

5 MCAR 3

1 Board of Teaching

2

3 Adopted Adoption, Amendment, or Repeal of Rules Governing
4 Procedures for Voluntary Surrender of Teaching Licenses, the
5 Licensure of Teachers of Driver and Traffic Safety Education,
6 the Licensure of Teachers of Science for Grades 5-9 and Grades
7 7-12, the Licensure of Teachers of English as a Second Language,
8 and the Licensure of Teachers of Bilingual/Bicultural Education

9

10 Rules as Adopted

11 5 MCAR S 3.007 Procedures for voluntary surrender of teaching
12 licenses.

13 A. Materials required to surrender license. A person
14 holding a teaching license granted by the Board of Teaching may
15 voluntarily surrender the license by submitting to the executive
16 secretary of the Board of Teaching the following:

- 17 1. a written request to surrender which specifies the
- 18 teaching license or licenses to be surrendered;
- 19 2. the applicant copy of the teaching license;
- 20 3. the school district copy of the license, together with
- 21 a written statement that the employing school superintendent has
- 22 been notified that the school district copy of the license has
- 23 been removed from the school district files; and

24 4. the required processing fee set forth in 5 MCAR S
25 3.003.

26 B. Surrender date. When the executive secretary receives
27 the materials listed in A. by January 1, the date of surrender
28 is July 1 of that year. When the materials are received after
29 January 1, the date of surrender is July 1 of the following
30 calendar year.

31 C. When surrender is prohibited. A person may not
32 voluntarily surrender a license if any of the following exists:

- 33 1. the school board has commenced proceedings to
- 34 terminate the continuing contract, pursuant to Minnesota
- 35 Statutes, section 125.12, subdivision 6 or 8, or 125.17,
- 36 subdivision 4;

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1 2. the Board of Teaching has commenced proceedings to
2 suspend or revoke the license pursuant to Minnesota Statutes,
3 sections 125.09 and 214.10 or 5 MCAR S 3.130; or

4 3. any educational agency or board has commenced
5 proceedings which could result in alteration of the status of
6 the teaching license due to the person's conduct.

7 D. Entrance license after surrender. A person whose
8 Minnesota teaching license has been voluntarily surrendered may
9 apply for entrance licensure in the subject or field for which
10 licensure was previously surrendered. An entrance license shall
11 be granted to the applicant if the following criteria are met:

12 1. a licensure rule exists in the subject or field for
13 which licensure was previously surrendered;

14 2. the applicant meets the entrance licensure standards
15 which are in effect in the subject or field at the time of
16 application and meets procedures set forth in Board of Teaching
17 rules applicable to an entrance license; and

18 3. the required processing fee set forth in 5 MCAR S
19 3.003 accompanies the application for entrance licensure.

20 E. Construction of rule. Nothing in A.-D. shall prohibit a
21 person from holding or applying for a license in any subject or
22 field upon surrender of a license in another subject or field.

23 5 MCAR S 3.0831 Driver and traffic safety education.

24 A. Applicability. ~~All persons whose application is received~~
25 ~~on or after July 1, 1986 for licensure as a teacher of driver~~
26 ~~and traffic safety education must comply with 5 MCAR S 3.0831~~
27 This rule shall apply to any person providing instruction in a
28 program in driver education, including both classroom and behind
29 the wheel instruction, to a person under the age of 18, if the
30 program is offered through a public school and has been approved
31 by the Minnesota Board of Education pursuant to the requirements
32 of Minnesota Statutes, section 171.04, clause (1). All persons
33 whose application is received on or after July 1, 1986, for
34 licensure as a teacher of driver and traffic safety education
35 must comply with 5 MCAR S 3.0831.

36 B. Licensure requirements. A candidate recommended for

1 licensure to teach driver and traffic safety education shall:

- 2 1. hold a baccalaureate degree, and
- 3 2. hold a valid Minnesota teaching license, and
- 4 3. satisfactorily complete a driver and traffic safety
5 education teacher preparation program approved by the Board of
6 Teaching, consisting of at least 20 quarter hours or the
7 equivalent.

