

15-27-81

1 Board of Teaching

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3 Adopted Rules Governing Licensure Requirements for Elementary  
4 School Teachers; Special Education: Core Skill Areas; Special  
5 Education: Early Childhood; and Developmental/Adapted Physical  
6 Education; Repeal of Rules Governing Elementary School Classroom  
7 Teachers; Amendments to Rules Governing Teachers in Middle  
8 Schools

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10 Rules as Adopted

11 5 MCAR S 3.050 Elementary schools. [Proposed for repeal  
12 Repealed effective July 1, 1985.]  
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13 5 MCAR S ~~3.050~~ 3.0501 Elementary school classroom teachers,  
14 grades 1-6.  
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15 A. All candidates recommended for licensure as elementary  
16 school classroom teachers (grades 1-6) shall hold a  
17 baccalaureate degree and shall have satisfactorily completed a  
18 program leading to the licensure of elementary school classroom  
19 teachers which has been approved by the Minnesota Board of  
20 Teaching.

21 B. Each program leading to the licensure of elementary  
22 school classroom teachers (grades 1-6) submitted to the Board of  
23 Teaching for approval shall include a general/liberal studies

1 component consisting of at least one third of the baccalaureate  
2 degree requirement of the institution. The general/liberal  
3 studies component shall be designed to provide candidates  
4 recommended for licensure as an elementary school classroom  
5 ~~teacher~~ teachers (grades 1-6) with knowledge, skills, and  
6 -----  
7 understandings within each of the following categories of this  
8 component:

8 1. Symbolics of information, which must include three  
9 areas within this category such as, but not limited to,  
10 composition, public speaking, languages, linguistics, history  
11 and structure of the English language, logic, and mathematics.  
12 The area of mathematics is required of all candidates  
13 recommended for licensure as elementary school classroom  
14 teachers.

15 2. Humanities, which must include three areas within this  
16 category such as, but not limited to, music, art, theatre,  
17 literature, and philosophy.

18 3. Natural and social sciences, which must include four  
19 areas within the category of natural and social sciences. At  
20 least one area of natural science such as, but not limited to,  
21 life science, earth science, and physical science is required of  
22 all candidates recommended for licensure as elementary school  
23 classroom teachers. At least one area of social science such  
24 as, but not limited to, anthropology, economics, geography,  
25 history, political science, psychology, sociology, and  
26 interdisciplinary studies is required of all candidates  
27 recommended for licensure as elementary school classroom  
28 teachers.

29 C. Each program leading to the licensure of elementary  
30 school classroom teachers (grades 1-6) submitted to the Board of  
31 Teaching for approval shall include a professional education  
32 component designed to provide candidates recommended for  
33 licensure with basic knowledge, skills, and understandings in  
34 all of the following: foundational studies, organization and  
35 management of instruction, content and methods, pre-student  
36 teaching and student teaching experiences, and the profession of

1 teaching.

2 1. Foundational studies. This category consists of basic  
3 knowledge which underlies the study of education and teaching,  
4 and. It includes all of the following:

5 -----  
6 a. The study of child growth and development from  
7 early childhood through early adolescence, including typical and  
8 atypical patterns of development.

9 b. The study of the learning process, with emphasis on  
10 physical, intellectual, emotional, and social differences in  
11 students as influenced by various cultures and family life  
12 styles.

13 c. The study of education and the school as an  
14 institution in the context of a changing pluralistic society.

15 2. Organization and management of instruction. This  
16 category consists of basic knowledge, skills, and understandings  
17 for planning, implementing, and evaluating instruction for all  
18 students within a classroom, and. It includes all of the  
19 following:

20 a. Development of differentiated instructional  
21 strategies and techniques, and the application of these  
22 strategies and techniques to unique learning styles, differing  
23 physical, emotional, mental capabilities; and differing  
24 environments and cultures.

25 b. Skills to assess, diagnose, prescribe, evaluate,  
26 and report individual student achievement.

