

1.1 **Board of Teaching**

1.2 **Adopted Permanent Rules on Teacher Education Programs, Student Teaching and**
1.3 **Field Experience, and Technical Changes**

1.4 **8705.0100 PROGRAM AND UNIT APPROVAL.**

1.5 Licenses to teach in Minnesota may be granted to persons who complete approved
1.6 programs leading to teacher licensure in Minnesota institutions approved by the Board of
1.7 Teaching to prepare persons for teacher licensure according to this chapter. The teacher
1.8 preparation institution or provider must meet the standards under parts 8705.1000 and
1.9 8705.1100 or the procedures and requirements established under part 8705.1200 prior to
1.10 being authorized to submit specific licensure programs for program approval under parts
1.11 8705.2000 to 8705.2600.

1.12 **8705.0200 DEFINITIONS.**

1.13 Subpart 1. **Scope of definitions.** The terms used in this chapter have the meanings
1.14 given them in this part.

1.15 Subp. 2. **Advanced academic preparation.** "Advanced academic preparation"
1.16 means a minimum of a master's degree and content expertise in the licensure subject to
1.17 be taught.

1.18 Subp. 3. **Assessment system.** "Assessment system" means a comprehensive and
1.19 integrated set of evaluation measures that provides information for use in monitoring
1.20 candidate demonstration of standards, and managing and improving unit operations and
1.21 programs.

1.22 Subp. 4. **Board.** "Board" means the Minnesota Board of Teaching.

1.23 Subp. 5. **Endorsement.** "Endorsement" means a licensure field that cannot be
1.24 earned as an initial license.

2.1 Subp. 6. **Field experience.** "Field experience" means a school-based opportunity
2.2 in which candidates may observe teachers and students, assist, tutor, instruct, or conduct
2.3 research.

2.4 Subp. 7. **Institution.** "Institution" means a regionally accredited baccalaureate or
2.5 postbaccalaureate degree-granting college or university.

2.6 Subp. 8. **Program completer.**

2.7 A. "Program completer" means a person who has met all the requirements of
2.8 a state-approved teacher preparation program, including all those who are documented
2.9 as having met such requirements. Documentation may take the form of a degree,
2.10 institutional certificate, program credential, transcript, or other written proof of having met
2.11 the program's requirements. In applying this definition, that an individual has or has not
2.12 been recommended to the state for certification or licensure may not be used as a criterion
2.13 for determining who is a program completer. A program must include a candidate as a
2.14 program completer in data submissions if the candidate:

2.15 (1) is subject to testing requirements for the licensure field, regardless of
2.16 passing status;

2.17 (2) is subject to the teacher performance assessment (edTPA) requirement
2.18 as part of the licensing program, regardless of passing status;

2.19 (3) completes a student teaching placement;

2.20 (4) is enrolled in any licensure program, including endorsement fields; or

2.21 (5) receives a degree or certificate of completion regardless of whether
2.22 a recommendation for licensure is given.

2.23 B. Notwithstanding item A, transfer candidates, including those prepared out of
2.24 state, who have completed less than 50 percent of a licensure program's total requirements
2.25 at the current institution should not be included.

3.1 Subp. 9. **Related services.** "Related services" means nonclassroom teaching fields
3.2 under the purview of the Board of Teaching, including school nurse, school counselor,
3.3 school social worker, school psychologist, and speech-language pathologist.

3.4 Subp. 10. **Scope.** "Scope" means the prekindergarten through grade 12 student
3.5 age or grade span of the licensure field.

3.6 Subp. 11. **Teacher preparation program.** "Teacher preparation program" means
3.7 a college or university program approved by the Board of Teaching for the purpose of
3.8 preparing individuals for a specific teacher licensure field in Minnesota.

3.9 Subp. 12. **Unit.** "Unit" means an institution or a defined subdivision of the institution,
3.10 for example a college, department, or division, which has primary responsibility for
3.11 overseeing and delivering teacher preparation programs.

3.12 **8705.0300 EVALUATION OF A TEACHER PREPARATION UNIT WITHIN AN**
3.13 **INSTITUTION OF HIGHER EDUCATION.**

3.14 Each Minnesota institution granting baccalaureate degrees, postbaccalaureate degrees,
3.15 or both requesting approval to prepare persons for teacher licensure shall be evaluated for
3.16 compliance to unit standards according to parts 8705.1000 and 8705.1100 and shall be
3.17 evaluated for compliance to program standards according to parts 8705.2000 to 8705.2600.