8 C. Program requirements. Each program leading to the
9 licensure of teachers of driver and traffic safety education
10 must provide candidates recommended for licensure with the
11 knowledge, skills, and understandings set forth in 1. and 2.

12 1. The program must provide a minimum of 14 quarter
13 hours, or the equivalent, in all of the following:

14 a. methods and materials for classroom instruction,
15 which must include scope, sequence, and content; traffic laws;
16 psychological and physiological aspects of the driver; alcohol,
17 drugs, and driving; speed and energy conservation; traffic mix
18 with other highway users; the decision making process; and
19 supplementary materials;

20 b. methods and materials for laboratory instruction,
21 which must include scope, sequence, and content for in-car,
22 multi-vehicle, and simulator instruction; and, instructional
23 strategies and techniques of evaluation;

24 c. organization and administration of driver and
25 traffic safety education programs, which must include scope,
26 sequence, and content of two, three, and four phase programs;
27 vehicle and facilities administration; curriculum improvement;
28 state rules; staffing; budgeting; evaluation and reporting;
29 school-community relations; and record keeping; and

30 d. practicum experience in an approved driver
31 education program, which must include classroom and laboratory
32 teaching activities.

33 2. The program must provide a minimum of six quarter
34 hours, or the equivalent, selected from any two of the following:

35 a. principles of kindergarten to grade 12 traffic
36 safety education;

1 b. special areas of instruction, which must include
2 special populations; simulation, multiple vehicle, or
3 multi-media; individualized driver education; advanced driver
4 education; adult driver education; and motorcycle rider
5 education;

6 c. human factors, which must include behavioral
7 influence on accident prevention, drugs and traffic safety, and
8 first aid;

9 d. environmental factors, which must include traffic
10 engineering, traffic law and enforcement, and traffic
11 communication; and

12 e. vehicular factors, which must include basic
13 automotive systems, motor vehicle safety standards, and driver
14 consumerism.

15 D. Program approval for institutions. An institution
16 applying to the Board of Teaching for approval of its driver and
17 traffic safety education preparation program must meet the
18 provisions of 5 MCAR S 3.141.

19 E. Continuing licensure. The continuing license shall be
20 issued and renewed according to rules of the Board of Teaching
21 governing continuing education and relicensure.

22 F. Staff assignment.

23 1. Persons assigned as teachers of driver and traffic
24 safety education shall:

25 a. hold a license as a teacher of driver and traffic
26 safety granted by the Board of Teaching; and

27 b. hold a valid driver's license which has not been
28 suspended or revoked within the 12-month period immediately
29 preceding the beginning of each school year.

30 2. Persons assigned as teachers of motorcycle rider
31 education shall:

32 a. hold a license as a teacher of driver and traffic
33 safety granted by the Board of Teaching;

34 b. hold a valid driver's license and motorcycle
35 endorsement which have not been suspended or revoked within the
36 12-month period immediately preceding the beginning of each

1 school year; and

2 c. complete a course in motorcycle rider education
3 from a driver and traffic safety education program approved by
4 the Board of Teaching.

5 5 MCAR S 3.065 Science for grades 5 to 9 and grades 7 to 12.

6 A. Sciences defined. For the purposes of this rule the
7 sciences shall comprise the following areas: earth science,
8 including geology, astronomy, and meteorology; physical science,
9 including chemistry and physics; life sciences, including
10 botany, zoology, and other appropriate realms of biology;
11 science for grades 5 to 9, including basic elements of life,
12 earth, and physical sciences.

13 B. Basic licensure requirements. All candidates for
14 licenses to teach science, which includes earth science,
15 physical science, life science, and science for grades 5 to 9
16 shall hold a baccalaureate degree and have satisfactorily
17 completed a program which has been approved by the Board of
18 Teaching for science teachers in grades 5 to 9 or in grades 7 to
19 12.

