instructional strategies that promote adult learning and development;
- (3) theories of adult development and how to apply theory when making instructional decisions; and
- (4) how to apply the standards of effective practice in designing, implementing, and evaluating educational experiences for parents and other caregivers.

Subp. 4. [Repealed, 47 SR 986]

Subp. 4a. **Clinical experiences for candidates completing an initial licensure program.** A candidate completing an initial licensure program is exempt from the clinical experience requirements in part 8705.1010, subpart 3, item C (Standard 11). The candidate must complete at least 100 hours of clinical experience in teaching parents and caregivers in family education programs that include:

- A. observations with actionable feedback to ensure growth and attainment of standards with a minimum of three observations conducted by the cooperating teacher;
- B. observations with actionable feedback to ensure growth and attainment of standards with a minimum of three observations conducted by the supervisor;
- C. a minimum of two triad meetings with the cooperating teacher, the supervisor, and the candidate for clear and consistent communication; and
- D. at least one written evaluation by the supervisor that addresses the candidate's ability to apply the standards in this part and apply the standards of effective practice in part 8710.2000 in teaching adult students.

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

Subp. 4b. **Clinical experiences for candidates completing an additional licensure program.** A candidate completing an additional licensure program is exempt from the clinical

experience requirements in part 8705.1010, subpart 3, item E (Standard 13). The candidate must complete at least 80 hours of clinical experience in teaching parents and caregivers in family education programs that include:

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

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

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

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

Subp. 5. [Repealed, 47 SR 986]

**Statutory Authority:** *MS s 122A.09; 122A.092; 122A.18*

**History:** *23 SR 1928; 39 SR 822; L 2017 1Sp5 art 12 s 22; 47 SR 986*

**NOTE:** The amendments to this part are effective July 1, 2025. 47 SR 986.

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