27 c. Organizational, management, and communication  
28 skills and strategies to facilitate individual and group  
29 learning, including development of positive self-concepts and  
30 group dynamics.

31 d. Selection, utilization, and evaluation of a variety  
32 of instructional technologies, community resources, and print  
33 and nonprint instructional media.

34 e. Development of skills to integrate elementary  
35 curriculum areas.

36 f. Implementation of instruction within school  
organizational patterns including the recognition of

1 differentiated roles, responsibilities, and tasks of school  
2 personnel.

3 g. Implementation of techniques to evaluate the  
4 curriculum and instructional strategies utilized.

5 h. First aid training.

6 3. Content and methods. This category consists of basic  
7 knowledge of content, materials, and scope and sequence of K-6  
8 curriculum, and of skills necessary to teach in the elementary  
9 schools, including provision for individual differences of  
10 students, in all of the following curriculum areas:

11 a. Art: to promote artistic development through  
12 knowing about, responding to, and producing art.

13 b. Communication skills.

14 (1) Language arts: to provide for the development  
15 and integration of listening, speaking, handwriting, spelling,  
16 language usage, and creative and practical writing.

17 (2) Literature: to provide for the development of  
18 reading interests and appreciation of literature through  
19 exposure to types of children's literature and modes of  
20 presentation, including storytelling.

21 (3) Reading: to provide for the development of pre  
22 and basic reading skills and the diagnosis and correction of  
23 reading difficulties.

24 (4) Application of language arts and reading to  
25 elementary curriculum areas.

26 c. Health: to promote attitudes and habits necessary  
27 to safe and healthful living.

28 d. Mathematics: to provide for the development of  
29 basic arithmetic operations, problem-solving skills, measurement  
30 techniques, including the metric system, geometric concepts, and  
31 computing devices.

32 e. Music: to sing, play, and conduct simple rhythm  
33 patterns and melodies; develop creative patterns for dancing and  
34 movement; provide for playing, making, and utilizing musical  
35 instruments; and ~~beginning~~ begin exposure to musical heritage.

36 f. Physical education: to provide experiences that

1 promote physical and motor growth and development; team,  
2 individual, and life long physical activities.

3 g. Science: to develop processes of scientific  
4 inquiry for topics within school science curricula.

5 h. Social studies: to develop processes of gathering,  
6 organizing, reporting, and interpreting social science data.

7 i. Interdisciplinary studies: emerging topics of an  
8 interdisciplinary nature which may include, but are not limited  
9 to, environmental education, career education, family life  
10 education, and death education.

11 4. Pre-student teaching and student teaching  
12 experiences. This category consists of cooperative experiences  
13 between teacher preparation institutions and classroom teachers  
14 in a school setting in grades 1-3 and in grades 4-6 in which  
15 theory and practice are combined, and. It includes all of the  
16 following: -----

17 a. A series of formal observations of teaching and  
18 directed instructional experiences in an elementary school,  
19 prior to student teaching, which shall begin early in the  
20 professional education component.

21 b. Student teaching, which shall consist of full  
22 school day experiences for one academic quarter or the  
23 equivalent thereof in an elementary school in which the student  
24 teacher assumes responsibility for the management of the  
25 classroom and the implementation of the complete program for all  
26 students within a classroom for a minimum of one week. Full  
27 school day experience is defined as a normal load for a teacher  
28 in the school in which the student teaching takes place.

29 5. The profession of teaching. This category consists of  
30 basic knowledge of the professional responsibilities of a  
31 teacher, both within and beyond the instructional setting, and  
32 includes all of the following:

33 a. A minimum level of proficiency in the written  
34 English language.

35 b. Skills necessary to communicate and interact with  
36 staff members, resource personnel, parents, and other members of

1 the community in order to meet the individual needs of students.

2 c. Skills to evaluate self and peer teaching  
3 performance.

