

1.1 **Board of Teaching**

1.2 **Adopted Permanent Rules Relating to Teacher and Professional Staff Licensure**

1.3 **8710.0200 FEES.**

1.4 Each application for the issuance or renewal of a license to teach shall be accompanied
1.5 by a processing fee in compliance with the fee authorized by the legislature. The fees shall
1.6 be paid to the commissioner of education who shall deposit them with the commissioner
1.7 of finance, as provided by law, and report each month to the commissioner of finance the
1.8 amount of fees collected.

1.9 The fee shall be nonrefundable for applicants not qualifying for a license, except the
1.10 fee is refundable when the applicant for a license already holds the license for which
1.11 application is made and that license does not expire in the year the application is submitted.

1.12 **8710.2000 STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS.**

1.13 [For text of subps 1 and 2, see M.R.]

1.14 Subp. 3. **Standard 2, student learning.** A teacher must understand how students
1.15 learn and develop and must provide learning opportunities that support a student's
1.16 intellectual, social, and personal development. The teacher must:

1.17 [For text of items A to E, see M.R.]

1.18 F. link new ideas to familiar ideas; make connections to a student's experiences;
1.19 provide opportunities for active engagement, manipulation, and testing of ideas and
1.20 materials; and encourage students to assume responsibility for shaping their learning tasks;

1.21 G. use a student's thinking and experiences as a resource in planning
1.22 instructional activities by encouraging discussion, listening and responding to group
1.23 interaction, and eliciting oral, written, and other samples of student thinking; and

1.24 H. demonstrate knowledge and understanding of concepts related to technology
1.25 and student learning.

2.1 Subp. 4. **Standard 3, diverse learners.** A teacher must understand how students
2.2 differ in their approaches to learning and create instructional opportunities that are adapted
2.3 to students with diverse backgrounds and exceptionalities. The teacher must:

2.4 [For text of items A to O, see M.R.]

2.5 P. bring multiple perspectives to the discussion of subject matter, including
2.6 attention to a student's personal, family, and community experiences and cultural norms;

2.7 Q. develop a learning community in which individual differences are respected;
2.8 and

2.9 R. identify and apply technology resources to enable and empower learners
2.10 with diverse backgrounds, characteristics, and abilities.

2.11 Subp. 5. **Standard 4, instructional strategies.** A teacher must understand and use a
2.12 variety of instructional strategies to encourage student development of critical thinking,
2.13 problem solving, and performance skills. The teacher must:

2.14 A. understand Minnesota's graduation standards and how to implement them;

2.15 B. understand the cognitive processes associated with various kinds of learning
2.16 and how these processes can be stimulated;

2.17 C. understand principles and techniques, along with advantages and limitations,
2.18 associated with various instructional strategies;

2.19 D. nurture the development of student critical thinking, independent problem
2.20 solving, and performance capabilities;

2.21 E. demonstrate flexibility and reciprocity in the teaching process as necessary
2.22 for adapting instruction to student responses, ideas, and needs;

3.1 F. design teaching strategies and materials to achieve different instructional
3.2 purposes and to meet student needs including developmental stages, prior knowledge,
3.3 learning styles, and interests;

3.4 G. use multiple teaching and learning strategies to engage students in active
3.5 learning opportunities that promote the development of critical thinking, problem solving,
3.6 and performance capabilities and that help students assume responsibility for identifying
3.7 and using learning resources;

3.8 H. monitor and adjust strategies in response to learner feedback;

3.9 I. vary the instructional process to address the content and purposes of
3.10 instruction and the needs of students;

3.11 J. develop a variety of clear, accurate presentations and representations of
3.12 concepts, using alternative explanations to assist students' understanding and present
3.13 varied perspectives to encourage critical thinking;

3.14 K. use educational technology to broaden student knowledge about technology,
3.15 to deliver instruction to students at different levels and paces, and to stimulate advanced
3.16 levels of learning; and

3.17 L. develop, implement, and evaluate lesson plans that include methods and
3.18 strategies to maximize learning that incorporate a wide variety of materials and technology
3.19 resources.

3.20 [For text of subp 6, see M.R.]

3.21 Subp. 7. **Standard 6, communication.** A teacher must be able to use knowledge of
3.22 effective verbal, nonverbal, and media communication techniques to foster active inquiry,
3.23 collaboration, and supportive interaction in the classroom. The teacher must:

3.24 [For text of items A to J, see M.R.]

4.1 K. use a variety of media and educational technology to enrich learning
4.2 opportunities.

4.3 Subp. 8. **Standard 7, planning instruction.** A teacher must be able to plan and
4.4 manage instruction based upon knowledge of subject matter, students, the community,
4.5 and curriculum goals. The teacher must:

4.6 [For text of items A to D, see M.R.]

4.7 E. design lessons and activities that operate at multiple levels to meet the
4.8 developmental and individual needs of students and to help all progress;

4.9 F. implement learning experiences that are appropriate for curriculum goals,
4.10 relevant to learners, and based on principles of effective instruction including activating
4.11 student prior knowledge, anticipating preconceptions, encouraging exploration and
4.12 problem solving, and building new skills on those previously acquired;

4.13 G. evaluate plans in relation to short-range and long-range goals, and
4.14 systematically adjust plans to meet student needs and enhance learning; and

4.15 H. plan for the management of technology resources within the context
4.16 of learning activities and develop strategies to manage student learning in a
4.17 technology-integrated environment.

4.18 Subp. 9. **Standard 8, assessment.** A teacher must understand and be able to
4.19 use formal and informal assessment strategies to evaluate and ensure the continuous
4.20 intellectual, social, and physical development of the student. The teacher must:

4.21 [For text of items A to D, see M.R.]

4.22 E. select, construct, and use assessment strategies, instruments, and technologies
4.23 appropriate to the learning outcomes being evaluated and to other diagnostic purposes;

4.24 [For text of items F to K, see M.R.]

5.1 L. establish and maintain student records of work and performance;

5.2 M. responsibly communicate student progress based on appropriate indicators
5.3 to students, parents or guardians, and other colleagues; and

5.4 N. use technology resources to collect and analyze data, interpret results, and
5.5 communicate findings to improve instructional practice and maximize student learning.

5.6 Subp. 10. **Standard 9, reflection and professional development.** A teacher must be
5.7 a reflective practitioner who continually evaluates the effects of choices and actions on
5.8 others, including students, parents, and other professionals in the learning community, and
5.9 who actively seeks out opportunities for professional growth. The teacher must:

5.10 [For text of items A to J, see M.R.]

5.11 K. understand standards of professional conduct in the Code of Ethics for
5.12 Minnesota Teachers in part 8700.7500;

5.13 L. understand the responsibility for obtaining and maintaining licensure, the
5.14 role of the teacher as a public employee, and the purpose and contributions of educational
5.15 organizations; and

5.16 M. understand the role of continuous development in technology knowledge
5.17 and skills representative of technology applications for education.

5.18 Subp. 11. **Standard 10, collaboration, ethics, and relationships.** A teacher must be
5.19 able to communicate and interact with parents or guardians, families, school colleagues,
5.20 and the community to support student learning and well-being. The teacher must:

5.21 [For text of items A to J, see M.R.]

5.22 K. establish productive relationships with parents and guardians in support of
5.23 student learning and well-being;

5.24 L. understand mandatory reporting laws and rules; and

6.1 M. understand the social, ethical, legal, and human issues surrounding the use
6.2 of information and technology in prekindergarten through grade 12 schools and apply that
6.3 understanding in practice.

6.4 Subp. 12. **Effective date.** The requirements in this part for licensure are effective on
6.5 September 1, 2010, and thereafter.

6.6 **8710.3000 TEACHERS OF EARLY CHILDHOOD EDUCATION.**

6.7 [For text of subps 1 and 2, see M.R.]

6.8 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of early
6.9 childhood education must complete a preparation program under subpart 2, item C, that
6.10 must include the demonstration of the knowledge and skills in items A to M.

6.11 [For text of items A to C, see M.R.]

6.12 D. A teacher of young children in the primary grades plans, designs, and
6.13 implements developmentally appropriate learning experiences. The teacher must
6.14 understand:

6.15 [For text of subitems (1) to (3), see M.R.]

6.16 (4) the central concepts and tools of inquiry for teaching language and
6.17 literacy, including how to:

6.18 (a) use teaching practices that support and enhance literacy
6.19 development at all developmental levels;

6.20 (b) use appropriate techniques for broadening the listening, speaking,
6.21 reading, and writing vocabularies of primary-aged children;

6.22 (c) develop primary-aged children's ability to use spoken, visual, and
6.23 written language to communicate with a variety of audiences for different purposes; and

7.1 (d) communicate with adult caregivers of primary-aged children about
7.2 concepts of language and literacy development and age-appropriate learning materials;

7.3 [For text of subitems (5) to (9), see M.R.]

7.4 E. A teacher of young children in the primary grades must have knowledge of
7.5 the foundations of reading processes, development, and instruction, including:

7.6 (1) oral and written language development, including:

7.7 (a) relationships among reading, writing, and oral language and the
7.8 interdependent nature of reading, writing, listening, and speaking to promote reading
7.9 proficiency;

7.10 (b) the use of formal and informal oral language and writing
7.11 opportunities across the curriculum to help students make connections between their oral
7.12 language and reading and writing, particularly English language learners; and

7.13 (c) the interrelated elements of language arts instruction that support
7.14 the reading development of English language learners, including ways in which the
7.15 writing systems of other languages may differ from English and factors and processes
7.16 involved in transferring literacy competencies from one language to another;

7.17 (2) phonological and phonemic awareness, including:

7.18 (a) the phonemes that make up the English language;

7.19 (b) the ways in which reading achievement is related to phonological
7.20 and phonemic awareness, including the ability to recognize word boundaries; to rhyme;
7.21 and to blend, segment, substitute, and delete sounds in words; and

7.22 (c) the instructional progression of phonological awareness, for
7.23 example, words, syllables, onsets and rimes, and phonemes;

7.24 (3) concepts about print, including:

- 8.1 (a) knowledge about how letters, words, and sentences are represented
8.2 in written English;
- 8.3 (b) the importance of teaching uppercase and lowercase letter
8.4 recognition and formation; and
- 8.5 (c) the instructional progression of the alphabetic principle;
- 8.6 (4) phonics and other word identification strategies and fluency, including:
- 8.7 (a) systematic, explicit phonics instruction that is sequenced according
8.8 to the increasing complexity of linguistic units;
- 8.9 (b) word identification strategies and common, irregular sight words;
- 8.10 (c) the stages of spelling development and systematic planning for
8.11 spelling instruction related to the stages of spelling development;
- 8.12 (d) how the etymology and morphology of words relate to orthographic
8.13 patterns in English; and
- 8.14 (e) the development of reading fluency;
- 8.15 (5) knowledge of how to develop vocabulary knowledge, including:
- 8.16 (a) understanding the critical role vocabulary knowledge plays in
8.17 reading;
- 8.18 (b) how to provide explicit instruction in vocabulary development and
8.19 how to determine the meaning and accurate use of unfamiliar words encountered through
8.20 listening and reading; and
- 8.21 (c) how to provide opportunities to engage in early and continual
8.22 language experiences to increase vocabulary by modeling and explicitly teaching students
8.23 a variety of strategies for gaining meaning from unfamiliar words;
- 8.24 (6) comprehension processes related to reading, including:

- 9.1 (a) knowledge of how proficient readers read, how to facilitate
9.2 listening comprehension, and how to develop comprehension of print material;
- 9.3 (b) the levels of comprehension, how to explicitly teach and provide
9.4 guided practice in comprehension skills and strategies; and
- 9.5 (c) how to facilitate comprehension at various stages of reading
9.6 development by selecting and using a range of texts, activities, and strategies before,
9.7 during, and after reading;
- 9.8 (7) ~~content-area~~ content-area literacy, including:
- 9.9 (a) knowledge of reading comprehension processes necessary to
9.10 comprehend different types of informational materials and content-area texts; and
- 9.11 (b) the structures and features of expository (informational) texts and
9.12 effective reading strategies to address different text structures and purposes for reading;
- 9.13 (8) literary response and analysis, including:
- 9.14 (a) knowledge of how to provide frequent opportunities to listen to
9.15 and read high-quality literature for different purposes;
- 9.16 (b) knowledge of how to select, evaluate, and respond to literature
9.17 from a range of genres, eras, perspectives, and cultures; and
- 9.18 (c) knowledge of how to analyze and teach literary text structures and
9.19 elements and criticism drawing upon literature and instructional needs and interests; and
- 9.20 (9) structure of the English language, including:
- 9.21 (a) basic knowledge of English conventions and the structure of the
9.22 English language (sentence structure, grammar, punctuation, capitalization, spelling,
9.23 syntax, and semantics);

10.1 (b) knowledge of how to enhance literacy skills including helping
10.2 students understand similarities and differences between language structures used in
10.3 spoken and written English;

10.4 (c) basic knowledge of English syntax and semantics and the ability
10.5 to use this knowledge to improve reading competence including how to help students
10.6 interpret and apply English grammar and language conventions in authentic reading,
10.7 writing, listening, and speaking contexts; and

10.8 (d) knowledge of how to help students consolidate knowledge of
10.9 English grammar and improve reading fluency and comprehension by providing frequent
10.10 opportunities to listen to, read, and reread materials.

10.11 F. A teacher of young children in the primary grades must have knowledge
10.12 of and ability to use a wide range of instructional practices, approaches, methods, and
10.13 curriculum materials to support reading instruction, including:

10.14 (1) appropriate, motivating instruction, both explicit and implicit, in:

10.15 (a) oral language development;

10.16 (2) ~~(b) appropriate, motivating instruction, both explicit and implicit, in~~
10.17 auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;

10.18 ~~(3) selection, design, and use of engaging instructional strategies, activities,~~
10.19 ~~and materials, including multisensory techniques, to ensure that students learn concepts~~
10.20 ~~about print, including how to recognize and write letters;~~

10.21 (4) ~~(c) appropriate, motivating instruction, both explicit and implicit, in~~
10.22 the teaching of phonics, sight words, spelling, and fluency, including the selection, design,
10.23 and use of instructional programs, materials, texts, and activities; and

11.1 (d) applying a variety of reading comprehension strategies to different
11.2 types of informational materials and content-area texts including teaching the structures
11.3 and features of expository texts;

11.4 (2) selection, design, and use of appropriate and engaging instructional
11.5 strategies, activities, and materials, including:

11.6 (a) multisensory techniques to ensure that students learn concepts
11.7 about print including how to recognize and write letters;

11.8 ~~(5) (b) selection, design, and use of appropriate and engaging instructional~~
11.9 ~~materials to teach~~ teaching vocabulary using a range of instructional activities to extend
11.10 students' understanding of words;

11.11 ~~(6) (c) selection, design, and use and appropriate and motivating~~
11.12 ~~instruction, both explicit and implicit, in the teaching of comprehension skills and~~
11.13 ~~strategies, including opportunities for guided and independent work;~~

11.14 ~~(7) appropriate, motivating instruction, both explicit and implicit, in~~
11.15 ~~applying a variety of reading comprehension strategies to different types of informational~~
11.16 ~~materials and content-area texts, including teaching the structures and features of~~
11.17 ~~expository texts;~~

11.18 ~~(8) (3)~~ selection and appropriate use of a wide range of engaging texts
11.19 representing various genres and cultures when designing reading lessons; the ability to
11.20 facilitate and develop students' responses to literature and critical reading abilities through
11.21 high level, interactive discussions about texts;

11.22 ~~(9) (4)~~ selection and appropriate explicit instruction and guided practice to
11.23 teach written-language structures using a range of approaches and activities to develop the
11.24 students' facility to comprehend and use academic language;

12.1 ~~(10)~~ (5) development of a literacy framework to coherently organize
12.2 reading programs and effectively implement lessons, including a variety of grouping
12.3 strategies, guided practice, and independent work; and

12.4 ~~(11)~~ (6) the ability to design purposeful lessons and tasks based on the
12.5 qualities, structures, and difficulty of texts and the reading needs of individual students,
12.6 including the selection and use of supplementary materials to support the reading
12.7 development of struggling and gifted readers.

12.8 G. A teacher of young children in the primary grades must have knowledge
12.9 of and ability to use a variety of assessment tools and practices to plan and evaluate
12.10 effective reading instruction, including:

12.11 (1) formal and informal tools to assess students':

12.12 (a) oral and written language development;

12.13 ~~(2)~~ (b) ~~formal and informal tools to assess~~ auditory awareness,
12.14 discrimination of sounds, and phonological and phonemic awareness;

12.15 ~~(3)~~ (c) ~~formal and informal tools to assess~~ understanding of concepts
12.16 about print and the alphabetic principle;

12.17 ~~(4)~~ (d) ~~formal and informal tools to assess~~ knowledge of and skills in
12.18 applying phonics and other word identification strategies, spelling strategies, and fluency;

12.19 ~~(5)~~ (e) ~~formal and informal tools to assess~~ vocabulary knowledge in
12.20 relation to specific reading needs and texts;

12.21 ~~(6)~~ (f) ~~formal and informal tools to assess~~ comprehension of narrative
12.22 and expository texts and the use of comprehension strategies, including determining
12.23 independent, instructional, and frustration reading levels;

12.24 ~~(7)~~ (g) ~~formal and informal tools to assess~~ comprehension in content-area
12.25 reading;

- 13.1 (8) ~~(h)~~ (h) ~~formal and informal tools to assess~~ the ability to evaluate and
 13.2 respond to a range of literature and analyze text structures and elements; and
- 13.3 (9) ~~(i)~~ (i) ~~formal and informal tools to assess~~ oral and written language to
 13.4 determine the understanding and use of English language structures and conventions;
- 13.5 ~~(10)~~ (2) formal and informal tools to:
- 13.6 (a) plan, evaluate, and differentiate instruction to meet the needs of
 13.7 students from various cognitive, linguistic, and cultural backgrounds; and
- 13.8 ~~(11)~~ (b) ~~formal and informal tools to~~ design and implement appropriate
 13.9 classroom interventions for struggling readers and enrichment programs for gifted readers;
- 13.10 ~~(12)~~ (3) the ability to work with reading specialists, gifted and talented
 13.11 specialists, and other staff on advanced intervention and enrichment programs;
- 13.12 ~~(13)~~ (4) the ability to communicate results of assessments to specific
 13.13 individuals in accurate and coherent ways that indicate how the results might impact
 13.14 student achievement;
- 13.15 ~~(14)~~ (5) the ability to administer selected assessments and analyze and
 13.16 use data to plan instruction through a structured clinical experience linked to university
 13.17 reading course work; and
- 13.18 ~~(15)~~ (6) the ability to understand the appropriate uses of each kind of
 13.19 assessment and the concepts of validity and reliability.
- 13.20 H. A teacher of young children in the primary grades must have the ability
 13.21 to create a literate and motivating environment that fosters reading by integrating
 13.22 foundational knowledge, use of instructional practices, approaches and methods,
 13.23 curriculum materials, and the appropriate use of assessments, including:
- 13.24 (1) knowledge of how to use interests, reading abilities, and backgrounds
 13.25 as foundations for the reading program and provide authentic reasons to read and write;

14.1 (2) the ability to support students and colleagues in the selection or design
14.2 of materials that match reading levels, interests, cultural, and linguistic backgrounds;

14.3 (3) the development and implementation of classroom and schoolwide
14.4 organizational structures that include explicit instruction, guided practice, independent
14.5 reading, interactive talk, opportunities for response, and reading and writing across the
14.6 curriculum;

14.7 (4) the ability to create and maintain a motivating classroom and school
14.8 environment and teacher and student interactions that promote ongoing engagement and
14.9 literacy for all students;

14.10 (5) the ability to foster independence and self-efficacy in readers;

14.11 (6) the development of independent reading by encouraging and guiding
14.12 students in selecting independent reading materials, promoting extensive independent
14.13 reading by providing daily opportunities for self-selected reading and frequent
14.14 opportunities for sharing what is read; and motivating students to read independently by
14.15 regularly reading aloud and providing access to a variety of reading materials; and

14.16 (7) the use of a variety of strategies to motivate students to read at home;
14.17 encourage and provide support for parents or guardians to read to their children, in English
14.18 or in the primary languages of English language learners; and to use additional strategies
14.19 to promote literacy in the home.