3.18 **8705.1000 UNIT APPROVAL FOR TEACHER PREPARATION.**

3.19 Subpart 1. **Written application required.** A written, electronic application for
3.20 approval, including initial and continuing approval, of a unit must be submitted to the
3.21 board 60 days prior to a scheduled on-site visit and must include the requirements in
3.22 subparts 2 to 10.

3.23 Subp. 2. **Professional, pedagogical, and content studies.** The unit must provide
3.24 professional, pedagogical, and content studies that include the following:

4.1 A. the unit provides professional education programs with a clear and consistent
4.2 conceptual framework threaded throughout the instructional program based on research,
4.3 theory, and accepted practice;

4.4 B. the unit provides and assures that candidates complete a professional
4.5 sequence of courses based on the standards for both pedagogy and subject matter under
4.6 parts 8710.2000 to 8710.8080;

4.7 C. the unit provides and requires candidates in teacher preparation programs to
4.8 have completed a program of general studies in the liberal arts and sciences equivalent
4.9 to the requirement for persons enrolled in programs at their institution not preparing
4.10 persons for teacher licensure;

4.11 D. the unit provides programs that require candidates in teacher preparation
4.12 programs to demonstrate content-specific competence of the licensure field;

4.13 E. the unit sets forth clear expectations specific to locally determined indicators
4.14 of professional dispositions and has a process for assessing those expectations;

4.15 F. the unit's programs instruct candidates to use Minnesota kindergarten through
4.16 grade 12 student academic standards, or, if unavailable, national discipline-specific
4.17 standards for lesson planning and teaching;

4.18 G. the unit requires that teacher candidates demonstrate the ability to use
4.19 prekindergarten through grade 12 student performance data to make instructional decisions;

4.20 H. the unit's programs were developed in collaboration with academically
4.21 qualified faculty, along with licensed, experienced school personnel in the content area,
4.22 and other stakeholders;

4.23 I. the unit's programs require candidates to complete coursework in methods of
4.24 teaching the content and scope for which they are preparing to be licensed;

4.25 J. the unit's programs evidence culturally responsive curricula; and

5.1 K. the unit's programs evidence direct training in the expectations published in
5.2 the Minnesota Code of Ethics for professional practice and related Minnesota Statutes.

5.3 Subp. 3. **Field experience.** The unit must demonstrate field experiences that include
5.4 the following:

5.5 A. the teacher licensure programs incorporate a range of planned and supervised
5.6 field-based experiences prior to student teaching that provide candidates opportunities to
5.7 demonstrate the unit's indicators of professional dispositions and the required skills and
5.8 knowledge under parts 8710.2000 to 8710.8080 spanning the scope of the license;

5.9 B. the unit has a process to assure that programs provide and require experiences
5.10 in the field aligned to the scope and content of the licensure field sought;

5.11 C. the unit has a process to assure that all candidates have experiences with
5.12 diverse populations, including students with a range of exceptionalities, and students
5.13 representing a diversity of socioeconomic, linguistic, cultural, ethnic, and racial
5.14 backgrounds;

5.15 D. the unit has a process for and establishes collaborative school partnerships
5.16 for field experience placements;

5.17 E. the unit has a process to verify that school personnel who host teacher
5.18 candidates or supervise related services candidates hold a valid Minnesota license, or the
5.19 equivalent, for their assignments;

5.20 F. the unit has an established process and criteria for the selection of
5.21 school-based partner sites and cooperating teachers to assure that partners model effective
5.22 instructional practices, and that the cooperating teachers model the incorporation of state
5.23 prekindergarten through grade 12 student academic standards in their teaching;

5.24 G. for initial licensure, each program requires a student teaching period of
5.25 a minimum of 12 continuous weeks, full time, face-to-face, which could be split into

6.1 two placements, and in compliance with program-specific field experience and student
6.2 teaching requirements set forth in parts 8705.2000 to 8705.2600 and parts 8710.3000
6.3 to 8710.8080; and

6.4 H. related services licensure programs incorporate a range of planned and
6.5 supervised field experiences providing opportunities to demonstrate the required skills and
6.6 knowledge of their specific field under parts 8710.6000 to 8710.6400.

6.7 Subp. 4. **Candidate selection.** The unit must demonstrate a candidate selection
6.8 process that includes the following:

6.9 A. multiple criteria and assessments are identified and used to admit candidates
6.10 who demonstrate potential for professional success in teaching;

6.11 B. plans, policies, and practices for admission and retention of a diverse
6.12 candidate pool; and

6.13 C. a plan for uniformly assessing and, as appropriate, giving credit to candidates,
6.14 including out-of-state, transfer, nontraditional, or postbaccalaureate, for knowledge and
6.15 skills acquired through prior academic preparation and teaching experiences that meet
6.16 licensure requirements, and must maintain records to support decisions made.