4 d. Responsibilities of the individual teacher to  
5 clients served, to the employing school district and its  
6 administration, and to the teaching profession.

7 e. Legal rights of students, parents, administrators,  
8 school boards, and teachers.

9 f. Essential statutes, rules, and legal procedures  
10 affecting the preparation and licensure/relicensure of teachers  
11 and the teacher as a public employee.

12 g. Purposes of the major education professional  
13 organizations and learned societies and their contributions to  
14 education and the education profession.

15 D. An institution applying to the Board of Teaching for  
16 approval of its elementary school classroom teacher preparation  
17 program (grades 1-6) shall meet the provisions of 5 MCAR S  
18 3.141. In addition, institutions are also authorized to submit  
19 for approval elementary school classroom teacher preparation  
20 programs (grades K-6) provided such programs meet the provisions  
21 of this rule and the provisions of 5 MCAR S 3.051, Kindergarten.

22 E. The issuance of the first continuing license is  
23 contingent upon:

24 1. Possession by the applicant of a previously issued  
25 valid and appropriate entrance license, and

26 2. One year of elementary school teaching experience  
27 during the time that the applicant holds an appropriate entrance  
28 license.

29 F. The continuing license shall be renewed according to  
30 rules of the Board of Teaching pertaining to continuing  
31 education/relicensure.

32 G. This rule is effective July 1, 1985, for all applicants  
33 for entrance licenses.

34 5 MCAR S 3.0901 Special education: core skill areas.

35 A. All candidates recommended for licensure in areas or  
36 fields which require completion of core skill area requirements

1 in special education shall satisfactorily complete the core  
2 skill area licensure requirements enumerated in provision B. of  
3 this rule as part of the preparation program approved by the  
4 Minnesota Board of Teaching.

5 B. Core skill area requirements in special education shall  
6 provide candidates recommended for licensure with knowledge,  
7 skills, and understandings in all of the following:

8 1. Theoretical foundations.

9 a. Understanding of human growth and development,  
10 which shall include:

11 (1) Typical and atypical development;

12 (2) Stages from conception to death;

13 (3) Affective, language, cognitive, and sensorimotor  
14 areas; and

15 ----- (4) Factors influencing development, including  
16 physiological, social, physical environment, and psychological.

17 b. Understanding of learning and teaching theories.

18 c. Knowledge of construction, interpretation,  
19 application and limitation of standardized and nonstandardized  
20 assessment procedures.

21 d. Knowledge of handicapping conditions and their  
22 educational implications.

23 2. Curriculum and instruction.

24 a. Understanding of curriculum design and  
25 instructional strategies.

26 b. Understanding of adapting curriculum and  
27 instructional strategies to meet individual learning styles.

28 3. Special education instructional systems.

29 a. Knowledge of program delivery systems, including  
30 all levels of service.

31 b. Understanding of individual and group management  
32 strategies.

33 c. Understanding of effective use of school and  
34 outside resources in creating a positive learning environment.

35 d. Understanding a variety of systems for reporting  
36 and evaluating the effectiveness of an individual student's

- 1 program.
- 2 e. Understanding of the child study/team planning  
3 process.
- 4 f. Ability to translate comprehensive assessment data  
5 reflecting the student's current level of functioning into an  
6 individual educational plan.
- 7 4. Communication/consultation.
- 8 a. Knowledge of institutional and administrative  
9 factors which facilitate or impede delivery of services.
- 10 b. Ability to effectively communicate the needs and  
11 rights of handicapped persons.
- 12 c. Ability to use interpersonal skills when working  
13 with parents, professionals, paraprofessionals, agencies,  
14 students and other persons or groups.
- 15 d. Understanding the roles and organizational  
16 structures of regular and special education and the part they  
17 play in providing total service for the student.
- 18 e. Ability to serve in a consultative capacity with  
19 individuals and groups, including parents and students.
- 20 5. Organizational, historical, and legal factors.
- 21 a. Knowledge of state and federal laws, rules, and  
22 regulations relating to regular and special education.
- 23 b. Understanding of due process and data privacy  
24 requirements.
- 25 c. Knowledge of historical and philosophical  
26 background of the education of handicapped persons and knowledge  
27 of attitudes toward handicapped persons.
- 28 d. Understanding of how to identify and access  
29 resources relevant to handicapped persons.
- 30 6. Abilities basic to all special education preparation.
- 31 a. Ability to observe, analyze, and describe the  
32 instructional strategies being applied in an educational  
33 situation.
- 34 b. Ability to function as a member of a team in  
35 designing appropriate educational programs for handicapped  
36 students.