14.20 I. A teacher of young children in the primary grades must demonstrate a view of
14.21 professional development as a career-long effort and responsibility, including:

14.22 (1) exhibiting a particular stance towards professional development.
14.23 Beginning teachers view learning about reading processes and reading development, and
14.24 becoming more proficient as a teacher of reading, as a career-long effort and responsibility;

15.1 (2) displaying positive dispositions toward the act of reading and the
15.2 teaching of reading, including a belief that all students can learn to read regardless of
15.3 cognitive, cultural, or linguistic backgrounds;

15.4 (3) providing support for reading development by communicating regularly
15.5 with parents or caregivers and eliciting support in reading development;

15.6 (4) understanding how to provide instructions for paraprofessionals and
15.7 volunteers working in the classroom to ensure that these individuals provide effective
15.8 supplementary reading instruction;

15.9 (5) engaging in personal learning as a daily and long-term goal to inform
15.10 instructional practices, including reflection on practices, to improve daily instructional
15.11 decisions and interactions with students; and

15.12 (6) collaborate with other professionals on literacy learning initiatives.

15.13 J. A teacher of young children establishes and maintains positive, collaborative
15.14 relationships with families. The teacher must understand:

15.15 (1) the need to respect families' choices and goals for their children and the
15.16 need to communicate with families about curriculum and their children's progress;

15.17 (2) the need to be sensitive to differences in family structures and social
15.18 and cultural backgrounds;

15.19 (3) theories of families and dynamics, roles, and relationships within
15.20 families and between families and communities;

15.21 (4) how to support families in assessing educational options and in making
15.22 decisions related to child development and parenting; and

15.23 (5) how to link families with a range of family-oriented services based on
15.24 identified resources, priorities, and concerns.

16.1 K. A teacher of young children uses informal and formal assessment and
16.2 evaluation strategies to plan and individualize curriculum and teaching practices. The
16.3 teacher must understand:

16.4 (1) observing, recording, and assessing young children's development and
16.5 learning and engage children in self-assessment;

16.6 (2) using information gained by observation of family dynamics and
16.7 relationships to support the child's learning;

16.8 (3) using assessment results to identify needs and learning styles and to
16.9 plan appropriate programs, environments, and interactions; and

16.10 (4) developing and using formative and summative program evaluation
16.11 instruments to enhance and maintain comprehensive program quality for children,
16.12 families, and the community.

16.13 L. A teacher of young children understands historical and contemporary
16.14 development of early childhood education. The teacher must understand:

16.15 (1) the multiple historical, philosophical, and social foundations of early
16.16 childhood education and how these foundations influence current thought and practice; and

16.17 (2) the effects of societal conditions on children and families, and current
16.18 issues and trends, legal issues, and legislation and other public policies affecting children,
16.19 families, and programs for young children and the early childhood profession.

16.20 M. The teacher of young children applies effective teaching practices for
16.21 teaching young children through a variety of early and ongoing clinical experiences
16.22 with infant and toddler, preprimary-aged, and primary-aged children within a range of
16.23 educational programming models.

16.24 Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed
16.25 according to the Board of Teaching rules governing continuing licensure.

17.1 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
17.2 early childhood education are effective on September 1, 2010, and thereafter.

17.3 **8710.3200 TEACHERS OF ELEMENTARY EDUCATION.**

17.4 Subpart 1. **Scope of practice.** The teacher of elementary education is authorized to
17.5 teach all subjects to children in kindergarten through grade 6.

17.6 Subp. 2. **Licensure requirements.** A candidate for licensure to teach elementary
17.7 students in kindergarten through grade 6 shall:

17.8 A. hold a baccalaureate degree from a college or university that is accredited by
17.9 the regional association for the accreditation of colleges and secondary schools;

17.10 B. demonstrate the standards for effective practice for licensing of beginning
17.11 teachers listed in part 8710.2000; and

17.12 C. show verification of completing a Board of Teaching preparation program
17.13 approved under part 8700.7600 leading to the licensure of teachers of elementary
17.14 education in kindergarten through grade 6 in subpart 3.

17.15 Subp. 3. **Subject matter standards, elementary education.** A candidate must
17.16 complete a preparation program for licensure under subpart 2, item C, that must include
17.17 the candidate's demonstration of the knowledge and skills in items A to L.

17.18 A. A teacher of children in kindergarten through grade 6 must:

17.19 (1) understand and apply the research base for and the best practices of
17.20 kindergarten and elementary level education;

17.21 (2) understand and apply educational principles relevant to physical, social,
17.22 emotional, moral, and cognitive development of young children;

17.23 (3) understand and apply the concepts of "belonging" and "family
17.24 connectedness" as crucial to the development of young children;

18.1 (4) understand and apply the process and necessity of collaboration with
18.2 families and other adults in support of the learning of young children;

18.3 (5) understand how to integrate curriculum across subject areas in
18.4 developmentally appropriate ways;

18.5 (6) apply the standards of effective practice in teaching students in
18.6 kindergarten through grade 6 through a variety of early and ongoing clinical experiences
18.7 with kindergarten, primary, and intermediate students within a range of educational
18.8 programming models; and

18.9 (7) apply the standards of effective practice in teaching students in
18.10 kindergarten through grade 6 through a minimum of ten weeks of full-time student
18.11 teaching.

18.12 B. A teacher of children in kindergarten through grade 6 must demonstrate
18.13 the knowledge of fundamental concepts of communication arts and literature and the
18.14 connections between them. The teacher must:

18.15 (1) develop the skills and understanding to teach reading, writing, speaking,
18.16 listening, media literacy, and literature;

18.17 (2) understand and apply teaching methods related to the developmental
18.18 stages of language;

18.19 (3) use a variety of developmentally appropriate techniques for augmenting
18.20 the listening, speaking, reading, and writing vocabularies of children;

18.21 (4) know how to integrate the communication arts;

18.22 (5) develop children's use of a process to write competently with
18.23 confidence, accuracy, and imagination appropriate to the purpose and audience;

18.24 (6) develop children's ability to use written, spoken, and visual language to
18.25 communicate effectively with a variety of audiences and for different purposes;

19.1 (7) know children's and young adolescents' literature representing a variety
19.2 of genre; and

19.3 (8) know how to use books and other printed sources to develop children's
19.4 personal growth and lifelong learning.

19.5 C. A teacher of ~~young children in the primary grades~~ kindergarten through
19.6 grade 6 must have knowledge of the foundations of reading processes, development,
19.7 and instruction, including:

19.8 (1) oral and written language development, including:

19.9 (a) relationships among reading, writing, and oral language and the
19.10 interdependent nature of reading, writing, listening, and speaking to promote reading
19.11 proficiency;

19.12 (b) the use of formal and informal oral language and writing
19.13 opportunities across the curriculum to help students make connections between oral
19.14 language and reading and writing, particularly English language learners; and

19.15 (c) the interrelated elements of language arts instruction that support
19.16 the reading development of English language learners, including ways in which the
19.17 writing systems of other languages may differ from English and factors and processes
19.18 involved in transferring literacy competencies from one language to another.

19.19 (2) phonological and phonemic awareness, including:

19.20 (a) the phonemes that make up the English language;

19.21 (b) the ways in which reading achievement is related to phonological
19.22 and phonemic awareness, including the ability to recognize word boundaries, to rhyme,
19.23 and to blend, segment, substitute, and delete sounds in words; and

19.24 (c) the instructional progression of phonological awareness, for
19.25 example, words, syllables, onsets and rimes, and phonemes;

- 20.1 (3) concepts about print, including:
- 20.2 (a) knowledge about how letters, words, and sentences are represented
- 20.3 in written English;
- 20.4 (b) the importance of teaching uppercase and lowercase letter
- 20.5 recognition and formation; and
- 20.6 (c) the instructional progression of the alphabetic principle;
- 20.7 (4) phonics and other word identification strategies and fluency, including:
- 20.8 (a) systematic, explicit phonics instruction that is sequenced according
- 20.9 to the increasing complexity of linguistic units;
- 20.10 (b) word identification strategies and common, irregular sight words;
- 20.11 (c) the stages of spelling development and systematic planning for
- 20.12 spelling instruction related to the stages of spelling development;
- 20.13 (d) how the etymology and morphology of words relate to orthographic
- 20.14 patterns in English; and
- 20.15 (e) the development of reading fluency;
- 20.16 (5) knowledge of how to develop vocabulary knowledge, including:
- 20.17 (a) understanding the critical role vocabulary knowledge plays in
- 20.18 reading;
- 20.19 (b) how to provide explicit instruction in vocabulary development and
- 20.20 in determining the meaning and accurate use of unfamiliar words encountered through
- 20.21 listening and reading; and
- 20.22 (c) how to provide opportunities for students to engage in early
- 20.23 and continual language experiences to increase vocabulary by modeling and explicitly
- 20.24 teaching students a variety of strategies for gaining meaning from unfamiliar words;

- 21.1 (6) comprehension processes related to reading, including:
- 21.2 (a) knowledge of how proficient readers read, how to facilitate
- 21.3 listening comprehension, and how to develop comprehension of print material;
- 21.4 (b) the levels of comprehension, how to explicitly teach and provide
- 21.5 guided practice in comprehension skills and strategies; and
- 21.6 (c) how to facilitate comprehension at various stages of reading
- 21.7 development by selecting and using a range of texts, activities, and strategies before,
- 21.8 during, and after reading;
- 21.9 (7) content-area literacy, including:
- 21.10 (a) knowledge of reading comprehension processes necessary to
- 21.11 comprehend different types of informational materials and content-area texts; and
- 21.12 (b) the structures and features of expository (informational) texts and
- 21.13 effective reading strategies to address different text structures and purposes for reading;
- 21.14 (8) literary response and analysis, including:
- 21.15 (a) knowledge of how to provide frequent opportunities to listen to
- 21.16 and read high-quality literature for different purposes;
- 21.17 (b) knowledge of how to select, evaluate, and respond to literature
- 21.18 from a range of genres, eras, perspectives, and cultures; and
- 21.19 (c) knowledge of how to analyze and teach literary text structures and
- 21.20 elements and criticism, drawing upon literature and instructional needs and interests;
- 21.21 (9) structure of the English language, including:
- 21.22 (a) basic knowledge of English conventions and the structure of the
- 21.23 English language (sentence structure, grammar, punctuation, capitalization, spelling,
- 21.24 syntax, and semantics);

22.1 (b) knowledge of how to enhance literacy skills including helping
22.2 students understand similarities and differences between language structures used in
22.3 spoken and written English;

22.4 (c) basic knowledge of English syntax and semantics and the ability
22.5 to use this knowledge to improve reading competence, including how to help students
22.6 interpret and apply English grammar and language conventions in authentic reading,
22.7 writing, listening, and speaking contexts; and

22.8 (d) knowledge of how to help students consolidate knowledge of
22.9 English grammar and improve reading fluency and comprehension by providing frequent
22.10 opportunities to listen to, read, and reread materials.

22.11 D. ~~A candidate for licensure as a teacher of elementary education~~ children in
22.12 kindergarten through grade 6 must have knowledge of and ability to use a wide range of
22.13 instructional practices, approaches, methods, and curriculum materials to support reading
22.14 instruction, including:

22.15 (1) appropriate, motivating instruction, both explicit and implicit, in:

22.16 (a) oral language development;

22.17 (2) ~~(b) appropriate, motivating instruction, both explicit and implicit, in~~
22.18 auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;

22.19 ~~(3) selection, design, and use of engaging instructional strategies, activities,~~
22.20 ~~and materials, including multisensory techniques, to ensure that students learn concepts~~
22.21 ~~about print, including how to recognize and write letters;~~

22.22 (4) ~~(c) appropriate, motivating instruction, both explicit and implicit, in~~
22.23 the teaching of phonics, sight words, spelling, and fluency, including the selection, design,
22.24 and use of instructional programs, materials, texts, and activities; and

23.1 (d) applying a variety of reading comprehension strategies to different
23.2 types of informational materials and content-area texts including teaching the structures
23.3 and features of expository texts;

23.4 (2) selection, design, and use of appropriate and engaging instructional
23.5 strategies, activities, and materials, including:

23.6 (a) multisensory techniques to ensure that students learn concepts
23.7 about print including how to recognize and write letters;

23.8 ~~(5) (b) selection, design, and use of appropriate and engaging instructional~~
23.9 ~~materials to teach~~ teaching vocabulary; using a range of instructional activities to extend
23.10 students' understanding of words; and

23.11 ~~(6) (c) selection, design, and use of appropriate and motivating instruction;~~
23.12 ~~both explicit and implicit, in the teaching of comprehension skills and strategies, including~~
23.13 ~~opportunities for guided and independent work;~~

23.14 ~~(7) appropriate, motivating instruction, both explicit and implicit, in~~
23.15 ~~applying a variety of reading comprehension strategies to different types of informational~~
23.16 ~~materials and content-area texts, including teaching the structures and features of~~
23.17 ~~expository texts;~~

23.18 ~~(8) (3) selection and appropriate use of a wide range of engaging texts~~
23.19 ~~representing various genres and cultures when designing reading lessons; the ability to~~
23.20 ~~facilitate and develop~~ students' responses to literature and critical reading abilities through
23.21 high level, interactive discussions about texts;

23.22 ~~(9) (4) selection and appropriate explicit instruction and guided practice to~~
23.23 ~~teach written-language structures using a range of approaches and activities to develop~~
23.24 students' facility in comprehending and using academic language;

24.1 ~~(10)~~ (5) development of a literacy framework to coherently organize
24.2 reading programs and effectively implement lessons, including a variety of grouping
24.3 strategies, guided practice, and independent work; and

24.4 ~~(11)~~ (6) the ability to design purposeful lessons and tasks based on the
24.5 qualities, structures, and difficulty of texts and the reading needs of individuals, including
24.6 the selection and use of supplementary materials to support the reading development
24.7 of struggling and gifted readers.

24.8 E. A ~~candidate for licensure as a teacher of elementary education~~ children in
24.9 kindergarten through grade 6 must have knowledge of and ability to use a variety of
24.10 assessment tools and practices to plan and evaluate effective reading instruction, including:

24.11 (1) formal and informal tools to assess students':

24.12 (a) oral and written language development;

24.13 ~~(2)~~ (b) ~~formal and informal tools to assess~~ auditory awareness,
24.14 discrimination of sounds, and phonological and phonemic awareness;

24.15 ~~(3)~~ (c) ~~formal and informal tools to assess~~ understanding of concepts
24.16 about print and the alphabetic principle;

24.17 ~~(4)~~ (d) ~~formal and informal tools to assess~~ knowledge of and skills in
24.18 applying phonics and other word identification strategies, spelling strategies, and fluency;

24.19 ~~(5)~~ (e) ~~formal and informal tools to assess~~ vocabulary knowledge in
24.20 relation to specific reading needs and texts;

24.21 ~~(6)~~ (f) ~~formal and informal tools to assess~~ comprehension of narrative
24.22 and expository texts and the use of comprehension strategies, including determining
24.23 independent, instructional, and frustration reading levels;

24.24 ~~(7)~~ (g) ~~formal and informal tools to assess~~ comprehension in content
24.25 area reading;

25.1 (8) ~~(h)~~ ~~formal and informal tools to assess the ability to evaluate and~~
25.2 respond to a range of literature and analyze text structures and elements; and

25.3 (9) ~~(i)~~ ~~formal and informal tools to assess oral and written language to~~
25.4 determine understanding and use of English language structures and conventions;

25.5 ~~(10)~~ (2) formal and informal tools to:

25.6 (a) plan, evaluate, and differentiate instruction to meet the needs of
25.7 students from various cognitive, linguistic, and cultural backgrounds; and

25.8 ~~(11)~~ (b) ~~formal and informal tools to~~ design and implement appropriate
25.9 classroom interventions for struggling readers and enrichment programs for gifted readers;

25.10 ~~(12)~~ (3) the ability to work with reading specialists, gifted and talented
25.11 specialists, and other staff on advanced intervention and enrichment programs;

25.12 ~~(13)~~ (4) the ability to communicate results of assessments to specific
25.13 individuals in accurate and coherent ways that indicate how the results might impact
25.14 student achievement;

25.15 ~~(14)~~ (5) the ability to administer selected assessments and analyze and
25.16 use data to plan instruction through a structured clinical experience linked to university
25.17 reading course work; and

25.18 ~~(15)~~ (6) the ability to understand the appropriate uses of each kind of
25.19 assessment and the concepts of validity and reliability.

25.20 F. ~~A candidate for licensure as a teacher of elementary education~~ children in
25.21 kindergarten through grade 6 must have the ability to create a literate and motivating
25.22 environment that fosters reading by integrating foundational knowledge, use of
25.23 instructional practices, approaches and methods, curriculum materials, and the appropriate
25.24 use of assessments, including:

26.1 (1) knowledge of how to use interests, reading abilities, and backgrounds
26.2 as foundations for the reading program and provide authentic reasons to read and write;

26.3 (2) the ability to support students and colleagues in the selection or design
26.4 of materials that match reading levels, interests, cultural, and linguistic backgrounds;

26.5 (3) the development and implementation of classroom and schoolwide
26.6 organizational structures that include explicit instruction, guided practice, independent
26.7 reading, interactive talk, opportunities for response, and reading and writing across the
26.8 curriculum;

26.9 (4) the ability to create and maintain a motivating classroom and
26.10 school environment and teacher and student interactions that promote ongoing student
26.11 engagement and literacy for students;

26.12 (5) the ability to foster independence and self-efficacy in readers;

26.13 (6) the development of independent reading by encouraging and guiding
26.14 students in selecting independent reading materials, promoting extensive independent
26.15 reading by providing daily opportunities for self-selected reading and frequent
26.16 opportunities for sharing what is read; and motivating students to read independently by
26.17 regularly reading aloud and providing access to a variety of reading materials; and

26.18 (7) the use of a variety of strategies to motivate students to read at home;
26.19 encourage and provide support for parents or guardians to read to their children, in English
26.20 or in the primary languages of English language learners; and to use additional strategies
26.21 to promote literacy in the home.