6.17 Subp. 5. **Candidate advising.** The unit must demonstrate a candidate advising
6.18 process that:

6.19 A. provides appropriate and accurate academic and professional advisement at a
6.20 candidate's admission and throughout the candidate's professional education program;

6.21 B. assures that candidates have access to accurate published information
6.22 describing the teacher preparation programs' requirements, including information about
6.23 state-required teacher licensure examinations;

6.24 C. has a defined student appeals process including a published reference to
6.25 Minnesota Statutes, section 122A.09, subdivision 4, paragraph (c); and

7.1 D. ensures that candidates are provided information on resources available for
7.2 personal, professional, and career counseling as well as academic support services.

7.3 Subp. 6. **Monitoring candidate progress and demonstrating standards.** The unit
7.4 must have a defined process to monitor candidate progress and demonstration of standards
7.5 that includes the following:

7.6 A. maintaining complete, accurate, consistent, and current records of candidate
7.7 progress through the programs, including coursework, field experiences, and other
7.8 program requirements;

7.9 B. monitoring and assessing candidates' attainment of standards of parts
7.10 8710.2000 to 8710.8080 at a minimum of three identified checkpoints after admission
7.11 throughout the professional education sequence;

7.12 C. a uniform, operational assessment system applied to candidates in all
7.13 licensure programs which identifies key assessments, including performance assessments;

7.14 D. evidence that multiple assessments are used to demonstrate candidates'
7.15 academic competence in the content they plan to teach;

7.16 E. evidence that assessment of teacher candidate performance includes data
7.17 about the performance of the students they teach; and

7.18 F. an established and published set of exit criteria and outcomes from each
7.19 program consistent with the licensure requirements of the Board of Teaching.

7.20 Subp. 7. **Monitoring program effectiveness.** The unit must demonstrate monitoring
7.21 program effectiveness that includes the following:

7.22 A. the unit collects, aggregates, analyzes, and uses aggregated data from its key
7.23 assessments to evaluate program effectiveness and to make program improvement changes;

7.24 B. the unit has a process to collect and evaluate aggregate data as required by
7.25 parts 8705.2000 to 8705.2600 for the purpose of biennial continuing program approval;

8.1 C. the unit has an operational process to obtain feedback from graduates and
8.2 employers of graduates on the performance of graduates for use in program evaluation; and

8.3 D. the unit has an advisory group with external members including cooperating
8.4 teachers, other school partners, and graduates that regularly assists with the ongoing
8.5 evaluation and improvement of programs.

8.6 Subp. 8. **Qualifications and assignment of faculty.** The unit must demonstrate
8.7 qualifications and assignment of the professional education faculty that include the
8.8 following:

8.9 A. the unit ensures that all education faculty are qualified by advanced academic
8.10 preparation for the faculty member's current assignments;

8.11 B. the unit verifies that faculty assigned to teach in the education program
8.12 are actively engaged in professional organizations, other education-related endeavors at
8.13 the local, state, or national levels, and ongoing involvement in prekindergarten through
8.14 grade 12 schools in accordance with Minnesota Statutes, section 122A.09, subdivision 4,
8.15 paragraph (f);

8.16 C. the unit actively recruits and has plans, policies, and practices for hiring
8.17 diverse faculty;

8.18 D. each licensure program has a faculty member designated as the program
8.19 leader who is qualified by advanced academic preparation ~~in that content area~~ and who
8.20 has responsibility for understanding current Board of Teaching licensure standards and
8.21 expectations for that licensure program;

8.22 E. the unit provides support for faculty to engage in professional development
8.23 to enhance intellectual and professional vitality to ensure that they model effective
8.24 delivery of instruction;

9.1 F. the unit has a system to provide feedback to faculty based on candidate
9.2 evaluation of faculty effectiveness and candidate data;

9.3 G. the unit demonstrates that faculty assigned to instruct and assess the subject
9.4 matter content have advanced academic preparation to teach the content;

9.5 H. the unit ensures that all faculty who are assigned to teach content-specific
9.6 methods courses have advanced academic preparation ~~in that content~~, and have at least
9.7 one academic year of prekindergarten through grade 12 teaching experience in that
9.8 content area and scope;

9.9 I. the unit ensures that all faculty who supervise student teaching must have
9.10 ~~advanced academic preparation~~ a minimum of a master's degree and have at least one
9.11 academic year of prekindergarten through grade 12 teaching experience aligned to the
9.12 scope of the licensure programs they supervise; and

9.13 J. the unit has a policy in place expecting faculty to demonstrate teaching that
9.14 reflects knowledge and experience with diversity and student exceptionalities.