1 c. Ability to apply team designed strategies in an  
2 educational setting.

3 d. Ability to design and apply instructional  
4 strategies in an educational setting.

5 e. Ability to identify and use non-school resources  
6 relevant to handicapped persons.

7 f. Ability to assess results of instruction.

8 C. An institution applying to the Minnesota Board of  
9 Teaching for approval of preparation programs which require  
10 inclusion of core skill area requirements enumerated in this  
11 rule shall demonstrate how provision B. of this rule is  
12 incorporated in each preparation program.

13 D. This rule is effective July 1, 1985, for all applicants  
14 for licensure in areas or fields which require completion of  
15 core skill area requirements in special education.

16 5 MCAR S 3.0902 Special education: early childhood.

17 A. All candidates recommended for licensure to teach special  
18 education: early childhood (~~ages birth-kindergarten~~) shall:

19 1. Hold a baccalaureate degree, and

20 2. Satisfactorily complete core skill area requirements  
21 in special education enumerated in 5 MCAR S 3.0901, and

22 3. Satisfactorily complete a special education: early  
23 childhood preparation program (~~ages birth-kindergarten~~),  
24 approved by the Minnesota Board of Teaching, consisting of at  
25 least 54 quarter hours, or the equivalent.

26 B. Each program leading to the licensure of teachers of  
27 special education: early childhood (~~ages birth-kindergarten~~)  
28 shall provide candidates recommended for licensure with  
29 knowledge, skills, and understandings, distributed equally  
30 between instructional strategies for teaching children with  
31 normal development and children with handicapping conditions, in  
32 all of the following:

33 1. Typical and atypical development of infants, toddlers,  
34 and pre-primary children which includes integration and  
35 relationship of the following:

36 a. Understanding of the development of sensorimotor

1 skills and associated disorders and delays, including self-help  
2 skills.

3           b. Understanding of early language development and  
4 associated disorders and delays, including knowledge of  
5 alternative forms of communication.

6           c. Understanding of cognitive development and  
7 associated disorders and delays.

8           d. Understanding of social and emotional development  
9 and associated disorders and delays.

10          2. Understanding of specific handicapping conditions and  
11 their developmental and educational implications for infants,  
12 toddlers, and pre-primary children.

13          3. Measurement procedures appropriate for infants,  
14 toddlers, and pre-primary children with normal development and  
15 children with handicapping conditions, which shall include:

16           a. Ability to observe and analyze the total learning  
17 environment of the child.

18           b. Ability to utilize a variety of screening  
19 instruments or methods and knowledge of their limits.

20           c. Ability to determine educational performance by  
21 selection, administration, and interpretation of appropriate  
22 educational assessments.

23           d. Understanding of diagnostic strategies appropriate  
24 for children with handicapping conditions.

25           e. Ability to use interview techniques to gain and  
26 maintain information from parents, other family members,  
27 teachers, and other significant care-givers.