26.22 G. ~~A candidate for licensure as a teacher of elementary education~~ children in
26.23 kindergarten through grade 6 must demonstrate a view of professional development as a
26.24 career-long effort and responsibility. The candidate must:

27.1 (1) exhibit a particular stance towards professional development. A
27.2 beginning teacher must view learning about reading processes and student reading
27.3 development, and becoming more proficient as a teacher of reading, as a career-long
27.4 effort and responsibility;

27.5 (2) display positive dispositions toward the act of reading and the teaching
27.6 of reading, including a belief that students can learn to read regardless of cognitive,
27.7 cultural, or linguistic backgrounds;

27.8 (3) provide support for reading development by communicating regularly
27.9 with parents or caregivers and eliciting their support in a student's reading development;

27.10 (4) understand how to provide instructions for paraprofessionals and
27.11 volunteers working in the classroom to ensure that these individuals provide effective
27.12 supplementary reading instruction;

27.13 (5) engage in personal learning as a daily and long-term goal to inform
27.14 instructional practices, including reflection on practices to improve daily instructional
27.15 decisions and interactions with students; and

27.16 (6) collaborate with other professionals on literacy learning initiatives.

27.17 H. A teacher of children in kindergarten through grade 6 must demonstrate
27.18 knowledge of fundamental concepts of mathematics and the connections between them.

27.19 The teacher must know and apply:

27.20 (1) concepts of mathematical patterns, relations, and functions, including
27.21 the importance of number and geometric patterns in mathematics and the importance
27.22 of the educational link between primary school activities with patterns and the later
27.23 conceptual development of important ideas related to functions and be able to:

27.24 (a) identify and justify observed patterns;

27.25 (b) generate patterns to demonstrate a variety of relationships; and

- 28.1 (c) relate patterns in one strand of mathematics to patterns across
28.2 the discipline;
- 28.3 (2) concepts and techniques of discrete mathematics and how to use them
28.4 to solve problems from areas including graph theory, combinatorics, and recursion and
28.5 know how to:
- 28.6 (a) help students investigate situations that involve counting finite
28.7 sets, calculating probabilities, tracing paths in network graphs, and analyzing iterative
28.8 procedures; and
- 28.9 (b) apply these ideas and methods in settings as diverse as the
28.10 mathematics of finance, population dynamics, and optimal planning;
- 28.11 (3) concepts of numerical literacy:
- 28.12 (a) possess number sense and be able to use numbers to quantify
28.13 concepts in the students' world;
- 28.14 (b) understand a variety of computational procedures and how to use
28.15 them in examining the reasonableness of the students' answers;
- 28.16 (c) understand the concepts of number theory including divisibility,
28.17 factors, multiples, and prime numbers, and know how to provide a basis for exploring
28.18 number relationships; and
- 28.19 (d) understand the relationships of integers and their properties that
28.20 can be explored and generalized to other mathematical domains;
- 28.21 (4) concepts of space and shape:
- 28.22 (a) understand the properties and relationships of geometric figures;
- 28.23 (b) understand geometry and measurement from both abstract and
28.24 concrete perspectives and identify real world applications; and

29.1 (c) know how to use geometric learning tools such as geoboards,
29.2 compass and straight edge, ruler and protractor, patty paper, reflection tools, spheres,
29.3 and platonic solids;

29.4 (5) data investigations:

29.5 (a) use a variety of conceptual and procedural tools for collecting,
29.6 organizing, and reasoning about data;

29.7 (b) apply numerical and graphical techniques for representing and
29.8 summarizing data;

29.9 (c) interpret and draw inferences from data and make decisions in a
29.10 wide range of applied problem situations; and

29.11 (d) help students understand quantitative and qualitative approaches to
29.12 answering questions and develop students' abilities to communicate mathematically;

29.13 (6) concepts of randomness and uncertainty:

29.14 (a) probability as a way of describing chance in simple and compound
29.15 events; and

29.16 (b) the role of randomness and sampling in experimental studies;

29.17 (7) mathematical processes:

29.18 (a) know how to reason mathematically, solve problems, and
29.19 communicate mathematics effectively at different levels of formality;

29.20 (b) understand the connections among mathematical concepts and
29.21 procedures, as well as their application to the real world;

29.22 (c) understand the relationship between mathematics and other fields;
29.23 and

30.1 (d) understand and apply problem solving, reasoning, communication,
30.2 and connections; and

30.3 (8) mathematical perspectives:

30.4 (a) understand the history of mathematics and the interaction between
30.5 different cultures and mathematics; and

30.6 (b) know how to integrate technological and nontechnological tools
30.7 with mathematics.

30.8 I. A teacher of children in kindergarten through grade 6 must demonstrate
30.9 knowledge of fundamental social studies concepts and the connections among them.

30.10 The teacher must know and apply:

30.11 (1) tools of inquiry and problem solving;

30.12 (2) concepts of:

30.13 (a) culture and cultural diversity;

30.14 (b) the ways human beings view themselves in and over time;

30.15 (c) the interaction between people, places, and environments;

30.16 (d) individual development and identity;

30.17 (e) interactions among individuals, groups, and institutions;

30.18 (f) how people create and change structures of power and authority
30.19 and of governance;

30.20 (g) how people organize for the production, distribution, and
30.21 consumption of goods and services and how those choices impact the environment;

30.22 (h) the relationships among science, technology, and society;

30.23 (i) global connections and independence; and

31.1 (j) the ideals, principles, and practices that promote productive
31.2 community involvement;

31.3 (3) history, government, and culture of Minnesota-based American Indian
31.4 tribes as integrating concepts throughout the elementary curriculum; and

31.5 (4) the environment as an integrating concept through understanding of
31.6 how to use the sciences, social sciences, mathematics, arts, and communications in the
31.7 exploration of environmental issues and topics.

31.8 J. A teacher of children in kindergarten through grade 6 must demonstrate
31.9 a fundamental knowledge of scientific perspectives, scientific connections, science in
31.10 personal and social perspectives, the domains of science, and the methods and materials
31.11 for teaching science and scientific inquiry. The teacher must:

31.12 (1) understand science as a human endeavor, the nature of scientific
31.13 knowledge, and the historical perspective of science;

31.14 (2) know and apply the understandings and abilities of scientific inquiry
31.15 including the ability to:

31.16 (a) identify questions and concepts that can be explored through
31.17 scientific inquiry;

31.18 (b) design and conduct scientific investigations;

31.19 (c) use appropriate scientific instrumentation and equipment and
31.20 mathematics as tools to improve scientific investigations and communications;

31.21 (d) compare the use of multiple types of inquiry for answering
31.22 questions;

31.23 (e) evaluate alternative explanations and models based on evidence,
31.24 current scientific understanding, and logic; and

- 32.1 (f) communicate and defend a scientific argument;
- 32.2 (3) know how to make connections across the domains of science, between
32.3 science and technology, and between science and other school subjects;
- 32.4 (4) use scientific understandings and abilities when making decisions
32.5 about personal and societal issues;
- 32.6 (5) know and apply the fundamental concepts and principles of physical
32.7 science concerning properties of and changes in matter; position, motion, and force; light,
32.8 heat, electricity, and magnetism; and kinds of and ways to transfer energy;
- 32.9 (6) know and apply the fundamental concepts and principles of life
32.10 science concerning the characteristics of organisms, the life cycle of organisms, the
32.11 interrelationships of organisms and environments, structure and function in living systems,
32.12 reproduction and heredity, regulation and behavior, populations and ecosystems and their
32.13 interrelationships, and diversity and adaptations of organisms;
- 32.14 (7) know and apply the fundamental concepts and principles of earth and
32.15 space science concerning properties of earth materials; objects in the sky; changes in earth
32.16 and sky; structure of the earth system, including hydrosphere, biosphere, atmosphere, and
32.17 lithosphere; history of the earth; and earth in the solar system; and
- 32.18 (8) know and apply pedagogy and classroom management in science and
32.19 scientific inquiry including understanding:
- 32.20 (a) content standards under chapter 3501 for recommendations
32.21 regarding curriculum, instruction, assessment, professional development, and program
32.22 development;
- 32.23 (b) how to teach scientific inquiry in a developmentally appropriate
32.24 manner;

33.1 (c) common student misconceptions in science and developmentally
33.2 appropriate strategies to elicit students' misconceptions and help them move to accepted
33.3 scientific understandings; and

33.4 (d) how to implement safe environments for learning science through
33.5 knowing:

33.6 i. state and national legal responsibilities and safety guidelines
33.7 for teaching science;

33.8 ii. how to establish and enforce recognized safety procedures
33.9 during the science learning experience;

33.10 iii. how to use required safety equipment for classroom, field,
33.11 and laboratory settings including goggles, fire extinguisher, fire blanket, eye wash, and
33.12 chemical shower;

33.13 iv. how to manage, maintain, and utilize science supplies and
33.14 equipment;

33.15 v. state and national guidelines and plan for the care, storage, use,
33.16 and disposal of chemicals and equipment used to teach science;

33.17 vi. the ethics of and restrictions on making and maintaining
33.18 collections of scientific specimens and data; and

33.19 vii. the ethics of and restrictions on the use of live organisms, and
33.20 how to acquire, care, handle, and dispose of organisms.

33.21 K. A teacher of children in kindergarten through grade 6 must demonstrate
33.22 knowledge of fundamental physical education and health concepts and the connections
33.23 among them. The teacher must:

34.1 (1) understand the knowledge needed for providing learning experiences
34.2 that encourage personal and community health promotion, disease prevention and safety,
34.3 and proper nutritional choices;

34.4 (2) understand strategies for reducing and preventing accidents; drug,
34.5 alcohol, and tobacco use; and high-risk situations and relationships;

34.6 (3) understand and apply movement concepts and principles to the learning
34.7 and development of motor skills; and

34.8 (4) understand the knowledge needed for providing learning experiences
34.9 that develop a health-enhancing level of physical fitness.

34.10 L. A teacher of children in kindergarten through grade 6 must demonstrate
34.11 knowledge of fundamental visual and performing arts, including music, dance, and theater,
34.12 concepts and the connections among them. The teacher must:

34.13 (1) understand the basic structural elements, principles, and vocabulary of
34.14 the visual and performing arts;

34.15 (2) be able to perform and create using the basic elements and processes of
34.16 visual and performing arts;

34.17 (3) know and apply within the elementary curriculum strategies for
34.18 nurturing artistic modes of expression and thinking;

34.19 (4) understand the role of visual and performing arts in culture; and

34.20 (5) know the characteristics of children's developmental stages in the
34.21 visual and performing arts.

34.22 Subp. 4. [See repealer.]

34.23 Subp. 5. **Continuing licensure.** A continuing license shall be issued and renewed
34.24 according to the rules of the Board of Teaching governing continuing licensure.

35.1 Subp. 6. **Effective date.** The requirements of this part for licensure as a teacher of
35.2 elementary education ~~with a specialty~~ are effective on September 1, 2010, and thereafter.

35.3 **8710.3310 MIDDLE LEVEL ENDORSEMENT LICENSE FOR TEACHERS OF**
35.4 **COMMUNICATION ARTS AND LITERATURE.**

35.5 Subpart 1. **Scope of practice.** A teacher of communication arts and literature with a
35.6 middle level endorsement license is authorized to teach students in grades 5 through 8 in
35.7 any school organizational pattern.

35.8 Subp. 2. **Licensure requirements.** A candidate for licensure as a middle level
35.9 teacher of communication arts and literature shall:

35.10 A. hold one or more of the following classroom teaching licenses granted by
35.11 the Board of Teaching: a life license; a current nonvocational entrance, nonrenewable,
35.12 or professional license; or a current entrance or continuing secondary vocational license
35.13 based on a degree program in agriculture education, business education, consumer
35.14 homemaking and family life education, industrial education, or marketing education;

35.15 B. show verification of completing a preparation program approved under
35.16 part 8700.7600 leading to licensure in middle level teaching of communication arts and
35.17 literature for grades 5 through 8 in subpart 3; and

35.18 C. demonstrate completion of the equivalent of a college minor in
35.19 communication arts and literature.

35.20 Subp. 3. **Subject matter standards.** A candidate for licensure as a middle level
35.21 teacher of communication arts and literature must complete a preparation program under
35.22 subpart 2, items B and C, that includes the candidate's demonstration of the knowledge
35.23 and skills in items A to D.

35.24 A. A teacher of middle level students understands the nature of early
35.25 adolescence and the needs of young adolescents. The teacher must understand and apply:

36.1 (1) the research base for and best practices of middle level education;

36.2 (2) the educational principles relevant to the physical, social, emotional,
36.3 moral, and cognitive development of young adolescents;

36.4 (3) the concepts of "belonging" and "family connectedness" as crucial to
36.5 the development of young adolescents; and

36.6 (4) the process and necessity of collaboration with families and other adults
36.7 in support of the learning of young adolescents.

36.8 B. A teacher of middle level students understands the teaching of an academic
36.9 subject area that integrates understanding of the academic content with the teacher's
36.10 understanding of pedagogy, students, learning, classroom management, and professional
36.11 development. The teacher of middle level students in grades 5 through 8 must:

36.12 (1) develop curriculum goals and purposes based on the central concepts of
36.13 the academic specialty and know how to apply instructional strategies and materials that
36.14 are appropriate for middle level students and are specific to the academic content area;

36.15 (2) understand how to integrate curriculum across subject areas in
36.16 developmentally appropriate ways;

36.17 (3) understand the role and alignment of district, school, and department
36.18 mission and goals in program planning;

36.19 (4) understand the need for and how to connect student's schooling
36.20 experiences with everyday life, the workplace, and further educational opportunities;

36.21 (5) know how to involve representatives of business, industry, and
36.22 community organizations as active partners in creating educational opportunities;

36.23 (6) understand the role and purpose of cocurricular and extracurricular
36.24 activities in the teaching and learning process;

37.1 (7) understand the impact of reading ability on student achievement in the
37.2 academic specialty, recognize the varying reading comprehension and fluency levels
37.3 represented by students, and possess the strategies to assist students to read the academic
37.4 specialty content more effectively; and

37.5 (8) apply the standards of effective practice in teaching students in this
37.6 academic subject through a variety of early and ongoing clinical experiences with middle
37.7 level students within a range of educational programming models and by completing a
37.8 minimum of a four-week student teaching experience. Candidates for licensure who hold
37.9 a license at the elementary level must complete the student teaching experience with
37.10 students in grade 7 or 8. Candidates for licensure who hold a license at the secondary level
37.11 must complete the student teaching experience with students in grade 5 or 6.

37.12 C. A teacher with a middle level endorsement for teaching communication arts
37.13 and literature in grades 5 through 8 must demonstrate knowledge of fundamental concepts
37.14 of communication arts and literature and the connections among them. The teacher must:

37.15 (1) understand the literacy needs of young adolescents encompassing
37.16 the need to comprehend narrative and technical writing; the need to successfully access
37.17 available databases; the need to write at an interactive level, including a variety of personal
37.18 formats; and the ability to interact on all cognitive levels through writing;

37.19 (2) understand the importance of building student schema and
37.20 metacognition in comprehending new information at higher levels of thinking;

37.21 (3) possess the strategies and skills necessary to teach young adolescents
37.22 how to use content area text structure as an aid to comprehension;

37.23 (4) possess the ability to use authentic assessment practices for the
37.24 evaluation of young adolescents' development in literacy skills;

38.1 (5) possess the strategies and skills necessary to expand the vocabulary
38.2 acquisition strategies of young adolescents as they grow in their literacy behaviors; and

38.3 (6) possess the strategies and skills necessary to develop the reading and
38.4 writing behaviors of young adolescents across a breadth of content areas.

38.5 D. A teacher with a middle level endorsement for teaching communication arts
38.6 and literature in grades 5 through 8 must demonstrate understanding and skills essential
38.7 to the teaching and learning of reading, writing, speaking, listening, media literacy, and
38.8 literature. The teacher must demonstrate the:

38.9 (1) knowledge of reading processes and instruction, including:

38.10 (a) orthographic knowledge and morphological relationships within
38.11 words;

38.12 (b) the relation between word recognition and vocabulary knowledge,
38.13 fluency, and comprehension in understanding text and content materials;

38.14 (c) the importance of direct and indirect vocabulary instruction that
38.15 leads to enhanced general and ~~domain-specific~~ domain-specific word knowledge;

38.16 (d) the relationships between and among comprehension processes
38.17 related to print processing abilities, motivation, reader's interest, background knowledge,
38.18 cognitive abilities, knowledge of academic discourse, and print and digital text; and

38.19 (e) the development of academic language and its impact on learning
38.20 and school success;

38.21 (2) ability to use a wide range of instructional practices, approaches,
38.22 methods, and curriculum materials to support reading instruction, including:

38.23 (a) the appropriate applications of a variety of instructional
38.24 frameworks that are effective in meeting the needs of readers of varying proficiency levels
38.25 and linguistic backgrounds in secondary settings;

39.1 (b) the ability to scaffold instruction for students who experience
39.2 comprehension difficulties;

39.3 (c) the ability to develop and implement effective vocabulary strategies
39.4 that help students understand words, including domain-specific content words;

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

39.9 (e) implementation of a variety of grouping strategies that include
39.10 individual, small group, and whole group reading experiences that promote enhanced
39.11 comprehension of text; and

39.12 (f) the ability to plan instruction and select strategies that help students
39.13 read and understand language, arts, and texts, and spur student interest in more complex
39.14 reading materials, including the ability to help students:

39.15 i. distinguish fact from opinion and the words that signal opinions
39.16 and judgments in persuasive texts;

39.17 ii. think critically: draw inferences or conclusions from facts,
39.18 analyze author's purpose and point of view, evaluate author's argument and evidence, and
39.19 synthesize information from more than one text; and

39.20 iii. use aids such as glossaries and appendixes that pertain to
39.21 reading, writing, and English language conventions;

39.22 (3) use of a variety of assessment practices to evaluate effective reading:

39.23 (a) understand the measurement systems and proper interpretation of
39.24 assessment tools that determine individual student's reading level, fluency, comprehension
39.25 abilities, and reading interests;

40.1 (b) use of data to set goals and objectives, make effective instructional
40.2 decisions, and demonstrate responsiveness to student needs; and

40.3 (c) the ability to communicate results of assessments to specific
40.4 individuals in accurate and coherent ways that indicate how the results might impact
40.5 student achievement.

40.6 Subp. 4. **Professional license.** A professional license shall be issued and renewed
40.7 according to this chapter.

40.8 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher
40.9 of communication arts and literature to middle level students in grades 5 through 8 are
40.10 effective on September 1, 2010, and thereafter.

40.11 **8710.3320 MIDDLE LEVEL ENDORSEMENT LICENSE FOR TEACHERS OF**
40.12 **MATHEMATICS.**

40.13 Subpart 1. **Scope of practice.** A teacher of mathematics with a middle level
40.14 endorsement license is authorized to teach students in grades 5 through 8 in any school
40.15 organizational pattern.