20 C. Licensure requirements; life and earth sciences. All
21 candidates recommended for licensure as life science or earth
22 science teachers shall have satisfactorily completed programs
23 which provide experiences that enable them to develop broad
24 basic knowledge and skills in earth science, in life science,
25 and in physical science. The broad base shall include no less
26 than 20 percent of the total baccalaureate program distributed
27 equitably across the areas listed in A. and in addition, either:

28 1. experiences which enable the candidate to acquire
29 additional broad knowledge and skills in earth science, in life
30 science, and in physical science to teach science in grades 5 to
31 9. These additional experiences shall be equivalent to no less
32 than 20 percent of the total baccalaureate program and shall be
33 distributed across the area in approximately equal proportions;
34 or

35 2. experiences which enable the candidate to develop a
36 high level of competency in life science or in earth science,

1 grades 7 to 12. These additional experiences shall be
2 equivalent to no less than 20 percent of the total baccalaureate
3 program.

4 D. Licensure requirements; physical science. All candidates
5 recommended for licensure as physical science teachers shall
6 have satisfactorily completed a program in physical science
7 which shall consist of no less than 40 percent of the total
8 baccalaureate program in both chemistry and physics. No one
9 area of physical science shall comprise less than 15 percent of
10 the total baccalaureate program.

11 E. Licensure based on minor preparation; life or earth
12 science. All candidates who request licensure based on minor
13 preparation in either life science or earth science shall have
14 the experiences necessary to develop the broad basic
15 competencies required of life science and earth science
16 teachers, as set out in C., plus at least the additional
17 preparation in the specific science area in which they desire to
18 teach equivalent to at least ten percent of the total
19 baccalaureate program.

20 F. Licensure based on minor preparation; physical science.
21 All candidates who request licensure based on minor preparation
22 in physical science may, upon compliance with the following, be
23 licensed in either chemistry or physics. Such candidates shall
24 have preparation in the subject area of chemistry or physics for
25 which they seek licensure equal to at least 15 percent of their
26 total baccalaureate program.

27 G. Program development; evidence of participation. Evidence
28 shall be provided to show that programs submitted for approval
29 have been developed with participation from the college
30 departments involved with the proposed teacher education
31 programs, elementary school teachers, secondary school teachers,
32 school administrators, students, and interested citizens.

33 H. Program requirements. Programs submitted for approval
34 shall include all of the following:

35 1. a rationale which sets forth the view of the
36 institution with respect to the role of teachers of science;

- 1 2. evidence that the program is based on a study
2 conducted to determine the academic work which is necessary to
3 prepare candidates to teach in the areas of science normally
4 offered at the levels for which licensure is being requested;
- 5 3. an enumeration of specific teacher competencies to be
6 developed in the proposed program. Included among others shall
7 be competencies in the following areas:
- 8 a. personal human qualities that will facilitate
9 interpersonal relationships and enhance student learning;
- 10 b. knowledge of the intellectual and philosophical
11 nature of science;
- 12 c. knowledge and experience necessary to illustrate
13 the cultural and historical significance of science to social
14 conditions;
- 15 d. application of analytical methods of science in
16 multidisciplinary approaches to studying and solving problems of
17 science and of society;
- 18 e. knowledge and skill necessary to seek out and study
19 new concepts, together with the ability to synthesize these
20 concepts meaningfully and to communicate them to persons for
21 whom the ideas are also new; and
- 22 f. the selection, adaptation, evaluation, and use of
23 strategies and materials for the teaching of science so that
24 teaching-learning situations for which the teacher is
25 responsible will be consistent with general knowledge about
26 teaching and learning and will be appropriate both to the
27 special needs of the learners and the special characteristics of
28 the science disciplines;
- 29 4. a description of program components which include
30 statements which relate individual program components to the
31 competencies, knowledge, and skills to be developed by
32 candidates; and
- 33 5. a plan for assessing the level of performance of each
34 candidate recommended for licensure which ascertains the
35 individual candidate's development of the required competencies.
- 36 I. General program requirement. Programs shall be approved

1 which vary in curricular design provided that program components
2 meet the requirements in A., B., C., D., E., F., G., and H. and
3 that these components provide education personnel who are
4 recommended for licensure with the knowledge, skills, and
5 understandings specified in rules for each licensure area. When
6 the term competency is used, it is understood that other
7 appropriate terms which refer to learning outcomes may be
8 substituted. Examples of such terms are: knowledge, skills,
9 and understandings.