28          4. Organization and management of instruction, consisting  
29 of planning, implementing, and evaluating educational programs  
30 for infants, toddlers, and pre-primary children with normal  
31 development and children with handicapping conditions in  
32 one-to-one and group situations, which shall include:

33           a. Ability to program effectively for the following  
34 developmental areas:

35                   (1) Sensorimotor,

36                   (2) Language,

- 1 (3) Cognitive,
- 2 (4) Social/emotional,
- 3 (5) Creative expression.
- 4 b. Ability to individualize educational programming.
- 5 c. Ability to select, evaluate, adapt, and develop
- 6 curriculum, materials, and technology.
- 7 d. Ability to work with children in a variety of
- 8 settings, including classrooms, community programs, and
- 9 home-based programs.
- 10 e. Ability to involve the public and private agency
- 11 personnel in the instructional program through referrals,
- 12 continuing communication, preparation of reports, and
- 13 development of interagency coordination and cooperation.
- 14 f. Ability to supervise nonlicensed personnel in the
- 15 delivery of educational programs.
- 16 g. Ability to design and implement educational
- 17 environments consistent with the concept of the least
- 18 restrictive alternative.
- 19 5. Family-child-school relations for infants, toddlers,
- 20 and pre-primary children with normal development and children
- 21 with handicapping conditions, which shall include:
- 22 a. Understanding the implications of children in
- 23 family dynamics.
- 24 b. Understanding the role of parents as primary
- 25 informal teachers of their children.
- 26 6. Pre-practicum and practicum experiences with infants,
- 27 toddlers, and pre-primary children, in a setting in which theory
- 28 and practice are combined, which shall include:
- 29 a. A series of formal observations of teaching and
- 30 directed instructional experiences, prior to a practicum
- 31 experience.
- 32 b. Practicum experience, which shall consist of a
- 33 minimum of 180 clock hours of supervised teaching experiences
- 34 with children with normal development and their parents.
- 35 c. Practicum experience, which shall consist of a
- 36 minimum of 180 clock hours of supervised teaching experiences

1 with children with handicapping conditions and their parents.

2 Upon completion of pre-practicum and practicum experiences,  
3 candidates recommended for licensure shall have had such  
4 experiences with ~~normal development~~ normally developing and  
5 handicapped infants, toddlers, and pre-primary children with a  
6 variety of disorders and served through a variety of program  
7 models, such as home-based or pre-school class.

8 C. An institution applying to the Board of Teaching for  
9 approval of its special education: early childhood teacher  
10 preparation program shall meet the provisions of 5 MCAR S  
11 3.141. All approved programs leading to the licensure of  
12 teachers of special education: early childhood shall include a  
13 description of the way in which practicing teachers may have  
14 their teaching experience and teacher preparation in those areas  
15 enumerated in A. and B., above, evaluated and credited by an  
16 institution maintaining an approved program leading to the  
17 licensure of teachers of special education: early childhood.  
18 Such evaluation shall include previous teaching experience and  
19 previous teacher preparation.

20 D. Provisional licensure.

21 1. Effective January 1, 1982, a provisional two-year  
22 nonrenewable license shall be issued to an applicant who holds a  
23 valid entrance, continuing, or life license and provides  
24 evidence of completion of at least one year of teaching  
25 experience in a special education: early education program, as  
26 verified by the employing school official.

27 ~~D. Provisional licensure:~~ 2. A provisional license  
28 shall be issued to an applicant who holds a valid entrance,  
29 continuing, or life teaching license and who has completed a  
30 minimum of 15 quarter hours, or the equivalent, selected from  
31 B., above, in a program approved by the Minnesota Board of  
32 Teaching leading to the licensure of teachers of special  
33 education: early childhood. Previous teaching experience  
34 and/or previous teacher preparation evaluated according to the  
35 provisions of C., above, may apply toward provisional  
36 licensure. The provisional license shall be valid for two

1 years. Successive two-year renewals of provisional licensure in  
 2 special education: early childhood shall be issued to an  
 3 applicant who provides evidence of completion of a minimum of 15  
 4 quarter hours, or the equivalent, selected from A.2. and B.,  
 5 above, in a program approved by the Minnesota Board of Teaching  
 6 leading to the licensure of teachers of special education:  
 7 early childhood. Provisional licensure shall remain in effect  
 8 until July 1, 1993, at which time provisional licensure shall be  
 9 repealed without further action by the Minnesota Board of  
 10 Teaching.