40.16 Subp. 2. **Licensure requirements.** A candidate for licensure as a middle level
40.17 teacher of mathematics shall:

40.18 A. hold one or more of the following classroom teaching licenses granted by
40.19 the Board of Teaching: a life license; a current nonvocational entrance, nonrenewable,
40.20 or professional license; or a current entrance or continuing secondary vocational license
40.21 based on a degree program in agriculture education, business education, consumer
40.22 homemaking and family life education, industrial education, or marketing education;

40.23 B. show verification of completing a preparation program approved under
40.24 part 8700.7600 leading to licensure in middle level teaching of communication arts and
40.25 literature for grades 5 through 8 in subpart 3; and

41.1 C. demonstrate completion of the equivalent of a college minor in mathematics.

41.2 Subp. 3. **Subject matter standards.** A candidate for licensure as a middle level
41.3 teacher of mathematics must complete a preparation program under subpart 2, items B and
41.4 C, that includes the candidate's demonstration of the knowledge and skills in items A to D.

41.5 A. A teacher of middle level students understands the nature of early
41.6 adolescence and the needs of young adolescents. The teacher must understand and apply:

41.7 (1) the research base for and best practices of middle level education;

41.8 (2) the educational principles relevant to the physical, social, emotional,
41.9 moral, and cognitive development of young adolescents;

41.10 (3) the concepts of "belonging" and "family connectedness" as crucial to
41.11 the development of young adolescents; and

41.12 (4) the process and necessity of collaboration with families and other adults
41.13 in support of the learning of young adolescents.

41.14 B. A teacher of middle level students understands the teaching of an academic
41.15 subject area that integrates understanding of the academic content with the teacher's
41.16 understanding of pedagogy, students, learning, classroom management, and professional
41.17 development. The teacher of middle level students in grades 5 through 8 must:

41.18 (1) develop curriculum goals and purposes based on the central concepts of
41.19 the academic specialty and know how to apply instructional strategies and materials that
41.20 are appropriate for middle level students and are specific to the academic content area;

41.21 (2) understand how to integrate curriculum across subject areas in
41.22 developmentally appropriate ways;

41.23 (3) understand the role and alignment of district, school, and department
41.24 mission and goals in program planning;

42.1 (4) understand the need for and how to connect schooling experiences with
42.2 everyday life, the workplace, and further educational opportunities;

42.3 (5) know how to involve representatives of business, industry, and
42.4 community organizations as active partners in creating educational opportunities;

42.5 (6) understand the role and purpose of cocurricular and extracurricular
42.6 activities in the teaching and learning process;

42.7 (7) understand the impact of reading ability on achievement in the
42.8 academic specialty, recognize the varying reading comprehension and fluency levels
42.9 represented by students, and possess the strategies to assist students to read the academic
42.10 specialty content more effectively; and

42.11 (8) apply the standards of effective practice in teaching in this academic
42.12 subject through a variety of early and ongoing clinical experiences with middle level
42.13 students within a range of educational programming models and by completing a
42.14 minimum of a four-week student teaching experience. Candidates for licensure who hold
42.15 a license at the elementary level must complete the student teaching experience with
42.16 students in grade 7 or 8. Candidates for licensure who hold a license at the secondary level
42.17 must complete the student teaching experience with students in grade 5 or 6.

42.18 C. A teacher with a middle level endorsement for teaching mathematics in
42.19 grades 5 through 8 must demonstrate knowledge of fundamental concepts of mathematics
42.20 and the connections among them. The teacher must know and apply:

42.21 (1) concepts of patterns, relations, and functions:

42.22 (a) recognize, describe, and generalize patterns and build mathematical
42.23 models to describe situations, solve problems, and make predictions;

43.1 (b) analyze the interaction within and among quantities and variables
43.2 to model patterns of change and use appropriate representations, including tables, graphs,
43.3 matrices, words, algebraic expressions, and equations;

43.4 (c) represent and solve problem situations that involve variable
43.5 quantities and be able to use appropriate technology;

43.6 (d) understand patterns present in number systems and apply these
43.7 patterns to further investigations;

43.8 (e) apply properties of boundedness and limits to investigate problems
43.9 involving sequences and series; and

43.10 (f) apply concepts of derivatives to investigate problems involving
43.11 rates of change;

43.12 (2) concepts of discrete mathematics:

43.13 (a) application of discrete models to problem situations using
43.14 appropriate representations, including sequences, finite graphs and trees, matrices, and
43.15 arrays;

43.16 (b) application of systematic counting techniques in problem situations
43.17 to include determining the existence of a solution, the number of possible solutions, and
43.18 the optimal solution;

43.19 (c) application of discrete mathematics strategies including pattern
43.20 searching; organization of information; sorting; case-by-case analysis; iteration and
43.21 recursion; and mathematical induction to investigate, solve, and extend problems; and

43.22 (d) exploration, development, analysis, and comparison of algorithms
43.23 designed to accomplish a task or solve a problem;

43.24 (3) concepts of number sense:

- 44.1 (a) understand number systems; their properties; and relations,
44.2 including whole numbers, integers, rational numbers, real numbers, and complex numbers;
- 44.3 (b) possess an intuitive sense of numbers including a sense of
44.4 magnitude, mental mathematics, estimation, place value, and a sense of reasonableness
44.5 of results;
- 44.6 (c) possess a sense for operations, application of properties of
44.7 operations, and the estimation of results;
- 44.8 (d) be able to translate among equivalent forms of numbers to facilitate
44.9 problem solving; and
- 44.10 (e) be able to estimate quantities and evaluate the reasonableness of
44.11 estimates;
- 44.12 (4) concepts of shape and space:
- 44.13 (a) shapes and the ways in which shape and space can be derived and
44.14 described in terms of dimension, direction, orientation, perspective, and relationships
44.15 among these properties;
- 44.16 (b) spatial sense and the ways in which shapes can be visualized,
44.17 combined, subdivided, and changed to illustrate concepts, properties, and relationships;
- 44.18 (c) spatial reasoning and the use of geometric models to represent,
44.19 visualize, and solve problems;
- 44.20 (d) motion and the ways in which rotation, reflection, and translation
44.21 of shapes can illustrate concepts, properties, and relationships;
- 44.22 (e) formal and informal argument, including the processes of making
44.23 assumptions; formulating, testing, and reformulating conjectures; justifying arguments
44.24 based on geometric figures; and evaluating the arguments of others;

45.1 (f) plane, solid, and coordinate geometry systems, including relations
45.2 between coordinate and synthetic geometry and generalizing geometric principles from a
45.3 two-dimensional system to a three-dimensional system;

45.4 (g) attributes of shapes and objects that can be measured, including
45.5 length, area, volume, capacity, size of angles, weight, and mass;

45.6 (h) the structure of systems of measurement, including the
45.7 development and use of measurement systems and the relationships among different
45.8 systems; and

45.9 (i) measuring, estimating, and using measurements to describe and
45.10 compare geometric phenomena;

45.11 (5) concepts of data investigations:

45.12 (a) data and its power as a way to explore questions and issues;

45.13 (b) investigation through data, including formulating a problem;
45.14 devising a plan to collect data; and systematically collecting, recording, and organizing
45.15 data;

45.16 (c) data representation to describe data distributions, central tendency,
45.17 and variance through appropriate use of graphs, tables, and summary statistics; and

45.18 (d) analysis and interpretation of data, including summarizing data;
45.19 and making or evaluating arguments, predictions, recommendations, or decisions based
45.20 on an analysis of the data; and

45.21 (6) concepts of randomness and uncertainty:

45.22 (a) inference and the role of randomness and sampling in statistical
45.23 claims about populations;

46.1 (b) probability as a way to describe chance or risk in simple and
46.2 compound events;

46.3 (c) predicting outcomes based on exploration of probability through
46.4 data collection, experiments, and simulations; and

46.5 (d) predicting outcomes based on theoretical probabilities and
46.6 comparing mathematical expectations with experimental results.

46.7 D. A teacher with a middle level endorsement for teaching mathematics in
46.8 grades 5 through 8 must understand the content and methods for teaching reading,
46.9 including:

46.10 (1) knowledge of reading processes and instruction, including:

46.11 (a) orthographic knowledge and morphological relationships within
46.12 words;

46.13 (b) the relation between word recognition and vocabulary knowledge,
46.14 fluency, and comprehension in understanding text and content materials;

46.15 (c) the importance of direct and indirect vocabulary instruction that
46.16 leads to enhanced general and domain-specific word knowledge;

46.17 (d) the relationships between and among comprehension processes
46.18 related to print processing abilities, motivation, reader's interest, background knowledge,
46.19 cognitive abilities, knowledge of academic discourse, and print and digital text; and

46.20 (e) the development of academic language and its impact on learning
46.21 and school success;

46.22 (2) ability to use a wide range of instructional practices, approaches,
46.23 methods, and curriculum materials to support reading instruction, including:

47.1 (a) the appropriate applications of a variety of instructional
47.2 frameworks that are effective in meeting the needs of readers of varying proficiency levels
47.3 and linguistic backgrounds in secondary settings;

47.4 (b) the ability to scaffold instruction for students who experience
47.5 comprehension difficulties;

47.6 (c) selection and implementation of a wide variety of before, during,
47.7 and after reading comprehension strategies that develop reading and metacognitive
47.8 abilities;

47.9 (d) the ability to develop and implement effective vocabulary
47.10 strategies that help students understand words including domain-specific content words;

47.11 (e) the ability to plan instruction and select strategies that help students
47.12 read and understand math texts and spur interest in more complex reading materials,
47.13 including:

47.14 i. the density of ideas;

47.15 ii. concepts that build within a chapter or across chapters;

47.16 iii. use of equations to model life situations; asking students to
47.17 create or restate, in words or sentences, the relations between symbols; and the situation
47.18 being modeled;

47.19 iv. text with diagrams and graphs; and

47.20 v. use of different representations to aid in understanding the
47.21 underlying mathematical concept, matching each representation to the learning styles of
47.22 different individuals; and

47.23 (f) model strategies for representing mathematical ideas in a variety
47.24 of modes (literal, symbolic, graphic, digital), which includes asking students to restate
47.25 symbolic representations (numerals, equations, and graphs), in words or sentences.

48.1 Subp. 4. **Professional license.** A professional license shall be issued and renewed
48.2 according to this chapter.

48.3 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of
48.4 mathematics to middle level students in grades 5 through 8 are effective on September
48.5 1, 2010, and thereafter.

48.6 **8710.3330 MIDDLE LEVEL ENDORSEMENT LICENSE FOR TEACHERS OF**
48.7 **SOCIAL STUDIES.**

48.8 Subpart 1. **Scope of practice.** A teacher of social studies with a middle level
48.9 endorsement license is authorized to teach students in grades 5 through 8 in any school
48.10 organizational pattern.

48.11 Subp. 2. **Licensure requirements.** A candidate for licensure as a middle level
48.12 teacher of social studies shall:

48.13 A. hold one or more of the following classroom teaching licenses granted by
48.14 the Board of Teaching: a life license; a current nonvocational entrance, nonrenewable,
48.15 or professional license; or a current entrance or continuing secondary vocational license
48.16 based on a degree program in agriculture education, business education, consumer
48.17 homemaking and family life education, industrial education, or marketing education;

48.18 B. show verification of completing a preparation program approved under part
48.19 8700.7600 leading to licensure in middle level teaching of social studies for grades 5
48.20 through 8 in subpart 3; and

48.21 C. demonstrate completion of the equivalent of a college minor in social studies.

48.22 Subp. 3. **Subject matter standards.** A candidate for licensure as a middle level
48.23 teacher of social studies must complete a preparation program under subpart 2, items B and
48.24 C, that includes the candidate's demonstration of the knowledge and skills in items A to D.

49.1 A. A teacher of middle level students understands the nature of early
49.2 adolescence and the needs of young adolescents. The teacher must understand and apply:

49.3 (1) the research base for and best practices of middle level education;

49.4 (2) the educational principles relevant to the physical, social, emotional,
49.5 moral, and cognitive development of young adolescents;

49.6 (3) the concepts of "belonging" and "family connectedness" as crucial to
49.7 the development of young adolescents; and

49.8 (4) the process and necessity of collaboration with families and other adults
49.9 in support of the learning of young adolescents.

49.10 B. A teacher of middle level students understands the teaching of an academic
49.11 subject area that integrates understanding of the academic content with the teacher's
49.12 understanding of pedagogy, students, learning, classroom management, and professional
49.13 development. The teacher of middle level students in grades 5 through 8 must:

49.14 (1) develop curriculum goals and purposes based on the central concepts of
49.15 the academic specialty and know how to apply instructional strategies and materials that
49.16 are appropriate for middle level students and are specific to the academic content area;

49.17 (2) understand how to integrate curriculum across subject areas in
49.18 developmentally appropriate ways;

49.19 (3) understand the role and alignment of district, school, and department
49.20 mission and goals in program planning;

49.21 (4) understand the need for and how to connect schooling experiences with
49.22 everyday life, the workplace, and further educational opportunities;

49.23 (5) know how to involve representatives of business, industry, and
49.24 community organizations as active partners in creating educational opportunities;

50.1 (6) understand the role and purpose of cocurricular and extracurricular
50.2 activities in the teaching and learning process;

50.3 (7) understand the impact of reading ability on student achievement in the
50.4 academic specialty, recognize the varying reading comprehension and fluency levels
50.5 represented by students, and possess the strategies to assist students to read the academic
50.6 specialty content more effectively; and

50.7 (8) apply the standards of effective practice in teaching in this academic
50.8 subject through a variety of early and ongoing clinical experiences with middle level
50.9 students within a range of educational programming models and by completing a
50.10 minimum of a four-week student teaching experience. Candidates for licensure who hold
50.11 a license at the elementary level must complete the student teaching experience with
50.12 students in grade 7 or 8. Candidates for licensure who hold a license at the secondary level
50.13 must complete the student teaching experience with students in grade 5 or 6.

50.14 C. A teacher with a middle level endorsement for teaching social studies in
50.15 grades 5 through 8 must demonstrate knowledge of fundamental concepts of the social
50.16 studies disciplines and the connections among them. The teacher must know and apply:

50.17 (1) concepts of the ways human beings view themselves in and over time:

50.18 (a) that different historians may describe the same event or situation
50.19 in different ways;

50.20 (b) key concepts including chronology, causality, change, conflict,
50.21 and complexity to explain, analyze, and show connections among patterns of historical
50.22 change and continuity;

50.23 (c) processes important to reconstructing and reinterpreting the past;

50.24 (d) that historical perspectives are influenced by individual
50.25 experiences, societal values, and critical traditions; and

51.1 (e) how to use knowledge of facts and concepts drawn from history,
51.2 along with methods of historical inquiry, to inform and evaluate actions concerning public
51.3 policy issues;

51.4 (2) concepts of people, places, and environments;

51.5 (a) how to map information in a spatial context and interpret the maps;

51.6 (b) land forms and geographic features;

51.7 (c) physical system changes, including seasons, climate and weather,
51.8 and the water cycle, and identify geographic patterns associated with them;

51.9 (d) physical and cultural patterns and their interactions, including
51.10 land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem
51.11 changes; and

51.12 (e) how historical events have been influenced by, and have influenced,
51.13 physical and human geographic factors in local, regional, national, and global settings;

51.14 (3) concepts of how people organize for the production, distribution, and
51.15 consumption of goods and services:

51.16 (a) how economic systems structure the production and distribution of
51.17 goods and services;

51.18 (b) the costs and benefits to society of allocating goods and services
51.19 through private and public sectors;

51.20 (c) a range of various institutions that make up economic systems, for
51.21 example households, business firms, banks, and corporations;

51.22 (d) how values and beliefs influence different economic decisions; and

51.23 (e) how to use economic reasoning to compare different proposals for
51.24 dealing with contemporary social issues;

- 52.1 (4) concepts of ideals, principles, and practices of citizenship in a
52.2 democratic republic:
- 52.3 (a) the purpose of government and how its powers are acquired, used,
52.4 and justified;
- 52.5 (b) the basic features of the political system in the United States;
- 52.6 (c) the key ideals of the democratic republican form of government;
- 52.7 (d) the process for becoming a citizen and the rights and
52.8 responsibilities of citizenship;
- 52.9 (e) how to locate, access, analyze, organize, and apply information
52.10 about selected public issues;
- 52.11 (f) diverse forms of public opinion and the influence that various forms
52.12 of citizen action have on public policy development and decision making; and
- 52.13 (g) how various forms of citizen action can strengthen the common
52.14 good; and
- 52.15 (5) relationships among science, technology, and society:
- 52.16 (a) how science and technology have changed people's perceptions
52.17 of the social and natural world;
- 52.18 (b) ways in which values, beliefs, and attitudes are influenced by new
52.19 scientific and technological knowledge;
- 52.20 (c) the need for laws and policies to govern scientific and technological
52.21 applications; and
- 52.22 (d) the need to seek reasonable and ethical solutions to problems that
52.23 arise when scientific advancements and social norms or values come into conflict.

53.1 D. A teacher with a middle level endorsement for teaching social studies
53.2 in grades 5 through 8 must understand the content and methods for teaching reading,
53.3 including:

53.4 (1) knowledge of reading processes and instruction, including:

53.5 (a) orthographic knowledge and morphological relationships within
53.6 words;

53.7 (b) the relation between word recognition and vocabulary knowledge,
53.8 fluency, and comprehension in understanding text and content materials;

53.9 (c) the importance of direct and indirect vocabulary instruction that
53.10 leads to enhanced general and domain-specific word knowledge;

53.11 (d) the relationships between and among comprehension processes
53.12 related to print processing abilities, motivation, reader's interest, background knowledge,
53.13 cognitive abilities, knowledge of academic discourse, and print and digital text; and

53.14 (e) the development of academic language and its impact on learning
53.15 and school success; and

53.16 (2) ability to use a wide range of instructional practices, approaches,
53.17 methods, and curriculum materials to support reading instruction, including:

53.18 (a) the appropriate applications of a variety of instructional
53.19 frameworks that are effective in meeting the needs of readers of varying proficiency levels
53.20 and linguistic backgrounds in secondary settings;

53.21 (b) the ability to scaffold instruction for students who experience
53.22 comprehension difficulties;

53.23 (c) selection and implementation of a wide variety of before, during,
53.24 and after reading comprehension strategies that develop reading and metacognitive
53.25 abilities;

- 54.1 (d) the ability to develop and implement effective vocabulary
54.2 strategies that help students understand words including domain-specific content words;
- 54.3 (e) the ability to develop critical literacy skills by encouraging students
54.4 to question texts and analyze texts from multiple viewpoints or perspectives;
- 54.5 (f) the ability to identify instructional practices, approaches, and
54.6 methods to match materials, print and digital, to the cognitive levels of all readers, guided
54.7 by an evidence-based rationale, which support the developmental, cultural, and linguistic
54.8 differences of readers;
- 54.9 (g) the appropriate applications of a wide variety of instructional
54.10 frameworks that are effective in meeting the needs of readers in secondary school settings
54.11 across developmental levels, proficiency, and linguistic backgrounds; and
- 54.12 (h) the ability to plan instruction and select strategies that help students
54.13 read and understand social studies texts and spur interest in more complex reading
54.14 materials, including the ability to help students:
- 54.15 i. recognize fact and opinion and the words that signal opinions
54.16 and judgments;
- 54.17 ii. distinguish between primary and secondary sources, for
54.18 example, historical record versus textbook;
- 54.19 iii. think critically, for example, draw inferences or conclusions
54.20 from facts, analyze author's purpose and point of view, discern cause and effect
54.21 relationships, detect bias, and evaluate evidence;
- 54.22 iv. use and interpret maps, globes, and other nonlinguistic or
54.23 graphic tools such as timelines, photographs, charts, statistical tables, digital tools, and
54.24 political cartoons; and

55.1 v. use other texts features such as glossaries, indexes, detailed
55.2 databases about countries, and appendixes of documents or maps.