10 J. Continuing licensure. The continuing license may be
11 renewed according to ~~general-rules-of~~ 5 MCAR S 3.005 the Board
12 of Teaching rule pertaining to continuing education.

13 K. Licenses shall be issued in accordance with 5 MCAR S
14 3.065 as adopted on April 16, 1973, until July 1, 1985, at which
15 time the provisions of the amended rule adopted by the Board of
16 Teaching on May 19, 1983, shall be effective. Nothing in this
17 section shall prohibit the Board of Teaching from issuing
18 licenses prior to July 1, 1985, to those who qualify under the
19 provisions of the amended rule. Pursuant to 5 MCAR S 3.141 the
20 Board of Teaching shall reasonably accommodate the termination
21 date of programs approved prior to the adoption of these
22 amendments to permit persons enrolled in such approved programs
23 to complete such programs.

24 5 MCAR S 3.088 Teachers of English as a second language.

25 A. Definition. For purposes of this rule, English as a
26 second language is defined as the discipline which instructs
27 students of limited English proficiency, whose first language is
28 not English, in the four skills areas in English; listening,
29 speaking, reading, and writing.

30 B. Licensure requirements. All candidates recommended for
31 licensure to teach English as a second language in grades
32 kindergarten to 12 shall:

- 33 1. hold a baccalaureate degree;
- 34 2. satisfactorily complete a minimum of two years of
35 college-level, or four years of high school-level foreign
36 language, or equivalent experience in learning another language

1 and interacting with another culture as verified by the
2 recommending institution;

3 3. satisfactorily complete a professional education
4 preparation program for teachers of English as a second
5 language, approved by the Board of Teaching, consisting of a
6 minimum of 27 quarter hours, or the equivalent. The student
7 teaching component must consist of full school day experiences
8 for one academic quarter, or its equivalent, which includes both
9 elementary and secondary education levels with students of
10 limited English proficiency; and

11 4. satisfactorily complete an English as a second
12 language teacher preparation program, approved by the Board of
13 Teaching, consisting of a minimum of 36 quarter hours, or the
14 equivalent.

15 C. Program requirements. Each program leading to the
16 licensure of teachers of English as a second language in grades
17 kindergarten to 12 shall provide candidates recommended for
18 licensure with knowledge, skills, and understandings in all of
19 the following:

20 1. Linguistics:

21 a. the nature of language,
22 b. organizational principles of language (phonology,
23 morphology, syntax, semantics),
24 c. major models of linguistic analysis,
25 d. writing systems, and
26 e. principles of language change and development of
27 language families.

28 2. English language:

29 a. varieties of English (dialectal, historical,
30 written, spoken, register),
31 b. structure and usage of standard English (phonology,
32 morphology, syntax, semantics), and
33 c. a contrastive analysis of English with another
34 language including reference to a non-Indo-European language.

35 3. Psycholinguistics:

36 a. learning theories,

1 b. first and second language acquisition processes at
2 various age levels, and

3 c. attitudinal and motivational factors as they relate
4 to individual learning styles.

5 4. Sociolinguistics:

6 a. basic sociocultural variables in language use and
7 language learning,

8 b. types of bilingual and multilingual educational
9 situations, and

10 c. social determiners of dialect and style.

11 5. Language and culture:

12 a. the relationship between language and culture,

13 b. the skills and tools of cultural analysis,

14 c. American historical development and contemporary
15 American cultural patterns and values,

16 d. crosscultural patterns and values of the second
17 language learner, and

18 e. problems of intercultural communication as they
19 relate to language teaching.

20 6. Teaching of reading for students of limited English
21 proficiency:

22 a. prereading skills,

23 b. reading theories,

24 c. the relationship between oral and written language,

25 d. correction of reading difficulties,

26 e. reading skills for special purposes,

27 f. techniques and approaches for elementary and
28 secondary students, and

29 g. selection, development, and adaptation of
30 appropriate materials.

31 D. Applications for program approval. An institution
32 applying to the Board of Teaching for approval of an English as
33 a second language teacher preparation program shall meet the
34 provisions of 5 MCAR S 3.141. All approved programs leading to
35 the licensure of teachers of English as a second language shall
36 include a description of the way in which practicing teachers

1 may have their teaching experience and teacher preparation in
2 those areas enumerated in B. and C., evaluated and credited by
3 an institution maintaining an approved program leading to the
4 licensure of teachers of English as a second language. The
5 evaluation shall include previous teaching experience and
6 previous teacher preparation.