9.15 Subp. 9. **Unit leadership.** The unit must designate a unit leader who assumes the
9.16 following responsibilities:

9.17 A. the unit leader has responsibility for implementing current Board of Teaching
9.18 requirements and approval processes;

9.19 B. the unit leader has responsibility for submitting required federal and state
9.20 reports related to teacher preparation and licensure;

9.21 C. the unit leader facilitates ongoing communication and collaboration with unit
9.22 and arts and sciences faculty members for developing, implementing, and maintaining
9.23 continuity of licensure programs to ensure that content standards are being taught and
9.24 assessed as approved;

10.1 D. the unit leader facilitates ongoing communication and collaboration with
10.2 prekindergarten through grade 12 school partners to ensure quality field placements and to
10.3 maintain the integrity of programs;

10.4 E. the unit leader is responsible for arranging training for cooperating teachers
10.5 that addresses their role, program expectations, candidate assessments, procedures, and
10.6 timelines;

10.7 F. the unit leader provides periodic orientation to Board of Teaching standards,
10.8 both unit and program-specific, to all unit faculty, including adjuncts and part-time
10.9 instructors, to ensure program integrity and consistency;

10.10 G. the unit leader monitors the institutional and unit long-range plans to ensure
10.11 the ongoing vitality of the unit and its programs, and the future capacity of its physical
10.12 facilities;

10.13 H. the unit leader is responsible for submitting licensure program proposal
10.14 applications and program effectiveness reports to the Board of Teaching for approval;

10.15 I. the unit leader is responsible for administering all licensure programs as
10.16 approved and for notifying the board of any changes to approved programs through the
10.17 biennial program reporting process;

10.18 J. the unit leader is authorized to recommend for teacher licensure candidates
10.19 who have completed the unit's teacher preparation programs; and

10.20 K. the unit leader has a monitoring process in place and is responsible
10.21 for ensuring that candidates successfully complete all Board of Teaching licensure
10.22 assessments before recommending a candidate for licensure.

10.23 Subp. 10. **Unit governance and resources.** The unit must demonstrate governance
10.24 and resources that include the following:

11.1 A. responsibility and authority for teacher preparation programs are exercised
11.2 by a defined administrative and instructional unit, for example a department, division,
11.3 school, or college of education;

11.4 B. the unit is directly involved in the areas of faculty selection and assignments,
11.5 tenure, promotion, and retention decisions;

11.6 C. the unit is directly involved in decisions about recruitment and admission of
11.7 candidates, curriculum decisions, evaluation and revision of programs, and the allocation
11.8 of resources for licensure programs;

11.9 D. the unit has sufficient financial and physical resources and institutional
11.10 support to sustain teacher preparation programs including adequate budgets, classroom
11.11 and office space, technology support and equipment, supplies, and materials;

11.12 E. the unit has sufficient numbers of faculty to teach in the licensure programs
11.13 to ensure consistent quality and delivery of the program over time;

11.14 F. the unit has workload policies and adequate resources to enable all faculty
11.15 who teach in licensure programs the time and resources to accommodate teaching,
11.16 advising, assessment of candidates and programs, research, scholarship, program
11.17 administration, committee work, supervision, and service to schools and community;

11.18 G. candidates and faculty have access to current books, journals, and electronic
11.19 information that support teaching, learning, and scholarship;

11.20 H. candidates and faculty in the unit have training in and access to current
11.21 education-related technology to support teaching, learning, and scholarship;

11.22 I. the unit has sufficient faculty, administrative staff, support, and technical
11.23 staff to ensure consistent delivery and quality of programs and to comply with all board
11.24 reporting requirements to maintain unit and program approval; and

12.1 J. the unit has the capacity and established operational processes to obtain
12.2 periodic external feedback on the performance of graduates as required for continuing
12.3 program approval.

12.4 **8705.1100 EVALUATION AND APPROVAL OF TEACHER PREPARATION**
12.5 **UNITS.**

12.6 Subpart 1. **Evaluation procedures.** Compliance reports submitted for unit approval
12.7 shall be evaluated as follows.

