

**8710.4500 TEACHERS OF HEALTH.**

Subpart 1. **Scope of practice.** A teacher of health is authorized to provide to students in grades 5 through 12 instruction that is designed to develop the knowledge and skills necessary to practice healthy behaviors.

Subp. 2. **Licensure requirements.** An applicant seeking a license to teach health 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 health must demonstrate the content standards set forth in subpart 3 and the standards for effective practice in part 8710.2000.

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

Subp. 2c. **Licensure via portfolio.** An applicant seeking an initial license to teach health 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.

Subp. 3. **Subject matter standards.** A candidate for licensure as a teacher of health must demonstrate the knowledge and skills in items A to F.

A. **Health education topics.** The candidate must demonstrate competency in the following health education topics and must be able to describe applicable state and federal laws and policies that address these health education topics:

- (1) the use of alcohol, drugs, and tobacco;
- (2) healthy eating;
- (3) mental and emotional health, including preventing suicide and preventing and managing conflict, emotional stress, and anxiety for oneself and others in healthy ways;
- (4) personal health and wellness, including preventing the spread of contagious diseases;
- (5) physical activity;
- (6) safety, including recognizing and avoiding risky behavior;
- (7) sexual health, including preventing or reducing unintended pregnancy and sexually transmitted disease (STD); and
- (8) violence prevention, including recognizing and preventing harassment, sexual and physical abuse, bullying, hazing, fighting, and hate crimes.

B. **Foundational skills.** The candidate must describe and apply each of the following skills using at least two of the health education topics described in item A:

- (1) analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors (INF);
- (2) demonstrate the ability to access valid information, products, and services to enhance health (AI);
- (3) demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks (IC);
- (4) demonstrate the ability to use decision-making skills to enhance short-term and long-term health (DM);
- (5) demonstrate the ability to use goal-setting skills to enhance health (GS);
- (6) demonstrate the ability to practice health-enhancing behaviors and avoid health risks (SM); and
- (7) demonstrate the ability to advocate for personal, family, and community health (AV).

**C. Planning and instruction.** A candidate for licensure as a teacher of health must demonstrate competency in planning and instruction. The candidate must:

- (1) design and apply developmentally appropriate short- and long-term plans that are aligned with national, state, or local academic standards, including plans for assessments;
- (2) design and apply individualized instruction for diverse student needs, adding specific accommodations or modifications for all students;
- (3) design and apply scaffolded sequential learning experiences that align with short- and long-term objectives and that address the diverse needs of all students;
- (4) plan for and manage resources to provide active, fair, and equitable learning experiences;
- (5) design developmentally appropriate, engaging instructional strategies and materials that foster a physically and emotionally safe learning environment;
- (6) design short- or long-term lessons that use demonstrations, explanations, and instructional cues that are aligned with short- and long-term plan objectives;
- (7) design short- or long-term plans that illustrate transitions, routines, and positive behavior management to create and maintain a safe, supportive, and engaging learning environment; and
- (8) design short- or long-term plans that include supports for common errors and strategies for feedback.

**D. Assessment.** A candidate for licensure as a teacher of health must demonstrate competency in assessment. The candidate must:

- (1) use assessment data to plan instruction, analyze student learning, and reflect on implementation practices;
- (2) provide substantive, constructive, and timely feedback and adjust units and lessons so they meet the diverse learning needs of all students;
- (3) select or create formal and informal assessments that measure short- or long-term objectives;
- (4) administer formative and summative assessments that monitor student learning; and
- (5) complete a reflective cycle to guide decision making based on short- or long-term objectives, student learning, and teacher performance.

E. **Professionalism.** A candidate for licensure as a teacher of health must demonstrate professional growth. The candidate must:

- (1) be able to work collaboratively with a variety of stakeholders to meet the diverse needs of all learners and to enhance school health programs;
- (2) engage in continued professional growth and collaboration in schools or professional organizations;
- (3) describe strategies for the promotion and advocacy of health education and expanded health education opportunities; and
- (4) demonstrate an understanding of the short-term and long-term consequences of positive and negative personal health choices.

F. **Reading.** A candidate for licensure as a teacher of health must understand the content and methods for teaching reading including:

- (1) knowledge of reading processes and instruction including:
  - (a) the relationships between and among print processing abilities and digital content, motivation, background, and discourse knowledge, cognitive abilities, and reader's interest and how those relationships impact comprehension; and
  - (b) the complexities involved in the development of academic language and the impact of that development in school success; and
- (2) the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction including:
  - (a) selection and implementation of a wide variety of before, during, and after reading strategies that develop reading and metacognitive abilities;
  - (b) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;

(c) the ability to develop critical literacy skills by encouraging students to question texts and analyze texts from multiple viewpoints or perspectives; and

(d) the ability to identify instructional practices, approaches, and methods and match materials, both print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers.

**Subp. 3a. Placements for candidates completing an initial licensure program.** Across the combination of student teaching and other field experiences, candidates completing an initial licensure program must have experiences teaching health at both the middle level (grades 5 through 8) and high school level (grades 9 through 12).

**Subp. 3b. Placements for candidates completing an additional licensure program.** A candidate completing an additional licensure program must have experiences teaching at both the middle level (grades 5 through 8) and high school level (grades 9 through 12). The candidate must complete a practicum teaching health in at least one of the levels: middle level (grades 5 through 8) or high school level (grades 9 through 12).

Subp. 4. [Repealed, 47 SR 986]

Subp. 5. [Repealed, L 2015 c 21 art 1 s 110]

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

**History:** *23 SR 1928; 34 SR 595; L 2015 c 21 art 1 s 110; 39 SR 822; L 2017 1Sp5 art 12 s 22; 47 SR 986*

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