7 E. Continuing licensure. The continuing license shall be
8 issued and renewed according to rules of the Board of Teaching
9 governing continuing education/relicensure.

10 F. Provisional licensure.

11 1. A provisional license, valid for two years, shall be
12 issued to applicants upon submission of evidence of:

13 a. completion of a baccalaureate or higher degree from
14 a college or university which is regionally accredited by the
15 Association for the Accreditation of Colleges and Secondary
16 Schools, and

17 b. completion of one year of teaching experience as a
18 teacher of English as a second language as verified by the
19 employing school official.

20 2. Provisional licensure granted in accordance with the
21 criteria established in F.1. shall be renewed for one two-year
22 period upon submission of evidence of completion of nine quarter
23 hours of college credit in addition to the requirements of
24 F.1.a. in the areas enumerated in B.3. or C.1.-6.

25 3. A provisional license, valid for two years, shall be
26 issued to applicants upon submission of evidence of:

27 a. completion of a baccalaureate or higher degree from
28 a college or university which is regionally accredited by the
29 Association for the Accreditation of Colleges and Secondary
30 Schools, and

31 b. completion of nine quarter hours of college credit
32 in a program approved by the Board of Teaching leading to the
33 licensure of teachers of English as a second language. Previous
34 teaching experience and previous teacher preparation evaluated
35 and credited by an institution maintaining an approved program
36 leading to the licensure of teachers of English as a second

1 language in accordance with provision D. shall be applied toward
2 this credit hour requirement.

3 Successive two-year renewals of provisional licensure
4 granted in accordance with the criteria established in F.3.
5 shall be issued to applicants who provide evidence of completion
6 of an additional nine quarter hours of college credit in a
7 program approved by the Board of Teaching leading to the
8 licensure of teachers of English as a second language.

9 G. Effective dates. Provisions A.-E. are effective July 1,
10 1987, for all applicants for entrance licensure to teach English
11 as a second language.

12 Provisions F.1. and F.2. shall remain in effect until June
13 30, 1987, at which time these provisions are repealed without
14 further action by the Board of Teaching.

15 5 MCAR S 3.089 Teachers of bilingual/bicultural education.

16 A. Definition. Bilingual/bicultural education is a program
17 of instruction in English and another language in which the two
18 languages are used as media of instruction for any or all of the
19 regular school curriculum. The study of the languages as
20 subject matter when necessary and appropriate to the program and
21 the study of the history and culture associated with both
22 language groups are integral parts of bilingual/bicultural
23 education.

24 B. Licensure requirements. All candidates recommended for
25 licensure to teach bilingual/bicultural education in grades
26 kindergarten to 12 shall:

27 1. hold a baccalaureate degree;

28 2. hold a valid Minnesota license as an elementary or
29 secondary classroom teacher;

30 3. meet the following requirements in language
31 proficiency in both English and another language:

32 a. ability to speak both languages with sufficient
33 structural accuracy and vocabulary to participate effectively in
34 most formal and informal conversations on practical, social, and
35 professional topics, including discussing particular interests
36 and special fields of competence with reasonable ease,

1 comprehending for a normal rate of speech utilizing a reasonably
2 broad vocabulary, demonstrating appropriate use of grammar and
3 speaking so the errors never interfere with understanding and
4 rarely disturb the native speaker, and

5 b. ability to read and understand standard newspaper
6 items addressed to the general reader, routine correspondence
7 and reports and technical material, demonstrating only
8 occasional difficulty with unusually complex structures and
9 low-frequency idioms; and

10 4. satisfactorily complete a bilingual/bicultural
11 education teacher preparation program, approved by the Board of
12 Teaching, consisting of a minimum of 24 quarter hours, or the
13 equivalent.

14 C. Program requirements. Each program leading to the
15 licensure of teachers of bilingual/bicultural education in
16 grades kindergarten to 12 shall provide candidates recommended
17 for licensure with knowledge, skills, and understandings in all
18 of the following:

19 1. theoretical foundations of bilingual/bicultural
20 education, including rationale, historical precedents, and
21 current issues.