55.3 Subp. 4. **Professional license.** A professional license shall be issued and renewed
55.4 according to this chapter.

55.5 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of
55.6 social studies to middle level students in grades 5 through 8 are effective on September
55.7 1, 2010, and thereafter.

55.8 **8710.3340 MIDDLE LEVEL ENDORSEMENT LICENSE FOR TEACHERS OF**
55.9 **GENERAL SCIENCE.**

55.10 Subpart 1. **Scope of practice.** A teacher of general science with a middle level
55.11 endorsement license is authorized to teach students in grades 5 through 8 in any school
55.12 organizational pattern.

55.13 Subp. 2. **Licensure requirements.** A candidate for licensure as a middle level
55.14 teacher of science shall:

55.15 A. hold one or more of the following classroom teaching licenses granted by
55.16 the Board of Teaching: a life license; a current nonvocational entrance, nonrenewable,
55.17 or professional license; or a current entrance or continuing secondary vocational license
55.18 based on a degree program in agriculture education, business education, consumer
55.19 homemaking and family life education, industrial education, or marketing education;

55.20 B. show verification of completing a preparation program approved under part
55.21 8700.7600 leading to licensure in middle level teaching of science for grades 5 through
55.22 8 in subpart 3; and

55.23 C. demonstrate completion of the equivalent of a college minor in science.

56.1 Subp. 3. **Subject matter standard.** A candidate for licensure as a middle level
56.2 teacher of science must complete a preparation program under subpart 2, items B and C,
56.3 that includes the candidate's demonstration of the knowledge and skills in items A to D.

56.4 A. A teacher of middle level students understands the nature of early
56.5 adolescence and the needs of young adolescents. The teacher must understand and apply:

56.6 (1) the research base for and best practices of middle level education;

56.7 (2) the educational principles relevant to the physical, social, emotional,
56.8 moral, and cognitive development of young adolescents;

56.9 (3) the concepts of "belonging" and "family connectedness" as crucial to
56.10 the development of young adolescents; and

56.11 (4) the process and necessity of collaboration with families and other adults
56.12 in support of the learning of young adolescents.

56.13 B. A teacher of middle level students understands the teaching of an academic
56.14 subject area that integrates understanding of the academic content with the teacher's
56.15 understanding of pedagogy, students, learning, classroom management, and professional
56.16 development. The teacher of middle level students in grades 5 through 8 must:

56.17 (1) develop curriculum goals and purposes based on the central concepts of
56.18 the academic specialty and know how to apply instructional strategies and materials that
56.19 are appropriate for middle level students and are specific to the academic content area;

56.20 (2) understand how to integrate curriculum across subject areas in
56.21 developmentally appropriate ways;

56.22 (3) understand the role and alignment of district, school, and department
56.23 mission and goals in program planning;

56.24 (4) understand the need for and how to connect schooling experiences with
56.25 everyday life, the workplace, and further educational opportunities;

57.1 (5) know how to involve representatives of business, industry, and
57.2 community organizations as active partners in creating educational opportunities;

57.3 (6) understand the role and purpose of cocurricular and extracurricular
57.4 activities in the teaching and learning process;

57.5 (7) understand the impact of reading ability on achievement in the
57.6 academic specialty, recognize the varying reading comprehension and fluency levels
57.7 represented by students, and possess the strategies to assist students to read the academic
57.8 specialty content more effectively; and

57.9 (8) apply the standards of effective practice in teaching general science
57.10 through a variety of early and ongoing clinical experiences with middle level students
57.11 within a range of educational programming models and by completing a minimum of a
57.12 four-week student teaching experience. Candidates for licensure who hold a license at the
57.13 elementary level must complete the student teaching experience with students in grade 7
57.14 or 8. Candidates for licensure who hold a license at the secondary level must complete the
57.15 student teaching experience with students in grade 5 or 6.

57.16 C. A teacher with a middle level endorsement for teaching science in grades 5
57.17 through 8 must meet the standards in part 8710.4750, subpart 3, items A to F.

57.18 D. A teacher with a middle level endorsement for teaching science in grades 5
57.19 through 8 must understand the content and methods for teaching reading, including:

57.20 (1) knowledge of reading processes and instruction, including:

57.21 (a) orthographic knowledge and morphological relationships within
57.22 words;

57.23 (b) the relation between word recognition and vocabulary knowledge,
57.24 fluency, and comprehension in understanding text and content materials;

58.1 (c) the importance of direct and indirect vocabulary instruction that
58.2 leads to enhanced general and domain-specific word knowledge;

58.3 (d) the relationships between and among comprehension processes
58.4 related to print processing abilities, motivation, reader's interest, background knowledge,
58.5 cognitive abilities, knowledge of academic discourse, and print and digital text; and

58.6 (e) the development of academic language and its impact on learning
58.7 and school success; and

58.8 (2) ability to use a wide range of instructional practices, approaches,
58.9 methods, and curriculum materials to support reading instruction, including:

58.10 (a) the appropriate applications of a variety of instructional
58.11 frameworks that are effective in meeting the needs of readers of varying proficiency levels
58.12 and linguistic backgrounds in secondary settings;

58.13 (b) the ability to scaffold instruction for students who experience
58.14 comprehension difficulties;

58.15 (c) selection and implementation of a wide variety of before, during,
58.16 and after reading comprehension strategies that develop reading and metacognitive
58.17 abilities;

58.18 (d) the ability to develop and implement effective vocabulary
58.19 strategies that help students understand words including domain-specific content words;

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

58.22 (f) the ability to identify instructional practices, approaches, and
58.23 methods to match materials, print and digital, to the cognitive levels of all readers, guided
58.24 by an evidence-based rationale, which support the developmental, cultural, and linguistic
58.25 differences of readers; and

59.1 (g) the ability to plan instruction and select strategies that help students
59.2 read and understand science texts, including the ability to:

59.3 i. distinguish between facts based on empirical/scientific findings
59.4 from opinion;

59.5 ii. relate what is read to relevant prior knowledge;

59.6 iii. use scientific knowledge to draw inferences or conclusions
59.7 from facts, discern cause and effect relationships, detect fallacies in author's evidence, and
59.8 support own claims with evidence;

59.9 iv. follow instructions to perform laboratory activities step-by-step
59.10 in a disciplined fashion;

59.11 v. explain diagrams and graphs in terms of scientific content
59.12 and meaning; and

59.13 vi. explain meaning of abbreviations and symbols.

59.14 Subp. 4. **Professional license.** A professional license shall be issued and renewed
59.15 according to this chapter.

59.16 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher
59.17 of science to middle level students in grades 5 through 8 are effective on September
59.18 1, 2010, and thereafter.

59.19 **8710.3350 PREPRIMARY ENDORSEMENT LICENSE.**

59.20 Subpart 1. **Scope of practice.** A teacher with a preprimary endorsement license is
59.21 authorized to teach preprimary students ~~ages~~ age three through five prekindergarten.

59.22 Subp. 2. **Licensure requirements.** A candidate for licensure to teach preprimary
59.23 students shall:

60.1 A. hold a baccalaureate degree from a college or university that is accredited by
60.2 the regional association for the accreditation of colleges and secondary schools;

60.3 B. demonstrate the standards for effective practice for beginning teachers under
60.4 part 8710.2000; and

60.5 C. hold or qualify for licensure in elementary education for kindergarten
60.6 through grade six under part 8710.3200.

60.7 Subp. 3. **Subject matter standards.** A teacher of preprimary education valid for
60.8 teaching preprimary students ages age three through five prekindergarten must meet the
60.9 standards in part 8710.3000, subpart 3, items A (preprimary only), C, E J, F K, G L, and
60.10 H M (preprimary only).

60.11 Subp. 4. **Professional license.** A professional license shall be issued and renewed
60.12 according to this chapter.

60.13 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of
60.14 preprimary education for ages age three through five prekindergarten are effective on
60.15 September 1, 2010, and thereafter.

60.16 **8710.3360 KINDERGARTEN THROUGH GRADE 8 WORLD LANGUAGE AND**
60.17 **CULTURE ENDORSEMENT LICENSE.**

60.18 Subpart 1. **Scope of practice.** A teacher with a world language and culture
60.19 endorsement license is authorized to teach students in kindergarten through grade 8.

60.20 Subp. 2. **Licensure requirements.** A candidate for licensure in kindergarten through
60.21 grade 8 world language and culture shall:

60.22 A. hold a baccalaureate degree from a college or university that is accredited by
60.23 the regional association for the accreditation of colleges and secondary schools;

60.24 B. demonstrate the standards for effective practice for beginning teachers under
60.25 part 8710.2000; and

61.1 C. hold or apply and qualify for licensure in elementary education for
61.2 kindergarten through grade 6 under part 8710.3200.

61.3 Subp. 3. **Subject matter standards.** A teacher of world language and culture in
61.4 kindergarten through grade 8 must meet the standards for licensure of teachers of world
61.5 languages and cultures in part 8710.4950, subparts 3 and 6, 4 and 6, or 5 and 6.

61.6 Subp. 4. **Professional license.** A professional license shall be issued and renewed
61.7 according to this chapter.

61.8 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of
61.9 world language and culture in kindergarten through grade 8 are effective on September
61.10 1, 2010, and thereafter.

61.11 **8710.4000 TEACHERS OF ADULT BASIC EDUCATION.**

61.12 [For text of subps 1 and 2, see M.R.]

61.13 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of adult
61.14 basic education must complete a preparation program under subpart 2, item C, that
61.15 includes the candidate's demonstration of the knowledge and skills in items A to I.

61.16 [For text of items A and B, see M.R.]

61.17 C. A teacher of adult education must understand the content and methods for
61.18 teaching reading including:

61.19 (1) knowledge of reading processes and instruction including:

61.20 (a) orthographic knowledge and morphological relationships within
61.21 words;

61.22 (b) the relationship between word recognition and vocabulary
61.23 knowledge, fluency, and comprehension in understanding text and content materials;

62.1 (c) the importance of direct and indirect vocabulary instruction that
62.2 leads to enhanced general and domain-specific word knowledge;

62.3 (d) the relationships between and among comprehension processes
62.4 related to print processing abilities, motivation, reader's interest, background knowledge,
62.5 cognitive abilities, knowledge of academic discourse, and print and digital text; and

62.6 (e) the development of academic language and its impact on learning
62.7 and school success; and

62.8 (2) the ability to use a wide range of instructional practices, approaches,
62.9 methods, and curriculum materials to support reading instruction including:

62.10 (a) the appropriate applications of a variety of instructional
62.11 frameworks that are effective in meeting the needs of readers of varying proficiency levels
62.12 and linguistic backgrounds in secondary settings;

62.13 (b) the ability to scaffold instruction for students who experience
62.14 comprehension difficulties;

62.15 (c) selection and implementation of a wide variety of before, during,
62.16 and after reading comprehension strategies that develop reading and metacognitive
62.17 abilities;

62.18 (d) the ability to develop and implement effective vocabulary
62.19 strategies that help students understand words including domain-specific content words;

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

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

63.1 [For text of items D to I, see M.R.]

63.2 [For text of subp 4, see M.R.]

63.3 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
63.4 adult basic education are effective on September 1, 2010, and thereafter.

63.5 **8710.4050 TEACHERS OF AGRICULTURAL EDUCATION.**

63.6 [For text of subps 1 and 2, see M.R.]

63.7 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of
63.8 agricultural education must complete a preparation program under subpart 2, item C, that
63.9 includes the candidate's demonstration of the knowledge and skills in items A to M.

63.10 [For text of items A to K, see M.R.]

63.11 L. A teacher of agricultural education must demonstrate an understanding of
63.12 the teaching of agriculture that integrates agriculture with pedagogy, students, learning,
63.13 classroom management, and professional development to:

63.14 [For text of subitems (1) to (6), see M.R.]

63.15 (7) understand the role and purpose of cocurricular and extracurricular
63.16 activities in the teaching and learning process; and

63.17 (8) apply the standards of effective practice in teaching students through
63.18 a variety of early and ongoing experiences with middle level and high school students
63.19 within a range of educational programming models.

63.20 M. A teacher of agricultural education must understand the content and methods
63.21 for teaching reading including:

63.22 (1) knowledge of reading processes and instruction including:

63.23 (a) orthographic knowledge and morphological relationships within
63.24 words;

- 64.1 (b) the relationship between word recognition and vocabulary
64.2 knowledge, fluency, and comprehension in understanding text and content materials;
- 64.3 (c) the importance of direct and indirect vocabulary instruction that
64.4 leads to enhanced general and domain-specific word knowledge; and
- 64.5 (d) the development of academic language and its impact on learning
64.6 and school success;
- 64.7 (2) the ability to use a wide range of instructional practices, approaches,
64.8 methods, and curriculum materials to support reading instruction, including:
- 64.9 (a) the appropriate applications of a variety of instructional
64.10 frameworks that are effective in meeting the needs of readers of varying proficiency levels
64.11 and linguistic backgrounds in secondary settings;
- 64.12 (b) the ability to scaffold instruction for students who experience
64.13 comprehension difficulties;
- 64.14 (c) selection and implementation of a wide variety of before, during,
64.15 and after reading comprehension strategies that develop reading and metacognitive
64.16 abilities;
- 64.17 (d) the ability to develop and implement effective vocabulary
64.18 strategies that help students understand words, including domain-specific content words;
- 64.19 (e) the ability to identify instructional practices, approaches, and
64.20 methods and match materials, print and digital, to the cognitive levels of all readers,
64.21 guided by an evidence-based rationale, which support the developmental, cultural, and
64.22 linguistic differences of readers; and
- 64.23 (f) the complexities involved in the development of academic language
64.24 and the impact of that development in school success; and

65.1 (3) the ability to use a wide range of instructional practices, approaches,
65.2 methods, and curriculum materials to support reading and writing instruction including:

65.3 (a) selection and implementation of a wide variety of before, during,
65.4 and after reading comprehension strategies that develop reading and metacognitive
65.5 abilities;

65.6 (b) the ability to develop and implement effective vocabulary strategies
65.7 that help students understand words including domain-specific content words; and

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

65.12 [For text of subp 4, see M.R.]

65.13 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
65.14 agricultural education are effective on September 1, 2010, and thereafter.

65.15 **8710.4200 TEACHERS OF BUSINESS.**

65.16 [For text of subps 1 and 2, see M.R.]

65.17 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of
65.18 business must complete a preparation program under subpart 2, item C, that must include
65.19 the candidate's demonstration of the knowledge and skills in items A to F.

65.20 [For text of items A to D, see M.R.]

65.21 E. A teacher of business must be able to integrate understanding business
65.22 with the understanding of pedagogy, students, learning environments, and professional
65.23 development. The teacher of business to preadolescent and adolescent students must:

65.24 [For text of subitems (1) to (11), see M.R.]

66.1 (12) know how to develop and apply evaluative criteria for a business
66.2 curriculum and a plan for continuous improvement; and

66.3 (13) apply the standards of effective practice in teaching students through
66.4 a variety of early and ongoing clinical experiences with middle level and high school
66.5 students within a range of educational programming models.

66.6 F. A teacher of business must understand the content and methods for teaching
66.7 reading including:

66.8 (1) knowledge of reading processes and instruction including:

66.9 (a) the relationships between and among print and digital content
66.10 processing abilities, motivation, background, and discourse knowledge, cognitive abilities,
66.11 and reader's interest and how those relationships impact comprehension; and

66.12 (b) the complexities involved in the development of academic
66.13 language and the impact of that development in school success; and

66.14 (2) the ability to use a wide range of instructional practices, approaches,
66.15 methods, and curriculum materials to support reading and writing instruction including:

66.16 (a) selection and implementation of a wide variety of before, during,
66.17 and after reading comprehension strategies that develop reading and metacognitive
66.18 abilities;

66.19 (b) the ability to identify instructional practices, approaches, and
66.20 methods and match materials to the cognitive levels of all readers, guided by an
66.21 evidence-based rationale, which support the developmental, cultural, and linguistic
66.22 differences of readers;

66.23 (c) the ability to understand a variety of purposes for reading texts:
66.24 process, information, and aesthetic; and

67.1 (d) the ability to develop and implement effective vocabulary
67.2 strategies that help students understand words including domain-specific content words.

67.3 [For text of subp 4, see M.R.]

67.4 Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of
67.5 business are effective on September 1, 2010, and thereafter.

67.6 **8710.4250 TEACHERS OF COMMUNICATION ARTS AND LITERATURE.**

67.7 [For text of subps 1 and 2, see M.R.]

67.8 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of
67.9 communication arts and literature must complete a preparation program under subpart 2,
67.10 item C, that must include the candidate's demonstration of the knowledge and skills in
67.11 items A to C.

67.12 [For text of item A, see M.R.]

67.13 B. A teacher of communication arts and literature demonstrates understanding
67.14 and skills essential to the teaching and learning of reading, writing, speaking, listening,
67.15 media literacy, and literature. The teacher must demonstrate the:

67.16 (1) knowledge of reading processes and instruction including:

67.17 (a) orthographic knowledge and morphological relationships within
67.18 words;

67.19 (b) the relationship between word recognition and vocabulary
67.20 knowledge, fluency, and comprehension in understanding text and content materials;

67.21 (c) the importance of direct and indirect vocabulary instruction that
67.22 leads to enhanced general and domain-specific word knowledge;

68.1 (d) the relationships between and among comprehension processes
68.2 related to print processing abilities, motivation, reader's interest, background knowledge,
68.3 cognitive abilities, knowledge of academic discourse, and print and digital text; and

68.4 (e) the development of academic language and its impact on learning
68.5 and school success;

68.6 (2) the ability to use a wide range of instructional practices, approaches,
68.7 methods, and curriculum materials to support reading instruction including:

68.8 (a) the appropriate applications of a variety of instructional
68.9 frameworks that are effective in meeting the needs of readers of varying proficiency levels
68.10 and linguistic backgrounds in secondary settings;

68.11 (b) the ability to scaffold instruction for students who experience
68.12 comprehension difficulties;

68.13 (c) the ability to develop and implement effective vocabulary strategies
68.14 that help students understand words including domain-specific content words;

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

68.19 (e) implementation of a variety of grouping strategies that include
68.20 individual, small group, and whole group reading experiences that promote enhanced
68.21 comprehension of text; and

68.22 (f) the ability to plan instruction and select strategies that help students
68.23 read and understand language arts texts and spur student interest in more complex reading
68.24 materials, including the ability to help students:

- 69.1 i. distinguish fact from opinion and the words that signal opinions
69.2 and judgments in persuasive texts;
- 69.3 ii. think critically, draw inferences or conclusions from facts,
69.4 analyze author's purpose and point of view, evaluate author's argument and evidence, and
69.5 synthesize information from more than one text; and
- 69.6 iii. use aids such as glossaries and appendices that pertain to
69.7 reading, writing, and English language conventions;
- 69.8 (3) use of a variety of assessment practices to place and evaluate effective
69.9 reading including:
- 69.10 (a) understanding the measurement systems and proper interpretation
69.11 of assessment tools that determine individual student's reading level, fluency,
69.12 comprehension abilities, and reading interests;
- 69.13 (b) using data to set goals and objectives, make effective instructional
69.14 decisions, and demonstrate responsiveness to students' needs; and
- 69.15 (c) the ability to communicate results of assessments to specific
69.16 individuals in accurate and coherent ways that indicate how the results might impact
69.17 students' achievement;
- 69.18 (4) knowledge, skills, and ability to teach writing including:
69.19 [For text of units (a) to (d), see M.R.]
- 69.20 (5) knowledge, skills, and ability to teach speaking including:
69.21 [For text of units (a) to (d), see M.R.]
- 69.22 (6) knowledge, skills, and ability to teach listening including:
69.23 [For text of units (a) to (d), see M.R.]
- 69.24 (7) knowledge, skills, and ability to teach media literacy including:

70.1 [For text of units (a) to (c), see M.R.]