12.8 A. The dates of the on-site evaluation will be jointly agreed upon approximately
12.9 12 to 18 months prior to the unit's approval expiration date.

12.10 B. A written compliance report must be received by the Board of Teaching 60
12.11 days prior to the scheduled on-site evaluation.

12.12 C. If the compliance report, including supplemental evidence, is not received 60
12.13 days prior to the scheduled on-site evaluation date, the review will be postponed up to
12.14 one year and rescheduled at the convenience of the board.

12.15 D. If the unit's continuing approval expires during this postponement period, the
12.16 unit will be placed on conditional approval status.

12.17 E. A team of evaluators designated by the Board of Teaching shall visit the unit
12.18 to verify evidence of the Board of Teaching standards as set forth in the compliance report,
12.19 report their findings, and make a recommendation to the Board of Teaching regarding
12.20 approval status of the unit. The visiting evaluation team, chaired by a board staff person,
12.21 shall include representatives from teacher preparation programs and licensed and practicing
12.22 teachers, and may also include a Board of Teaching member. The size of the team will be
12.23 determined relative to the size of the unit and its programs. The unit leader shall provide
12.24 input to board staff regarding the team membership. If agreement is not reached regarding
12.25 visiting team membership, the Board of Teaching shall appoint the slate of team members.

13.1 F. Expenses of evaluators shall be reimbursed by the Board of Teaching as
13.2 permitted under state law or rule. Other incidental expenses incurred by the unit, such as
13.3 those relating to preparing reports; arranging meetings; and providing workrooms, supplies,
13.4 and hospitality for the team while on campus, shall be the responsibility of the institution.

13.5 G. The written report of findings and the recommendations of the on-site
13.6 evaluation team shall be provided to the unit leader and to the Board of Teaching. Within
13.7 30 days from receipt of the evaluators' report and prior to board action, the institution
13.8 may submit to the Board of Teaching a written addendum containing corrections to
13.9 factual errors.

13.10 Subp. 2. **Board of Teaching approval decisions.** Based upon the evaluation teams'
13.11 written report of findings and recommendations, as well as information provided by the
13.12 unit in the optional addendum, the Board of Teaching shall take one of the actions in
13.13 items A to D.

13.14 A. The board may grant initial unit approval for a duration of two years to
13.15 newly approved program providers to launch identified licensure programs and begin
13.16 collecting candidate and program data. No additional licensure program applications may
13.17 be submitted until the unit achieves continuing unit approval status.

13.18 B. The board may grant continuing unit approval for five or seven years to
13.19 already approved program providers. Institutions with full national accreditation from
13.20 the Council for Accreditation of Educator Preparation may be granted a seven-year
13.21 approval duration. Institutions without full national accreditation from the Council for
13.22 Accreditation of Educator Preparation shall be granted a five-year approval duration.

13.23 C. The board may grant conditional unit approval for up to three years,
13.24 contingent upon approval of annual compliance reports with supporting evidence
13.25 addressing identified standards. If acceptable progress is not evidenced by the reports,
13.26 the board may act to disapprove the unit. If after three years of conditional approval

14.1 standards remain unmet, the board must act to disapprove the unit and its programs. While
14.2 on conditional unit approval status, the unit may not submit requests for approval of
14.3 new licensure programs (RIPA).

14.4 D. The board may disapprove the unit. The Board of Teaching shall disapprove
14.5 a unit that does not meet the requirements set forth in part 8705.1000 and this part. The
14.6 disapproval action must state the reasons for disapproval and stipulate a termination date
14.7 which shall accommodate persons currently enrolled in licensure programs within the unit.

14.8 Subp. 3. **Interim conditional approval.** When amendments or additions to
14.9 Minnesota Statutes or to Board of Teaching rules regarding teacher licensure requirements
14.10 necessitate substantial unit or program revisions, the board may grant interim conditional
14.11 approval to any currently approved unit and its currently approved teacher preparation
14.12 programs upon receipt of official institutional assurances on a form established by
14.13 the board that the new requirements will be met by their effective date. The unit or
14.14 program shall be returned to initial or continuing approval upon full compliance with new
14.15 requirements on a schedule determined by the board.

14.16 Subp. 4. **Revocation or suspension of approval.** The Board of Teaching may revoke
14.17 or suspend the approval of a teacher preparation unit when the board determines that an
14.18 approved institution or unit has clearly violated ethical or legal practices or board rules.