22 2. basic linguistic competencies, including principles of
23 language as they relate to bilingualism, theories of first and
24 second language learning, relationship of language and culture,
25 and effects of two or more languages in contact.

26 3. teaching of reading for students of limited English
27 proficiency.

28 4. culture, artistic expression, and history with respect
29 to specific languages and cultures.

30 5. bilingual/bicultural education curriculum, and
31 instructional methods and techniques, including the effects of
32 culture on teaching and learning.

33 6. selection and administration of appropriate assessment
34 instruments, and recognition of possible linguistic and cultural
35 biases of instruments and procedures.

36 7. parental and community involvement in the

1 bilingual/bicultural instructional program.

2 8. teaching experiences in a bilingual/bicultural
3 education setting which includes experiences at both elementary
4 and secondary levels.

5 D. Applications for program approval. An institution
6 applying to the Board of Teaching for approval of a
7 bilingual/bicultural teacher preparation program shall meet the
8 requirements of 5 MCAR S 3.141. All approved programs leading
9 to the licensure of teachers of bilingual/bicultural education
10 shall include a description of the way in which practicing
11 teachers may have their teaching experience and teacher
12 preparation in those areas enumerated in B. and C. evaluated and
13 credited by an institution maintaining an approved program
14 leading to the licensure of teachers of bilingual/bicultural
15 education. The evaluation shall include previous teaching
16 experience and previous teacher preparation.

17 E. Continuing licensure. The continuing license shall be
18 issued and renewed according to rules of the Board of Teaching
19 governing continuing education/relicensure.

20 F. Provisional licensure.

21 1. A provisional license, valid for two years, shall be
22 issued to applicants upon submission of evidence of:

23 a. completion of a baccalaureate degree from a college
24 or university which is regionally accredited by the Association
25 for the Accreditation of Colleges and Secondary Schools, and

26 b. completion of one year of teaching experience in a
27 bilingual/bicultural setting, as verified by the employing
28 school official.

29 2. Provisional licensure granted in accordance with the
30 criteria established in F.1. shall be renewed for one two-year
31 period upon submission of evidence of completion of nine quarter
32 hours of college credit in the areas enumerated in B.2. or
33 C.1.-8. Applicants holding a valid Minnesota classroom teaching
34 license shall complete the required nine quarter hours of
35 college credit in C. 1.-8. only.

36 3. A provisional license, valid for two years, shall be

1 issued to applicants upon submission of evidence of:

2 a. completion of a baccalaureate degree from a college
3 or university which is regionally accredited by the Association
4 for the Accreditation of Colleges and Secondary Schools, and

5 b. completion of nine quarter hours of college credit
6 in a bilingual/bicultural education program which has been
7 approved by the Board of Teaching.

8 Previous teaching experience and previous teacher
9 preparation evaluated and credited by an institution maintaining
10 an approved program leading to the licensure of teachers of
11 bilingual/bicultural education in accordance with provision D.
12 shall be applied toward this credit hour requirement.

13 Those applicants who do not hold a valid Minnesota
14 elementary or secondary classroom teaching license in accordance
15 with B.2. may elect to complete a part or all of the required
16 nine quarter hours of college credit in a program approved by
17 the Board of Teaching leading to the licensure of elementary or
18 secondary classroom teachers.

19 4. Successive two-year renewals of provisional licensure
20 granted in accordance with the criteria established in F.3.
21 shall be issued to applicants who provide evidence of completion
22 of an additional nine quarter hours of college credit in a
23 program approved by the Board of Teaching leading to the
24 licensure of teachers of bilingual/bicultural education.

25 G. Effective dates. Provisions A.-E. are effective July 1,
26 1987, for all applicants for entrance licensure to teach
27 bilingual/bicultural education.

28 Provisions F.1. and F.2. shall remain in effect until June
29 30, 1987, at which time these provisions shall be repealed
30 without further action by the Board of Teaching.

31
32 Repealer. Rule 5 MCAR S 3.083 is repealed effective July 1,
33 1986.