70.2 (d) functional, aesthetic, and ethical values of media communication;

70.3 and

70.4 (8) knowledge, skills, and ability to teach literature including:

70.5 [For text of units (a) to (h), see M.R.]

70.6 C. A teacher of communication arts and literature demonstrates an
70.7 understanding of the teaching of communication arts and literature that integrates
70.8 understanding of communication arts and literature with their understanding of pedagogy,
70.9 students, learning, classroom management, and professional development. The teacher
70.10 of communication arts and literature to preadolescent and adolescent students in grades
70.11 5 through 12 shall:

70.12 [For text of subitems (1) to (6), see M.R.]

70.13 (7) understand the role and purpose of cocurricular and extracurricular
70.14 activities in the teaching and learning process; and

70.15 (8) apply the standards of effective practice in teaching students through
70.16 a variety of early and ongoing clinical experiences with middle level and high school
70.17 students within a range of educational programming models.

70.18 [For text of subp 4, see M.R.]

70.19 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of
70.20 communication arts and literature are effective on September 1, 2010, and thereafter.

70.21 **8710.4450 TEACHERS OF FAMILY AND CONSUMER SCIENCES.**

70.22 [For text of subps 1 and 2, see M.R.]

71.1 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of family
71.2 and consumer sciences must complete a preparation program under subpart 2, item C, that
71.3 must include the candidate's demonstration of the knowledge and skills in items A to E.

71.4 [For text of items A to C, see M.R.]

71.5 D. A teacher of family and consumer sciences understands the teaching of
71.6 family and consumer sciences that integrates understanding of family and consumer
71.7 sciences with the teacher's understanding of pedagogy, students, learning, classroom
71.8 management, and professional development. The teacher of family and consumer sciences
71.9 to preadolescent and adolescent students must:

71.10 [For text of subitems (1) to (7), see M.R.]

71.11 (8) understand laboratory management practices and procedures;

71.12 (9) understand the impact of public policy on curriculum;

71.13 (10) know fiscal, budgetary, and purchasing practices for operating a
71.14 comprehensive family and consumer sciences educational program;

71.15 (11) know marketing techniques for student recruitment and retention in
71.16 family and consumer sciences programs; and

71.17 (12) apply the standards of effective practice in teaching students through
71.18 a variety of early and ongoing clinical experiences with middle level and high school
71.19 students within a range of educational programming models.

71.20 E. A teacher of family and consumer sciences must understand the content and
71.21 methods for teaching reading including:

71.22 (1) knowledge of reading processes and instruction including:

72.1 (a) the relationships between and among print processing abilities and
72.2 digital content, motivation, background, and discourse knowledge, cognitive abilities, and
72.3 reader's interest and how those relationships impact comprehension; and

72.4 (b) the complexities involved in the development of academic
72.5 language and the impact of that development in school success; and

72.6 (2) the ability to use a wide range of instructional practices, approaches,
72.7 methods, and curriculum materials to support reading and writing instruction including:

72.8 (a) selection and implementation of a wide variety of before, during,
72.9 and after reading comprehension strategies that develop reading and metacognitive
72.10 abilities;

72.11 (b) the ability to develop and implement effective vocabulary strategies
72.12 that help students understand words including domain-specific content words; and

72.13 (c) the ability to identify instructional practices, approaches, and
72.14 methods and match materials to the cognitive levels of all readers, guided by an
72.15 evidence-based rationale, which support the developmental, cultural, and linguistic
72.16 differences of readers; and

72.17 (d) the ability to plan instruction and select strategies that help
72.18 students read and understand family and consumer science texts, and electronic resources
72.19 including the ability to:

72.20 i. relate what is read to relevant prior knowledge;

72.21 ii. follow instructions to perform laboratory activities step by step
72.22 in a disciplined fashion;

72.23 iii. explain diagrams and graphs in terms of scientific content
72.24 and meaning; and

72.25 iv. explain meaning of abbreviations and symbols.

73.1 [For text of subp 4, see M.R.]

73.2 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of
73.3 family and consumer sciences are effective on September 1, 2010, and thereafter.

73.4 **8710.4500 TEACHERS OF HEALTH.**

73.5 [For text of subps 1 and 2, see M.R.]

73.6 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of health
73.7 must complete a preparation program under subpart 2, item C, that must include the
73.8 candidate's demonstration of the knowledge and skills in items A to I.

73.9 [For text of items A to G, see M.R.]

73.10 H. A teacher of health demonstrates an understanding of the teaching of health
73.11 that integrates understanding of health with the understanding of pedagogy, students,
73.12 learning, classroom management, and professional development. The teacher of health to
73.13 preadolescent and adolescent students must:

73.14 [For text of subitems (1) to (6), see M.R.]

73.15 (7) understand the role and purpose of cocurricular and extracurricular
73.16 activities in the teaching and learning process; and

73.17 (8) apply the standards of effective practice in teaching students through
73.18 a variety of early and ongoing clinical experiences with middle level and high school
73.19 students within a range of educational programming models.

73.20 I. A teacher of health must understand the content and methods for teaching
73.21 reading including:

73.22 (1) knowledge of reading processes and instruction including:

74.1 (a) the relationships between and among print processing abilities and
74.2 digital content, motivation, background, and discourse knowledge, cognitive abilities, and
74.3 reader's interest and how those relationships impact comprehension; and

74.4 (b) the complexities involved in the development of academic
74.5 language and the impact of that development in school success; and

74.6 (2) the ability to use a wide range of instructional practices, approaches,
74.7 methods, and curriculum materials to support reading instruction including:

74.8 (a) selection and implementation of a wide variety of before, during,
74.9 and after reading strategies that develop reading and metacognitive abilities;

74.10 (b) the ability to develop and implement effective vocabulary
74.11 strategies that help students understand words including domain-specific content words;

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

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

74.18 [For text of subp 4, see M.R.]

74.19 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
74.20 health are effective on September 1, ~~2001~~ 2010, and thereafter.

74.21 **8710.4525 TEACHERS OF COMPUTER, KEYBOARDING, AND RELATED**
74.22 **TECHNOLOGY APPLICATIONS.**

74.23 Subpart 1. **Scope of practice.** A teacher of computer, keyboarding, and related
74.24 technology applications is authorized to provide to students in grades kindergarten
74.25 through 12 instruction that is designed to teach computer applications, including general

75.1 productivity applications, graphics, imaging, multimedia, video and animation, audio,
75.2 and digital communications including, but not limited to, the Internet and electronic
75.3 communications and computer keyboarding. This teacher is authorized to lead,
75.4 collaborate, and consult with other classroom teachers for the purpose of integrating
75.5 technology learning into content area curriculum. Nothing in this part prevents a teacher
75.6 of elementary education from teaching keyboarding to the teacher's own classroom, nor
75.7 any teacher from teaching computer applications and integrating technology into the
75.8 teacher's curriculum, or a teacher of business education from teaching keyboarding and
75.9 computer applications at the grade levels for which the teacher is licensed as a teacher of
75.10 business education.

75.11 Subp. 2. **Licensure requirements.** A candidate for licensure endorsement to
75.12 teach computer, keyboarding, and related technology applications to students in grades
75.13 kindergarten through 12 shall hold or qualify for a valid Minnesota classroom teaching
75.14 license and must have successfully completed a Board of Teaching preparation program
75.15 approved under part 8700.7600 leading to the licensure endorsement as a teacher of
75.16 computer, keyboarding, and related technology applications under this part. A teacher
75.17 of computer, keyboarding, and related technology applications is limited to teaching
75.18 in the scope of the teacher's base license.

75.19 Subp. 3. **Subject matter standard.** A candidate for licensure endorsement as
75.20 a teacher of computer, keyboarding, and related technology applications in grades
75.21 kindergarten through 12 must successfully complete a preparation program under subpart
75.22 2 that includes the candidate's demonstration of the knowledge and skills in items A to C.

75.23 A. A teacher of computer, keyboarding, and related technology applications
75.24 understands and applies:

75.25 (1) knowledge of computers and related technology and peripherals,
75.26 including hardware, software, file management, care of equipment, and security;

76.1 (2) knowledge about the legal context, ethics, and online safety issues in
76.2 the use of technology in education, including the changeable nature of these technologies
76.3 as their applications continue to evolve;

76.4 (3) knowledge about digital equity and meeting the needs of diverse
76.5 learners;

76.6 (4) knowledge of keyboarding and other input devices, including
76.7 terminology, techniques, ergonomics, appropriate fingering, skill development, and
76.8 application to word processing and other applications;

76.9 (5) knowledge of computer applications, including general productivity
76.10 applications, graphics, multimedia, and digital communications including, but not limited
76.11 to, the Internet and electronic communications;

76.12 (6) knowledge of emerging technologies and the changing nature of
76.13 technology in education;

76.14 (7) methods to manage technology, resources, user access, and applications
76.15 in the education setting;

76.16 (8) strategies to evaluate, select, and apply appropriate hardware, software,
76.17 and online resources; and

76.18 (9) the knowledge necessary to develop computer technology curriculum.

76.19 B. A teacher of computer, keyboarding, and related technology applications
76.20 provides leadership in the area of technology for a school community. The teacher must
76.21 be able to:

76.22 (1) model and provide professional development in the use of technology
76.23 for the enhancement of productivity;

76.24 (2) provide professional development, leadership, and communication
76.25 related to technology applications;

77.1 (3) participate in technology planning and provide support for integration
77.2 of technology learning in content area curriculum;

77.3 (4) participate in the development of policies and procedures for
77.4 technology; and

77.5 (5) assist in the design, development, and organization of learning spaces
77.6 for the application of integrated technology learning.

77.7 C. A teacher of computer, keyboarding, and related technology applications
77.8 integrates knowledge of computers, keyboarding, and computer applications with
77.9 understanding of pedagogy, students, learning, methods, processes of evaluation,
77.10 classroom management, and professional development. The teacher must:

77.11 (1) understand the physical, social, emotional, moral, and cognitive
77.12 development of students in grades kindergarten through 12;

77.13 (2) understand and apply best practices of teaching computer and related
77.14 technology applications to students in grades kindergarten through 12;

77.15 (3) understand the relationship between higher order thinking skills and
77.16 creativity to the effective application of technology to learning;

77.17 (4) develop curriculum goals and purposes based on the central concepts
77.18 of teaching computer and related technology applications and know how to apply
77.19 instructional strategies and materials for achieving student understanding of this discipline;

77.20 (5) create and apply teaching and learning strategies for many types of
77.21 technology environments including, but not limited to, lab, mobile, classroom, integrated,
77.22 and online;

77.23 (6) support the use of technology for formative and summative assessment
77.24 of student learning including, but not limited to, online testing; and

78.1 (7) apply the standards under part 8710.2000 to teaching keyboarding
78.2 and computer applications to students in grades kindergarten through 12 in a variety
78.3 of clinical experiences.

78.4 [For text of subp 4, see M.R.]

78.5 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
78.6 computer, keyboarding, and related technology applications are effective on September
78.7 1, 2010, and thereafter.

78.8 **8710.4550 LIBRARY MEDIA SPECIALISTS.**

78.9 Subpart 1. **Scope of practice.** A library media specialist is authorized to provide
78.10 to students in kindergarten through grade 12 instruction that is designed to provide
78.11 information and technology literacy skills instruction, to lead, collaborate, and consult
78.12 with other classroom teachers for the purpose of integrating information and technology
78.13 literacy skills with content teaching, and to administer media center operations,
78.14 programming, and resources.

78.15 [For text of subp 2, see M.R.]

78.16 Subp. 3. **Subject matter standard.** A candidate for licensure as a library media
78.17 specialist must complete a preparation program under subpart 2, item C, that must include
78.18 the candidate's demonstration of the knowledge and skills in items A to F.

78.19 A. A library media specialist develops and implements an information media
78.20 program that reflects the vision, mission, and goals of the school. The specialist must:

78.21 (1) identify and apply current educational research, theory, and practice;

78.22 (2) use a research and knowledge base to determine the role of information
78.23 and technology tools for communication;

78.24 (3) collaborate in developing short-range and long-range plans for the
78.25 information media program;

79.1 (4) demonstrate basic knowledge of computers and related technology
79.2 and peripherals, including hardware, software, file management, care of equipment, and
79.3 security;

79.4 (5) demonstrate basic knowledge of computer-based productivity
79.5 applications;

79.6 (6) demonstrate basic knowledge of digital communications applications,
79.7 which can include graphics and multimedia production;

79.8 (7) demonstrate basic knowledge of methods to manage technology,
79.9 information resources, user access, and applications in an education setting;

79.10 (8) demonstrate ability to evaluate, select, and apply appropriate hardware,
79.11 software, and other resources; and

79.12 (9) demonstrate the knowledge needed to develop information and
79.13 technology literacy curriculum.

79.14 B. A library media specialist develops and implements an information and
79.15 technology literacy program that is an integral part of the total curriculum. The specialist
79.16 must:

79.17 (1) participate in curriculum development with teachers across grade levels
79.18 and disciplines;

79.19 (2) plan and conduct a sequential integrated program of instruction in the
79.20 use of information and technology tools for research and communication;

79.21 [For text of subitems (3) to (8), see M.R.]

79.22 (9) formulate and conduct student learning activities that integrate the
79.23 use of information and technology tools, including the legal context, ethics, and online
79.24 safety issues inherent in the use of technology for learning and communication and the
79.25 changeable nature of these technologies.

80.1 C. A library media specialist develops and implements information media
80.2 program policies and procedures consistent with principles of professional practice and
80.3 appropriate to the mission and goals of the school and district. The specialist must:

80.4 [For text of subitems (1) to (7), see M.R.]

80.5 (8) consult and participate in the design of school facilities so that
80.6 information and technology tools can be used;

80.7 [For text of subitems (9) to (11), see M.R.]

80.8 D. A library media specialist initiates and maintains motivating environments
80.9 that foster the continued professional growth of the learning community. The specialist
80.10 must:

80.11 (1) model and teach responsible and ethical access to and use of
80.12 information;

80.13 (2) interpret and promote the information and technology literacy program;

80.14 [For text of subitems (3) and (4), see M.R.]

80.15 E. A library media specialist must demonstrate an understanding of the teaching
80.16 of information and technology literacy that integrates understanding of information media
80.17 with the understanding of pedagogy, students, learning, classroom management, and
80.18 professional development. The library media specialist for children, preadolescents,
80.19 and adolescents shall:

80.20 [For text of subitems (1) and (2), see M.R.]

80.21 (3) develop curriculum goals and purposes based on the central concepts of
80.22 information and technology literacy and know how to apply instructional strategies and
80.23 materials for achieving student understanding of this discipline;

80.24 [For text of subitems (4) to (6), see M.R.]

81.1 (7) understand the role and purpose of cocurricular and extracurricular
81.2 activities in the teaching and learning process; and

81.3 (8) apply the standards of effective practice in teaching students through
81.4 a variety of early and ongoing clinical experiences with kindergarten and primary,
81.5 intermediate, middle level, and high school students within a range of educational
81.6 programming models.

81.7 F. A library media specialist must understand the content and methods for
81.8 teaching reading including:

81.9 (1) knowledge of reading processes and instruction including:

81.10 (a) foundational theories related to practices and materials used in
81.11 the classroom;

81.12 (b) the relationships between and among print processing abilities,
81.13 motivation, background, and discourse knowledge, cognitive abilities, and reader's
81.14 interest, digital literacy, and how those relationships impact comprehension;

81.15 (c) the complexities involved in the development of academic
81.16 language and the impact of that development in school success; and

81.17 (d) the role and rationale in using literature and other texts including
81.18 electronic texts and nonprint materials across the curriculum;

81.19 (2) the ability to use a wide range of instructional practices, approaches,
81.20 methods, and curriculum materials to support reading and writing instruction including:

81.21 (a) the appropriate applications of a wide variety of instructional
81.22 frameworks that are effective in meeting the needs of readers in intermediate, middle
81.23 school, and high school settings across developmental levels, proficiency, and linguistic
81.24 backgrounds;

82.1 (b) the ability to plan instruction and select strategies that help students
82.2 read and understand content area texts and digital content and spur student interest in more
82.3 complex reading materials; and

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

82.6 (3) the ability to create a literate environment that fosters reading by
82.7 integrating foundational knowledge; use of instructional practices, approaches, and
82.8 methods; curriculum materials; and the appropriate use of assessments, including:

82.9 (a) understanding how to create a literacy rich environment that
82.10 includes a variety of texts, print and digital, student artifacts, literacy instructional
82.11 supports, and a physical arrangement that promotes literacy learning;

82.12 (b) the ability to create and maintain a motivating classroom and school
82.13 environment that promotes ongoing student engagement and literacy for all students; and

82.14 (c) the ability to model and reinforce reading and writing as valued
82.15 and purposeful lifelong activities; and

82.16 (4) a view of professional development as a career-long effort and
82.17 responsibility including:

82.18 (a) displaying positive dispositions toward the act of reading and the
82.19 teaching of reading, including a belief that all students can learn to read regardless of their
82.20 cognitive, cultural, or linguistic backgrounds;

82.21 (b) seeking to be well informed and up-to-date in knowledge of
82.22 content area literacies;

82.23 (c) actively seeking opportunities to participate in learning
82.24 communities and professional organizations; and

83.1 (d) developing and maintaining collegial relations to support literacy
83.2 initiatives across various communities within a district or school and maximize student
83.3 learning.

83.4 [For text of subp 4, see M.R.]

83.5 Subp. 5. **Effective date.** Requirements in this part for licensure as a library media
83.6 specialist are effective on September 1, 2010, and thereafter.

83.7 **8710.4600 TEACHERS OF MATHEMATICS.**

83.8 [For text of subps 1 and 2, see M.R.]

83.9 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of
83.10 mathematics must complete a preparation program under subpart 2, item C, that must
83.11 include the candidate's demonstration of the knowledge and skills in items A to J.

83.12 [For text of items A to H, see M.R.]