11 E. Continuing licensure. The continuing license shall be  
 12 issued and renewed according to rules of the Board of Teaching  
 13 governing continuing education/relicensure.

14 F. ~~This rule is effective July 1, 1985, for all applicants~~  
 15 ~~for licensure to teach Special Education: Early Childhood. The~~ ---  
 16 provisions of D.1. of this rule shall remain in effect until  
 17 July 1, 1985, at which time provision D.1. shall be repealed  
 18 without further action by the Minnesota Board of Teaching.  
 19 Effective July 1, 1985, all applicants for teacher licensure to  
 20 teach special education: early childhood must meet the  
 21 provisions of this rule.  
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22 5 MCAR S 3.0909 Developmental/adapted physical education.

23 A. All candidates recommended for licensure to teach  
 24 developmental/adapted physical education (grades  
 25 prekindergarten-12) shall:

- 26 1. Hold a baccalaureate degree, and
- 27 2. Hold a valid license as a teacher of physical  
 28 education, grades K-12, and
- 29 3. Satisfactorily complete core skill area requirements  
 30 in special education enumerated in 5 MCAR S 3.0901, and
- 31 4. Satisfactorily complete a developmental/adapted  
 32 physical education teacher preparation program, approved by the  
 33 Minnesota Board of Teaching, consisting of at least 27 quarter  
 34 hours, or the equivalent.

35 B. Each program leading to the licensure of teachers of  
 36 developmental/adapted physical education (grades

1 prekindergarten-12) shall provide candidates recommended for  
2 licensure with knowledge, skills, and understandings in all of  
3 the following:

4 1. Theoretical foundations of developmental/adapted  
5 physical education, consisting of the sciences of biology,  
6 anatomy, and/or human physiology, which shall include:

7 a. Understanding of sequences of motor development  
8 from early childhood through adolescence, including typical and  
9 atypical patterns of development.

10 b. Understanding of physically handicapping conditions  
11 which interfere with motor function.

12 c. Understanding of physical rehabilitation as applied  
13 to physical education programs for handicapped and special needs  
14 students.

15 2. Organization and management of instruction, consisting  
16 of planning, implementing, and evaluating physical education  
17 instruction for handicapped and special needs students (grades  
18 prekindergarten-12), which shall include:

19 a. Understanding of scope, sequence, and  
20 implementation of developmental/adapted physical education  
21 curriculum.

22 b. Ability to identify, assess, and evaluate physical  
23 and motor development of handicapped and special needs students.

24 c. Ability to develop, adapt, select, and utilize a  
25 variety of instructional resources to implement a  
26 developmental/adapted physical education curriculum.

27 d. Knowledge of the application of research to  
28 developmental/adapted physical education curriculum.

29 e. Ability to adapt physical education activities and  
30 curriculum for handicapped and special needs students.

31 f. Ability to select and adapt facilities and  
32 equipment for handicapped and special needs students.

33 g. Ability to supervise nonlicensed personnel in the  
34 delivery of developmental/adapted physical education programs  
35 for handicapped and special needs students.

36 h. Teaching experiences with handicapped and special

1 needs students, including students in regular physical education  
2 classes and students in self-contained special education  
3 classes, and experiences in two or more of the handicapped  
4 categories set forth in ~~M.S.~~ Minn. Stat. S 120.03.