83.13 I. A teacher of mathematics must demonstrate an understanding of the teaching
83.14 of mathematics that integrates understanding of mathematics with the understanding of
83.15 pedagogy, students, learning, classroom management, and professional development. The
83.16 teacher of mathematics to preadolescent and adolescent students shall:

83.17 [For text of subitems (1) to (6), see M.R.]

83.18 (7) understand the role and purpose of cocurricular and extracurricular
83.19 activities in the teaching and learning process; and

83.20 (8) apply the standards of effective practice in teaching students through
83.21 a variety of early and ongoing clinical experiences with middle level and high school
83.22 students within a range of educational programming models.

83.23 J. A teacher of mathematics must understand the content and methods for
83.24 teaching reading including:

- 84.1 (1) knowledge of reading processes and instruction including:
- 84.2 (a) orthographic knowledge and morphological relationships within
- 84.3 words;
- 84.4 (b) the relationship between word recognition and vocabulary
- 84.5 knowledge, fluency, and comprehension in understanding text and content materials;
- 84.6 (c) the importance of direct and indirect vocabulary instruction that
- 84.7 leads to enhanced general and domain-specific word knowledge;
- 84.8 (d) the relationships between and among comprehension processes
- 84.9 related to print processing abilities, motivation, reader's interest, background knowledge,
- 84.10 cognitive abilities, knowledge of academic discourse, and print and digital text; and
- 84.11 (e) the development of academic language and its impact on learning
- 84.12 and school success; and
- 84.13 (2) the ability to use a wide range of instructional practices, approaches,
- 84.14 methods, and curriculum materials to support reading instruction including:
- 84.15 (a) the appropriate applications of a variety of instructional
- 84.16 frameworks that are effective in meeting the needs of readers of varying proficiency levels
- 84.17 and linguistic backgrounds in secondary settings;
- 84.18 (b) the ability to scaffold instruction for students who experience
- 84.19 comprehension difficulties;
- 84.20 (c) selection and implementation of a wide variety of before, during,
- 84.21 and after reading comprehension strategies that develop reading and metacognitive
- 84.22 abilities;
- 84.23 (d) the ability to develop and implement effective vocabulary
- 84.24 strategies that help students understand words including domain-specific content words;

85.1 (e) the ability to plan instruction and select strategies that help
85.2 students read and understand math texts and spur student interest in more complex reading
85.3 materials, including:

85.4 i. the density of ideas;

85.5 ii. concepts that build within a chapter or across chapters;

85.6 iii. use of equations to model life situations, asking students to
85.7 create or restate in words or sentences the relationship between symbols and the situation
85.8 being modeled;

85.9 iv. text with diagrams and graphs; and

85.10 v. use of different representations to aid students in understanding
85.11 the underlying mathematical concept, matching each representation to the learning styles
85.12 of different individuals; and

85.13 (f) model strategies for representing mathematical ideas in a variety of
85.14 modes (literal, symbolic, graphic, and digital), which includes asking students to restate
85.15 symbolic representations (numerals, equations, and graphs) in words or sentences.

85.16 [For text of subp 4, see M.R.]

85.17 Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of
85.18 mathematics are effective on September 1, 2010, and thereafter.

85.19 **8710.4650 TEACHERS OF VOCAL MUSIC AND OF INSTRUMENTAL MUSIC.**

85.20 [For text of subps 1 and 2, see M.R.]

85.21 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of vocal
85.22 music or instrumental music must complete a program under subpart 2, item C, that must
85.23 include the candidate's demonstration of the knowledge and skills in items A, B, D, and E,
85.24 or A, C, D, and E.

86.1 [For text of items A to C, see M.R.]

86.2 D. All teachers of music must demonstrate an understanding of the teaching
86.3 of music that integrates understanding of pedagogy, students, learning, classroom
86.4 management, and professional development. The teacher of music shall:

86.5 [For text of subitems (1) to (6), see M.R.]

86.6 (7) understand the role and purpose of cocurricular and extracurricular
86.7 activities in the teaching and learning process; and

86.8 (8) apply the standards of effective practice in teaching students through
86.9 a variety of early and ongoing clinical experiences with kindergarten or primary,
86.10 intermediate, middle level, and high school students within a range of educational
86.11 programming models.

86.12 E. All teachers of music must understand the content and methods for teaching
86.13 reading including:

86.14 (1) knowledge of reading processes and instruction including the
86.15 relationships between and among print processing abilities, motivation, background, and
86.16 discourse knowledge, cognitive abilities, and reader's interest and how those relationships
86.17 impact comprehension; and

86.18 (2) the ability to use a wide range of instructional practices, approaches,
86.19 methods, and curriculum materials to support reading and writing instruction including
86.20 the ability to develop and implement effective vocabulary strategies that help students
86.21 understand words including domain-specific words.

86.22 [For text of subp 4, see M.R.]

86.23 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of
86.24 vocal music or of instrumental music are effective on September 1, 2010, and thereafter.

86.25 **8710.4700 TEACHERS OF PHYSICAL EDUCATION.**

87.1 [For text of subps 1 and 2, see M.R.]

87.2 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of physical
87.3 education must complete a preparation program under subpart 2, item C, that must include
87.4 the candidate's demonstration of the knowledge and skills in items A to D.

87.5 [For text of items A and B, see M.R.]

87.6 C. A teacher of physical education must demonstrate an understanding of
87.7 the teaching of physical education that integrates understanding of physical education
87.8 with the understanding of pedagogy, students, learning, classroom management, and
87.9 professional development. The teacher of physical education to children, preadolescents,
87.10 and adolescents must:

87.11 [For text of subitems (1) to (7), see M.R.]

87.12 (8) understand the role and purpose of cocurricular and extracurricular
87.13 activities in the teaching and learning process; and

87.14 (9) apply the standards of effective practice in teaching students through
87.15 a variety of early and ongoing clinical experiences with kindergarten and primary,
87.16 intermediate, middle level, and high school students within a range of educational
87.17 programming models.

87.18 D. A teacher of physical education must understand the content and methods
87.19 for teaching reading including the ability to use a wide range of instructional practices,
87.20 approaches, methods, and curriculum materials including electronic resources to support
87.21 reading and writing instruction including:

87.22 (1) selection and implementation of a wide variety of before, during, and
87.23 after reading comprehension strategies that develop reading and metacognitive abilities;

87.24 (2) the ability to develop and implement effective vocabulary strategies
87.25 that help students understand words including domain-specific words; and

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

88.4 [For text of subp 4, see M.R.]

88.5 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
88.6 physical education are effective on September 1, 2010, and thereafter.

88.7 **8710.4725 TEACHERS OF READING.**

88.8 Subpart 1. **Scope of practice.** A teacher of reading is authorized to facilitate and
88.9 provide for kindergarten through grade 12 students instruction that is designed to develop
88.10 reading skills, strategies, and comprehension. The teacher of reading is also authorized to
88.11 provide assistance to teachers who have responsibility for providing reading instruction.
88.12 Nothing in this part restricts teachers of elementary education, teachers of English as a
88.13 second language, or teachers of special education from providing reading instruction
88.14 to students they are licensed to teach nor restricts any other teacher from providing
88.15 instruction in reading in their content areas.

88.16 Subp. 2. **Licensure requirements.** A candidate for licensure to teach reading to
88.17 students in kindergarten through grade 12 shall:

88.18 A. hold or qualify for a full professional license valid for:

88.19 [For text of subitem (1), see M.R.]

88.20 (2) kindergarten through grade 12 special education teaching under parts
88.21 8710.5000 to 8710.5800;

88.22 (3) English as a second language teaching under part 8710.4400; or

88.23 (4) adult basic education teaching under part 8710.4000; and

89.1 B. show verification of completing a Board of Teaching preparation program
89.2 approved under part 8700.7600 leading to the licensure of teachers of reading including
89.3 standards under subpart 3a.

89.4 Subp. 3. [See repealer.]

89.5 Subp. 3a. **Subject matter standard.** A candidate for licensure as a teacher of
89.6 reading must complete a preparation program under subpart 2, item B, that must include
89.7 the candidate's demonstration of the knowledge and skills in items A to E.

89.8 A. A teacher of reading must have knowledge of the foundations of reading
89.9 processes and instruction:

89.10 (1) demonstrate the ability to support a philosophy of literacy instruction
89.11 with theory and research;

89.12 (2) indicate knowledge of reading theories and how these translate into
89.13 effective practices;

89.14 (3) apply reading research studies and articulate how these studies impact
89.15 reading instruction at the elementary, middle, and high school levels;

89.16 (4) understand the physical, social, emotional, moral, and cognitive
89.17 development of children, preadolescents, and adolescents as it pertains to reading
89.18 instruction;

89.19 (5) understand the progression of reading development (emergent,
89.20 beginning, transitional, intermediate, and advanced) and the variations related to cultural
89.21 and linguistic diversity with a heightened awareness to the needs of struggling readers;

89.22 (6) describe developmental progress in oral language and its relationship
89.23 to reading;

89.24 (7) teach and foster emergent reading skills such as phonemic awareness,
89.25 alphabet recognition, and understanding that printed words convey meaning;

90.1 (8) teach and foster word recognition skills including phonics, structural
90.2 analysis, and contextual analysis;

90.3 (9) foster the development of an initial sight vocabulary and an increasingly
90.4 larger and more complex vocabulary, mastering word-learning strategies such as the use
90.5 of context and structural analysis, and developing word consciousness;

90.6 (10) teach and foster fluency and automaticity in both oral and silent
90.7 reading;

90.8 (11) teach and foster comprehension and appreciation of a wide range of
90.9 children's and adolescent literature;

90.10 (12) teach comprehension strategies such as adjusting reading approach,
90.11 activating background knowledge, summarizing, generating questions, constructing
90.12 mental representations, and self-monitoring;

90.13 (13) teach and foster critical thinking skills and behaviors such as thinking
90.14 independently, withholding judgment, recognizing point of view and bias, and considering
90.15 multiple solutions; and

90.16 (14) teach writing to advance reading development and learning from text.

90.17 B. A teacher of reading must be able to use a wide range of instructional
90.18 practices, approaches, methods, and curriculum materials to support reading instruction:

90.19 (1) organize and manage effective reading instruction appropriate across
90.20 developmental levels, proficiency, and linguistic backgrounds;

90.21 (2) implement a variety of appropriate grouping strategies including
90.22 individual, small group, and whole group reading instruction;

90.23 (3) implement and reflect on the use of instructional practices, approaches,
90.24 and methods, which support the cognitive, cultural, and linguistic differences of readers;

91.1 (4) understand and apply instructional and informational technologies,
91.2 digital literacy, and electronic resources to support literacy;

91.3 (5) identify, secure, and use high-quality literature, which meets the interest
91.4 and reading needs of all readers and represents various cultures and genres;

91.5 (6) understand the rationale for using a wide range of texts and show
91.6 evidence of using multiple texts within instruction, including informational texts, content
91.7 area texts, electronic texts, and nonprint materials;

91.8 (7) understand the structures of texts, both print and electronic, and the
91.9 challenges presented by these materials, and use this knowledge in lesson design to match
91.10 materials to the cognitive levels of all readers and across the curriculum; and

91.11 (8) demonstrate competency through a variety of clinical experiences with
91.12 elementary, middle, and high school students.

91.13 C. A teacher of reading must be able to use a variety of assessment tools and
91.14 practices to plan and evaluate effective reading instruction:

91.15 (1) understand the principles surrounding a wide variety of instruments,
91.16 their purposes, strengths, and limitations;

91.17 (2) select appropriate tools for specific situations that includes assessment
91.18 for diagnosis and progress monitoring;

91.19 (3) demonstrate expertise in the administration and interpretation of a wide
91.20 variety of measures that track student progress by individual, class, cohort, and school;

91.21 (4) demonstrate expertise in using assessment information to plan
91.22 differentiated classroom instruction for students, including those at different cognitive and
91.23 developmental stages, and those from different cultural and linguistic backgrounds;

91.24 (5) use assessment data to develop interventions that address specific
91.25 student needs;

92.1 (6) select materials, identify appropriate instructional strategies, and
92.2 allocate resources needed to implement interventions and remediations; and

92.3 (7) communicate results of assessments, students, parents, caregivers,
92.4 colleagues, and administrators.

92.5 D. A teacher of reading must be able to create a literate environment that fosters
92.6 reading by integrating foundational knowledge, use of instructional practices, approaches
92.7 and methods, curriculum materials, and the appropriate use of assessments including:

92.8 (1) use students' interests, reading abilities, and backgrounds as foundations
92.9 for the reading program and provide authentic reasons to read and write;

92.10 (2) support students and colleagues in the selection of materials, print
92.11 and electronic, that match students' reading levels, interests, cultural, and linguistic
92.12 backgrounds;

92.13 (3) develop and implement classroom and schoolwide organizational
92.14 structures that include explicit instruction, guided practice, independent reading,
92.15 interactive talk, opportunities for response, and reading and writing across the curriculum;

92.16 (4) integrate technology into reading instruction to create and maintain an
92.17 environment that includes conventional and new literacies and ensures equity of access
92.18 to technology;

92.19 (5) create and maintain a motivating classroom and school environment
92.20 that promotes ongoing student engagement and literacy for all students;

92.21 (6) promote a shared vision that all students can learn literacy regardless of
92.22 their cognitive, cultural, or linguistic backgrounds;

92.23 (7) use literature to engage students in dialogue, critical thinking, and
92.24 reflection around issues of social justice;

93.1 (8) promote critical literacy by encouraging student to question what they
93.2 are reading while analyzing texts from multiple viewpoints or perspectives; and

93.3 (9) understand the importance of and facilitate home school connections.

93.4 E. A teacher of reading must view professional development as a career-long
93.5 effort and responsibility including:

93.6 (1) serve as a role model and display positive attitudes toward literacy in
93.7 the district/building by engaging in reading and writing practices;

93.8 (2) promote and facilitate ongoing self-reflection related to teaching and
93.9 student learning;

93.10 (3) seek to be well informed and share up-to-date knowledge of literacy
93.11 learning with colleagues;

93.12 (4) apply aspects of coaching feedback to instructional practice;

93.13 (5) actively seek opportunities to participate in learning communities
93.14 and professional organizations;

93.15 (6) collaborate with and provide guidance for colleagues who seek
93.16 classroom instruction support in reading;

93.17 (7) engage in, initiate, implement, and evaluate professional development
93.18 programs; and

93.19 (8) understand current state and federal legislation as it relates to reading.

93.20 [For text of subp 4, see M.R.]

93.21 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
93.22 social studies are effective on September 1, 2010, and thereafter.

93.23 **8710.4750 TEACHERS OF SCIENCE.**

93.24 [For text of subps 1 to 2a, see M.R.]

94.1 Subp. 3. **Subject matter standards for science in grades 5 through 8.** A candidate
94.2 for licensure as a teacher of science in grades 5 through 8 must complete a preparation
94.3 program under subpart 2, item C, that must include the candidate's demonstration of
94.4 the knowledge and skills in items A to F.

94.5 [For text of items A to D, see M.R.]

94.6 E. A teacher of science must have a broad-based knowledge of teaching science
94.7 that integrates knowledge of science with knowledge of pedagogy, students, learning
94.8 environments, and professional development. A teacher of science must understand:

94.9 [For text of subitems (1) to (8), see M.R.]

94.10 (9) the role and purpose of cocurricular and extracurricular activities in the
94.11 teaching and learning process; and

94.12 (10) how to apply the standards of effective practice in teaching through
94.13 a variety of early and ongoing clinical experiences with middle level and high school
94.14 students within a range of educational programming models.

94.15 F. A teacher of science must understand the content and methods for teaching
94.16 reading including:

94.17 (1) knowledge of reading processes and instruction including:

94.18 (a) orthographic knowledge and morphological relationships within
94.19 words;

94.20 (b) the relationship between word recognition and vocabulary
94.21 knowledge, fluency, and comprehension in understanding text and content materials;

94.22 (c) the importance of direct and indirect vocabulary instruction that
94.23 leads to enhanced general and domain-specific word knowledge;

95.1 (d) the relationships between and among comprehension processes
95.2 related to print processing abilities, motivation, reader's interest, background knowledge,
95.3 cognitive abilities, knowledge of academic discourse, and print and digital text; and

95.4 (e) the development of academic language and its impact on learning
95.5 and school success; and

95.6 (2) the ability to use a wide range of instructional practices, approaches,
95.7 methods, and curriculum materials to support reading instruction including:

95.8 (a) the appropriate applications of a variety of instructional
95.9 frameworks that are effective in meeting the needs of readers of varying proficiency levels
95.10 and linguistic backgrounds in secondary settings;

95.11 (b) the ability to scaffold instruction for students who experience
95.12 comprehension difficulties;

95.13 (c) selection and implementation of a wide variety of before, during,
95.14 and after reading comprehension strategies that develop reading and metacognitive
95.15 abilities;

95.16 (d) the ability to develop and implement effective vocabulary
95.17 strategies that help students understand words including domain-specific content words;

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

95.20 (f) the ability to identify instructional practices, approaches and
95.21 methods and match materials, print and digital, to the cognitive levels of all readers,
95.22 guided by an evidence-based rationale, which support the developmental, cultural, and
95.23 linguistic differences of readers;

95.24 (g) the ability to plan instruction and select strategies that help students
95.25 read and understand science texts, including the ability to:

96.1 i. distinguish between facts based on empirical/scientific findings
96.2 from opinion;

96.3 ii. relate what is read to relevant prior knowledge;

96.4 iii. use scientific knowledge to draw inferences or conclusions
96.5 from facts, discern cause and effect relationships, detect fallacies in author's evidence, and
96.6 support own claims with evidence;

96.7 iv. follow instructions to perform laboratory activities step by step
96.8 in a disciplined fashion;

96.9 v. explain diagrams and graphs in terms of scientific
96.10 content/meaning; and

96.11 vi. explain meaning of abbreviations and symbols.

96.12 Subp. 4. **Subject matter standards for teachers of chemistry.** A candidate for
96.13 licensure as a teacher of chemistry in grades 9 through 12 must complete a preparation
96.14 program under subpart 2, item C, that must include the candidate's demonstration of the
96.15 knowledge and skills in items A to C, and subpart 3, items E and F.

96.16 [For text of items A to C, see M.R.]

96.17 Subp. 5. **Subject matter standards for teachers of earth and space science.** A
96.18 candidate for licensure as a teacher of earth and space science in grades 9 through 12 must
96.19 complete a preparation program under subpart 2, item C, that must include the candidate's
96.20 demonstration of the knowledge and skills in items A to C, and subpart 3, items E and F.

96.21 [For text of items A to C, see M.R.]

96.22 Subp. 6. **Subject matter standards for teachers of life science.** A candidate for
96.23 licensure as a teacher of life science in grades 9 through 12 must complete a preparation
96.24 program under subpart 2, item C, that must include the candidate's demonstration of the
96.25 knowledge and skills in items A to C, and subpart 3, items E and F.

97.1 [For text of items A to C, see M.R.]

97.2 Subp. 7. **Subject matter standards for teachers of physics.** A candidate for
97.3 licensure as a teacher of physics in grades 9 through 12 must complete a preparation
97.4 program under subpart 2, item C, that must include the candidate's demonstration of the
97.5 knowledge and skills in items A to C, and subpart 3, items E and F.