5 C. An institution applying to the Board of Teaching for  
6 approval of its developmental/adapted physical education  
7 preparation program (grades prekindergarten-12) shall meet the  
8 provisions of 5 MCAR S 3.141. All approved programs leading to  
9 the licensure of teachers of developmental/adapted physical  
10 education shall include a description of the way in which  
11 practicing teachers may have their teaching experience and  
12 teacher preparation in those areas enumerated in A. and B.,  
13 above, evaluated and credited by an institution maintaining an  
14 approved program leading to the licensure of teachers of  
15 developmental/adapted physical education. Such evaluation shall  
16 include previous teaching experience and previous teacher  
17 preparation.

18 D. Provisional licensure. A provisional license shall be  
19 issued to an applicant who meets the requirements of A.1. and  
20 A.2., above, and who has completed a minimum of 15 quarter hours  
21 or the equivalent selected from B.1. and B.2., above, in a  
22 program approved by the Minnesota Board of Teaching leading to  
23 the licensure of teachers of developmental/adapted physical  
24 education. Previous teaching experience and/or previous teacher  
25 preparation evaluated according to the provisions of C., above,  
26 may apply toward provisional licensure. The provisional license  
27 shall be valid for two years, after which full licensure as  
28 specified in A., above, shall be required. Provisional  
29 licensure shall remain in effect until July 1, 1990, at which  
30 time provisional licensure shall be repealed without further  
31 action by the Minnesota Board of Teaching.

32 E. Continuing licensure. The continuing license shall be  
33 issued and renewed according to rules of the Board of Teaching  
34 governing continuing education/relicensure.

35 F. This rule is effective July 1, 1985, for all applicants  
36 for licensure to teach developmental/adapted physical education

1 (grades prekindergarten-12).

2 5 MCAR S 3.054 Teachers in middle schools.

3 A. All candidates recommended for licensure as teachers in  
4 middle schools shall:

5 1. Hold a baccalaureate degree, and

6 2. Hold a valid Minnesota license as an elementary or  
7 secondary classroom teacher, and

8 3. Except as provided in B. of this rule, satisfactorily  
9 complete a preparation program, approved by the Board of  
10 Teaching, leading to the licensure of middle school teachers, as  
11 follows:

12 a. A teacher holding a valid Minnesota elementary  
13 classroom teaching license shall complete an approved program  
14 leading to the licensure of middle school teachers consisting of  
15 a minimum of 24 quarter hours or the equivalent. Such programs  
16 shall include all of the following areas:

- 17 (1) Philosophy and organization of the middle school;
  - 18 (2) Adolescent psychology;
  - 19 (3) Interdisciplinary planning;
  - 20 (4) Special learning and behavior problems;
  - 21 (5) Teaching experience with adolescents; and
  - 22 (6) A minimum of 12 quarter hours or the equivalent
- 23 of course work in a single academic licensure field.

24 b. A teacher holding a valid Minnesota secondary  
25 classroom teaching license shall complete an approved program  
26 leading to the licensure of middle school teachers consisting of  
27 a minimum of 24 quarter hours or the equivalent. Such programs  
28 shall include all of the following areas:

- 29 (1) Philosophy and organization of the middle school;
- 30 (2) Pre-adolescent psychology;
- 31 (3) Developmental reading;
- 32 (4) Interdisciplinary planning;
- 33 (5) Remedial reading;
- 34 (6) Special learning and behavior problems; and
- 35 (7) Teaching experience with pre-adolescents.

36 B. Provisions of this rule shall not be interpreted to



1 prevent a teacher from teaching in a middle school at those  
2 grade levels for which valid Minnesota classroom teaching  
3 licensure is held or to require such teacher to secure  
4 additional licensure to continue to teach at those grade levels  
5 in a middle school for which valid Minnesota classroom teaching  
6 licensure is held.

7 C. Minnesota colleges and universities approved to prepare  
8 teachers and which request approval of a program according to  
9 this rule shall provide evidence that programs to prepare middle  
10 school teachers submitted for approval have been developed with  
11 participation from elementary and secondary teachers, middle  
12 school administrators, students, and interested citizens. Such  
13 programs shall also include:

14 1. A statement of philosophy which sets forth the view of  
15 the institution with respect to the middle school.

16 2. An enumeration of the specific knowledge, skills, and  
17 understandings to be developed in the proposed program.

18 3. A description of program components which includes  
19 statements specifically relating individual components of the  
20 program to the philosophy and outcomes enumerated under 1. and  
21 2., above.

22 4. A plan for assessing learning outcomes for individual  
23 candidates for licensure.

24 D. Nothing in this rule shall prohibit Minnesota colleges  
25 and universities which offer approved programs leading to the  
26 licensure of teachers in middle schools from collaborating with  
27 local school districts to develop jointly the program of  
28 instruction enumerated in A.1. and A.2., above, which will meet  
29 the needs of local school districts. Such programs must meet  
30 the requirements of the approved middle school licensure program  
31 offered by the college or university. Recommendation of  
32 candidates for licensure who complete such programs shall be the  
33 responsibility of the college or university through which the  
34 program was developed.

35 E. All approved programs leading to middle school teacher  
36 licensure shall include a description of the way in which

1 practicing teachers may have their teaching experience and  
2 teacher preparation in those areas enumerated in A., above,  
3 evaluated and credited by an institution maintaining an approved  
4 program leading to middle school teacher licensure. Such  
5 evaluation shall include previous teaching experience and/or  
6 previous teacher preparation.

7 F. Applicants holding a valid Minnesota elementary or  
8 secondary classroom entrance teaching license shall be issued an  
9 entrance middle school teaching license upon the completion of  
10 the requirements of A.1. or 2. of this rule.

11 G. Applicants holding a valid Minnesota elementary or  
12 secondary classroom continuing or life teaching license shall be  
13 issued a continuing middle school teaching license upon the  
14 completion of the requirements of A.1. or 2. of this rule.

15 H. The first and subsequent continuing middle school  
16 teaching licenses shall be issued to applicants who have  
17 completed the requirements of A.1. or 2. of this rule and who  
18 meet the requirements of the Board of Teaching for the issuance  
19 of the first and/or subsequent Minnesota elementary or secondary  
20 classroom continuing teaching licenses.

21 I. Persons holding a valid Minnesota secondary school  
22 classroom teaching license and who meet the requirements set  
23 forth in provision A. of this rule shall be granted a license to  
24 teach full-time in any middle school the subjects or fields in  
25 which secondary school licensure is held.

26 J. Persons holding a valid Minnesota elementary school  
27 classroom teaching license and who meet the requirements set  
28 forth in provision A. of this rule shall be granted a license to  
29 teach full-time in any middle school the subject or field in  
30 which the requirement of A.3.a.(6) of this rule has been  
31 completed.

32 K. Persons holding a valid Minnesota secondary classroom  
33 teaching license who have a minimum of three years of teaching  
34 experience in a Minnesota middle school prior to July 1, 1983,  
35 as verified by the employing school superintendent shall, upon  
36 application, be issued a license to teach full-time in any

1 middle school those subjects or fields in which valid Minnesota  
2 secondary classroom teaching licensure is held.

3 L. Persons ~~held~~ holding a valid Minnesota elementary  
4 classroom teaching license who have a minimum of three years of  
5 teaching experience in a Minnesota middle school prior to July  
6 1, 1983, as verified by the employing school superintendent  
7 shall, upon application, be issued a license to teach full-time  
8 in any middle school those subjects or fields in which this  
9 teaching experience in a Minnesota middle school was completed.

10 M. From July 1, 1978, until July 1, 1983, any person  
11 licensed by the Minnesota Board of Teaching for any of the grade  
12 levels in a middle school where the person is assigned to teach  
13 is granted authority to teach areas and subjects specified by  
14 the duly issued licenses at any of the grade levels in the  
15 middle school regardless of grade level restrictions on the  
16 license currently held.

17 N. Except for provisions K., L., and M., all provisions of  
18 this rule shall become effective July 1, 1983.