97.6 [For text of items A to C, see M.R.]

97.7 [For text of subp 8, see M.R.]

97.8 Subp. 9. **Effective date.** The requirements of this part for licensure as a teacher of
97.9 science shall be effective on September 1, 2010, and thereafter.

97.10 **8710.4800 TEACHERS OF SOCIAL STUDIES.**

97.11 [For text of subps 1 and 2, see M.R.]

97.12 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of social
97.13 studies must complete a preparation program under subpart 2, item C, that must include
97.14 the candidate's demonstration of the knowledge and skills in items A to L.

97.15 [For text of items A to J, see M.R.]

97.16 K. A teacher of social studies must demonstrate an understanding of the teaching
97.17 of social studies that integrates understanding of the social studies disciplines with the
97.18 understanding of pedagogy, students, learning, classroom management, and professional
97.19 development. The teacher of social studies to preadolescent and adolescent students shall:

97.20 [For text of subitems (1) to (6), see M.R.]

97.21 (7) understand the role and purpose of cocurricular and extracurricular
97.22 activities in the teaching and learning process; and

98.1 (8) apply the standards of effective practice in teaching students through
98.2 a variety of early and ongoing clinical experiences with middle level and high school
98.3 students within a range of educational programming models.

98.4 L. A teacher of social studies must understand the content and methods for
98.5 teaching reading including:

98.6 (1) knowledge of reading processes and instruction including:

98.7 (a) orthographic knowledge and morphological relationships within
98.8 words;

98.9 (b) the relationship between word recognition and vocabulary
98.10 knowledge, fluency, and comprehension in understanding text and content materials;

98.11 (c) the importance of direct and indirect vocabulary instruction that
98.12 leads to enhanced general and domain-specific word knowledge;

98.13 (d) the relationships between and among comprehension processes
98.14 related to print processing abilities, motivation, reader's interest, background knowledge,
98.15 cognitive abilities, knowledge of academic discourse, and print and digital text; and

98.16 (e) the development of academic language and its impact on learning
98.17 and school success; and

98.18 (2) the ability to use a wide range of instructional practices, approaches,
98.19 methods, and curriculum materials to support reading instruction including:

98.20 (a) the appropriate applications of a variety of instructional
98.21 frameworks that are effective in meeting the needs of readers of varying proficiency levels
98.22 and linguistic backgrounds in secondary settings;

98.23 (b) the ability to scaffold instruction for students who experience
98.24 comprehension difficulties;

99.1 (c) selection and implementation of a wide variety of before, during,
99.2 and after reading comprehension strategies that develop reading and metacognitive
99.3 abilities;

99.4 (d) the ability to develop and implement effective vocabulary
99.5 strategies that help students understand words including domain-specific content words;

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

99.8 (f) the ability to identify instructional practices, approaches, and
99.9 methods and match materials, print and digital, to the cognitive levels of all readers,
99.10 guided by an evidence-based rationale, which support the developmental, cultural, and
99.11 linguistic differences of readers;

99.12 (g) the appropriate applications of a wide variety of instructional
99.13 frameworks that are effective in meeting the needs of readers in secondary school settings
99.14 across developmental levels, proficiency, and linguistic backgrounds; and

99.15 (h) the ability to plan instruction and select strategies that help students
99.16 read and understand social studies texts and spur student interest in more complex reading
99.17 materials, including the ability to help students:

99.18 i. recognize fact and opinion and the words that signal opinions
99.19 and judgments;

99.20 ii. distinguish between primary and secondary sources, for
99.21 example, historical record versus textbook;

99.22 iii. thinking critically, for example, drawing inferences or
99.23 conclusions from facts, analyzing author's purpose and point of view, discerning cause and
99.24 effect relationships, detecting bias, and evaluating evidence;

100.1 iv. using and interpreting maps, globes, and other nonlinguistic
100.2 or graphic tools such as timelines, photographs, charts, statistical tables, digital tools,
100.3 and political cartoons; and

100.4 v. using other text features such as glossaries, indexes, detailed
100.5 databases about countries, and appendices of documents or maps.

100.6 [For text of subp 4, see M.R.]

100.7 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
100.8 social studies are effective on September 1, 2010, and thereafter.

100.9 **8710.4850 TEACHERS OF TECHNOLOGY.**

100.10 [For text of subps 1 and 2, see M.R.]

100.11 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of
100.12 technology must complete a preparation program under subpart 2, item C, that must
100.13 include the candidate's demonstration of the knowledge and skills in items A to D.

100.14 [For text of items A and B, see M.R.]

100.15 C. A teacher of technology must demonstrate an understanding of the teaching
100.16 of technology that integrates understanding of technology with the understanding of
100.17 pedagogy, students, learning, classroom management, and professional development. The
100.18 teacher of technology to preadolescent and adolescent students must:

100.19 [For text of subitems (1) to (6), see M.R.]

100.20 (7) understand the role and purpose of cocurricular and extracurricular
100.21 activities in the teaching and learning process; and

100.22 (8) apply the standards of effective practice in teaching students through
100.23 a variety of early and ongoing clinical experiences with middle level and high school
100.24 students within a range of educational programming models.

101.1 D. A teacher of technology must understand the content and methods for
101.2 teaching reading including:

101.3 (1) knowledge of reading processes and instruction including:

101.4 (a) the relationship between word recognition and vocabulary
101.5 knowledge, fluency, and comprehension in understanding text and content materials;

101.6 (b) the importance of direct and indirect vocabulary instruction that
101.7 leads to enhanced general and domain-specific word knowledge;

101.8 (c) the relationships between and among comprehension processes
101.9 related to print processing abilities, motivation, reader's interest, background knowledge,
101.10 cognitive abilities, knowledge of academic discourse, and print and digital text; and

101.11 (d) the development of academic language and its impact on learning
101.12 and school success;

101.13 (2) the ability to use a wide range of instructional practices, approaches,
101.14 methods, and curriculum materials to support reading instruction including:

101.15 (a) the appropriate applications of a variety of instructional
101.16 frameworks that are effective in meeting the needs of readers of varying proficiency
101.17 levels and linguistic backgrounds;

101.18 (b) the ability to scaffold instruction for students who experience
101.19 comprehension difficulties;

101.20 (c) the ability to develop and implement effective vocabulary strategies
101.21 that help students understand words including domain-specific content words;

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

102.1 (3) the ability to use technology for ongoing assessment, both of learning
102.2 and for learning, and the evaluation of the use of information and communication
102.3 technologies and digital resources.

102.4 [For text of subp 4, see M.R.]

102.5 Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of
102.6 technology are effective on September 1, 2010, and thereafter.

102.7 **8710.4900 TEACHERS OF VISUAL ARTS.**

102.8 [For text of subps 1 and 2, see M.R.]

102.9 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of visual
102.10 arts must complete a preparation program under subpart 2, item C, that must include the
102.11 candidate's demonstration of the knowledge and skills in items A to G.

102.12 [For text of items A to E, see M.R.]

102.13 F. A teacher of visual arts must demonstrate an understanding of the teaching of
102.14 visual arts that integrates understanding of visual art with an understanding of pedagogy,
102.15 students, learning, classroom management, and professional development. The teacher of
102.16 visual arts to children, preadolescents, and adolescents must:

102.17 [For text of subitems (1) to (6), see M.R.]

102.18 (7) understand the role and purpose of cocurricular and extracurricular
102.19 activities in the teaching and learning process; and

102.20 (8) apply the standards of effective practice in teaching students in
102.21 kindergarten through grade 12 through a variety of early and ongoing clinical experiences
102.22 with kindergarten and primary, intermediate, middle level, and high school students within
102.23 a range of educational programming models.

103.1 G. A teacher of visual arts must understand the content and methods for
103.2 teaching reading including knowledge of reading processes and instruction including:

103.3 (1) the relationships between and among print and digital content
103.4 processing abilities, motivation, background, and discourse knowledge, cognitive abilities,
103.5 and reader's interest and how those relationships impact comprehension; and

103.6 (2) the role and rationale in using literature and other texts including
103.7 electronic texts and nonprint materials across the curriculum.

103.8 [For text of subp 4, see M.R.]

103.9 Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of visual
103.10 arts are effective on September 1, 2010, and thereafter.

103.11 **8710.4925 READING LEADER.**

103.12 Subpart 1. **Scope of practice.** A reading leader is authorized to facilitate and
103.13 provide site-based or districtwide leadership for kindergarten through grade 12 student
103.14 instruction that is designed to develop reading skills, strategies, and comprehension. The
103.15 reading leader is also authorized to provide assistance to teachers who have responsibility
103.16 for providing reading instruction. Nothing in this part restricts teachers of elementary
103.17 education, teachers of English as a second language, or teachers of special education from
103.18 providing reading instruction to students they are licensed to teach or restricts any other
103.19 teacher from providing instruction in reading in their content areas.

103.20 Subp. 2. **Licensure requirements.** A candidate for licensure to teach reading to
103.21 students in kindergarten through grade 12 shall:

103.22 A. hold or qualify for a full professional license valid for:

103.23 (1) classroom teaching, as defined in part 8710.0300, in one or more of the
103.24 following student levels: elementary, middle, or secondary;

104.1 (2) kindergarten through grade 12 special education teaching under parts
104.2 8710.5000 to 8710.5800;

104.3 (3) English as a second language teaching under part 8710.4400; or

104.4 (4) adult basic education teaching under part 8710.4000;

104.5 B. show verification of completing a Board of Teaching preparation program
104.6 approved under part 8700.7600 leading to the licensure of teachers of reading including
104.7 standards under subpart 3; and

104.8 C. show verification of completing a Board of Teaching preparation program
104.9 approved under part 8700.7600 leading to licensure as a teacher of reading under part
104.10 8710.4725.

104.11 Subp. 3. **Subject matter standard.** A candidate for licensure as a reading leader
104.12 must complete a preparation program under subpart 2, item B, that must include the
104.13 candidate's demonstration of the knowledge and skills in items A to E.

104.14 A. A reading leader must have knowledge of the foundations of reading
104.15 processes and instruction:

104.16 (1) promote a school or districtwide philosophy of literacy instruction
104.17 supported by theory and research;

104.18 (2) disseminate knowledge of reading theories and articulate how these
104.19 findings translate into effective practice;

104.20 (3) apply knowledge of research to address identified needs related to
104.21 reading at the school and district level;

104.22 (4) disseminate information, with supporting dialogue and coaching, on the
104.23 developmental progress of oral language and its relationship to reading;

105.1 (5) synthesize and disseminate the research about the major components
105.2 of reading (phonemic awareness, word identification and phonics, vocabulary and
105.3 background knowledge, fluency, comprehension strategies, and motivation) and how they
105.4 are related to instructional practices and materials in the classroom, school, and district.

105.5 (6) support school or districtwide implementation of differentiated reading
105.6 instruction that supports learners as they progress across the developmental continuum;
105.7 and

105.8 (7) coach teachers as they identify, monitor, and respond to student progress
105.9 in relation to developmental benchmarks and with attention to variations related to cultural
105.10 and linguistic diversity with a heightened awareness to the needs of struggling readers.

105.11 B. A reading leader must use a wide range of instructional practices, approaches,
105.12 methods, and curriculum materials to support reading instruction:

105.13 (1) provide support and coaching for teachers as they implement literacy
105.14 frameworks that promote instruction which is appropriate to varying developmental levels,
105.15 proficiency, and linguistic backgrounds;

105.16 (2) support and coach teachers as they implement a variety of grouping
105.17 strategies including individual, small group, and whole group reading instruction;

105.18 (3) facilitate the development, selection, implementation, and evaluation
105.19 of curriculum (e.g. instructional practices, approaches, and methods) consistent with
105.20 building/district frameworks;

105.21 (4) support and coach teachers in the design of effective reading lessons
105.22 using various instructional practices, approaches, methods and materials in text and

105.23 multimedia formats that promote the development of the major components of reading
105.24 within the reading classroom and across the content areas;

106.1 (5) provide leadership to ensure that district and school curriculum and
106.2 standards are consistent with Minnesota's Academic Standards in Language Arts/Reading;

106.3 (6) advocate for, support, and coach teacher use of high-quality literature
106.4 and a wide range of texts, including informational texts, content area texts, electronic
106.5 texts, and nonprint materials; and

106.6 (7) model lessons highlighting the structures of texts, print and electronic,
106.7 the challenges presented by these materials, and support teachers as they use this
106.8 knowledge in lesson design.

106.9 C. A reading leader must use a variety of assessment tools and practices to plan
106.10 and evaluate effective reading instruction:

106.11 (1) understand the relationship of school, district, state, and national
106.12 literacy initiatives and their accountability requirements;

106.13 (2) provide leadership and guidance in the development of effective school
106.14 assessment plans;

106.15 (3) provide professional development on the proper use and interpretation
106.16 of various assessment tools;

106.17 (4) provide support and professional development to school and district
106.18 personnel on the appropriate interpretations of selected assessment tools;

106.19 (5) use multiple measures of data for the purpose of progress monitoring,
106.20 program evaluation, and instructional effectiveness;

106.21 (6) provide leadership and guidance in the evaluation of school and
106.22 districtwide programs;

106.23 (7) provide leadership in designing and sustaining effective instructional
106.24 assessment models for meeting the needs of those at different cognitive and developmental
106.25 stages and those from different cultural and linguistic backgrounds;

107.1 (8) provide professional development in understanding how the structure of
107.2 written language, including orthography, morphology, phonology, semantics, and syntax,
107.3 relates to reading instruction for students with special reading needs;

107.4 (9) revise instructional programs based on data to address student needs
107.5 and proficiencies;

107.6 (10) provide leadership in data-driven, shared decision-making processes
107.7 on the type and intensity of intervention models;

107.8 (11) know how to locate and employ necessary resources for high-quality
107.9 instructional support; and

107.10 (12) communicate results of assessments to students, parents, caregivers,
107.11 colleagues, administrators, policymakers, policy officials, and communities.

107.12 D. A reading leader must create a literate environment that fosters reading by
107.13 integrating foundational knowledge, instructional practices, approaches, and methods,
107.14 curriculum materials, and the appropriate use of assessments, in order to:

107.15 (1) support and coach teachers as they select materials, print and electronic,
107.16 that match students' reading levels, interests, cultural, and linguistic backgrounds;

107.17 (2) create a schoolwide literacy-rich physical environment appropriate
107.18 for students who represent multiple levels, broad interests, and cultural and linguistic
107.19 backgrounds;

107.20 (3) support and coach teachers in the development of classroom and
107.21 schoolwide organizational structures that include explicit instruction, guided practice,

107.22 independent reading, interactive talk, opportunities for response, and reading and writing
107.23 across the curriculum;

108.1 (4) promote a school or districtwide philosophy of literacy that integrates
108.2 technology to create and maintain a reading environment that includes conventional and
108.3 new literacies;

108.4 (5) support and coach teachers as they create and maintain a motivating
108.5 classroom and school environment that promotes ongoing student engagement and
108.6 literacy for all students;

108.7 (6) promote a shared vision that all students can learn literacy regardless of
108.8 their cognitive, cultural, or linguistic backgrounds;

108.9 (7) support and coach teachers as they use literature to engage students in
108.10 dialogue, critical thinking, and reflection around issues of social justice;

108.11 (8) promote schoolwide critical literacy by encouraging students to question
108.12 what they are reading while analyzing texts from multiple viewpoints or perspectives; and

108.13 (9) create a strong advocacy for home school connections.

108.14 E. A reading leader, in viewing professional development as a career-long
108.15 effort and responsibility, must:

108.16 (1) promote and facilitate teachers' ongoing self-reflection related to
108.17 teaching and student learning;

108.18 (2) seek to be well informed and share up-to-date knowledge of literacy
108.19 learning with colleagues;

108.20 (3) work with colleagues to provide feedback on instructional practice
108.21 through coaching and feedback sessions;

108.22 (4) provide leadership in developing and maintaining learning communities;

- 108.23 (5) seek leadership opportunities in professional organizations;
- 108.24 (6) understand and support adult learning;
- 109.1 (7) have the knowledge to create long-term, substantive, coherent
109.2 professional development;
- 109.3 (8) engage in ongoing reflection of the professional development
109.4 process, including planning, implementing, evaluating, and using data to support future
109.5 professional development;
- 109.6 (9) knowledge of how to effectively form teams from across the district to
109.7 work on literacy initiatives;
- 109.8 (10) strategically secure and place human resources to accomplish literacy
109.9 initiatives;
- 109.10 (11) know fiscal, budgetary, and purchasing practices for operating a
109.11 comprehensive reading program and secure and allocate the funds in appropriate ways
109.12 that match the literacy vision and goals for the district;
- 109.13 (12) understand the role and alignment of district, school, and department
109.14 missions and goals in reading program planning; and
- 109.15 (13) provide leadership and communicate with colleagues' information
109.16 regarding current state and federal legislation as it relates to reading.
- 109.17 Subp. 4. **Professional license.** A professional license shall be issued and renewed
109.18 according to the rules of the Board of Teaching governing licensure.
- 109.19 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
109.20 social studies are effective on September 1, 2010, and thereafter.

109.21 **8710.7200 CLOCK HOURS; REQUIREMENTS FOR RENEWAL OF**
109.22 **PROFESSIONAL LICENSES.**

109.23 [For text of subp 1, see M.R.]

109.24 Subp. 2. **Renewal clock hours.** Verification by the local continuing
109.25 education/relicensure committee that the applicant has completed 125 approved clock
110.1 hours is required for renewal. Instruction and professional development activities meet
110.2 requirements to renew licenses only if they address one or more of the standards in part
110.3 8710.2000. Effective for renewal of professional licenses which expire on June 30, 2001,
110.4 and after, applicants must include in their 125 clock hours instruction or other professional
110.5 development activities which address positive behavioral intervention strategies and
110.6 accommodation, modification, and adaptation of curriculum, materials, and instruction
110.7 to appropriately meet the needs of varied students in achieving graduation standards.
110.8 Effective for renewal of professional licenses which expire on June 30, 2004, and after,
110.9 applicants must also include in their 125 clock hours instruction or other professional
110.10 development activities which evidence further reading preparation, consistent with
110.11 Minnesota Statutes, section 122A.06, subdivision 4. Effective for renewal of professional
110.12 licenses which expire on June 30, 2005, and after, applicants must also include in their
110.13 125 clock hours instruction or other professional development activities which address
110.14 further preparation in understanding the key warning signs of early-onset mental illnesses
110.15 in children and adolescents which may include depressed mood, excessive fears and
110.16 anxieties, changes in behavior and performance, failure to develop peer relationships,
110.17 impaired concentration and thinking, suicidal gestures, the potential connection to
110.18 substance use, and knowledge of steps to be taken if such warning signs are observed.
110.19 Effective for renewal of professional licenses that expire on June 30, 2012, and thereafter,
110.20 applicants must also include in their 125-clock hours instruction or other professional
110.21 development activities that integrate technology effectively with student learning to
110.22 increase engagement and student achievement.

110.23 [For text of subps 3 to 11, see M.R.]

110.24 **REPEALER.** Minnesota Rules, parts 8710.3200, subpart 4; 8710.3300; and 8710.4725,
110.25 subpart 3, are repealed.