14.19 Subp. 5. **Appeal of board decision.** Decisions by the Board of Teaching regarding
14.20 approval status of a unit to prepare persons for teacher licensure may be appealed by the
14.21 unit pursuant to Minnesota Statutes, chapter 14.

14.22 **8705.1200 ALTERNATIVE ROUTE PROVIDERS.**

14.23 In accordance with Minnesota Statutes, section 122A.245, the Board of Teaching
14.24 may approve alternative route teacher preparation providers that meet board-adopted
14.25 procedures and requirements.

15.1 **8705.2000 PROGRAM REVIEW PANEL (PRP).**

15.2 The Board of Teaching shall establish a program review panel (PRP) as a standing
15.3 committee of the board to assist with program review and approval processes. PRP
15.4 membership shall include representation from organizations including, but not limited
15.5 to, the Board of Teaching, Minnesota Association of Colleges for Teacher Education, the
15.6 Minnesota Department of Education, and Education Minnesota. The PRP will consult
15.7 with content experts as needed. PRP members will recuse themselves from reviews of
15.8 their current or former unit or programs or other perceived conflicts of interest. Board of
15.9 Teaching staff will facilitate the work of the PRP and serve as nonvoting members. The
15.10 PRP will make recommendations to the board regarding approval of licensure programs
15.11 referred to them. The PRP will review the following programs:

15.12 A. programs flagged within the PERCA system under part 8705.2200, including
15.13 low-volume programs;

15.14 B. programs with an existing approval status of:

15.15 (1) approved with continuous improvement focus; and

15.16 (2) probationary; and

15.17 C. new programs, including:

15.18 (1) all nonconventional;

15.19 (2) all alternative; and

15.20 (3) standard programs flagged by review.

15.21 **8705.2100 INITIAL TEACHER PREPARATION PROGRAM APPROVAL.**

15.22 Subpart 1. **Application required.** An application for initial approval of a program
15.23 must be submitted in accordance with the timelines and procedures established and
15.24 published by the Board of Teaching.

16.1 Subp. 2. **Request for Initial Program Approval (RIPA).** The following are the
16.2 application requirements for seeking approval for a new licensure program submitted by
16.3 an approved Minnesota institution or provider.

16.4 A. The unit leader, on behalf of the institution or program provider, shall
16.5 submit to the board an application for each new teacher preparation program for which
16.6 approval is requested.

16.7 B. Programs that have submitted applications may not begin prior to approval
16.8 by the board.

16.9 C. The application must include verification by the unit's dean or administration
16.10 that sufficient financial, physical, human resources, and qualified faculty, have been
16.11 dedicated to the program to sustain it if approved.

16.12 D. Program applications must include all requirements in subitems (1) to (6).

16.13 (1) The application must provide evidence of the following program
16.14 development standards:

16.15 (a) the program was developed in consultation with licensed and
16.16 practicing teachers in the subject area and other school-based partners, qualified faculty,
16.17 and content experts; and

16.18 (b) the name and contact information for a faculty member, qualified
16.19 by academic preparation in the content, who is responsible for delivery of this program.

16.20 (2) The application must provide evidence of teaching and assessing the
16.21 standards of effective practice (SEP) under part 8710.2000, including:

16.22 (a) candidates with a professional sequence of courses based on
16.23 the standards under part 8710.2000, consistent with credit requirements of existing
16.24 board-approved programs; and

17.1 (b) evidence of how the program will provide opportunities for
17.2 candidate learning and assessment specific to each standard.

17.3 (3) The application must provide evidence of teaching and assessing
17.4 content standards for one or more licensure programs under parts 8710.3000 to 8710.8080,
17.5 including:

17.6 (a) the program provides candidates with a sequence of courses based
17.7 on the specific content standards of one or more licensure program under parts 8710.3000 to
17.8 8710.8080, consistent with credit requirements of existing board-approved programs; and

17.9 (b) evidence of how the program will provide opportunities for
17.10 candidate learning and assessment specific to each standard of the identified licensure
17.11 program.

17.12 (4) The application must provide evidence of the following field
17.13 experiences and student teaching standards:

17.14 (a) the program requires a range of planned and supervised field
17.15 experiences prior to student teaching that provide candidates with opportunities to
17.16 demonstrate the unit's indicators of professional dispositions and the required pedagogical
17.17 and content skills and knowledge under parts 8710.2000 to 8710.8080;

17.18 (b) the program provides and requires experiences in the field aligned to
17.19 the scope and content of the licensure field sought and with diverse populations of learners;

17.20 (c) for initial teacher licensure, the program requires a student teaching
17.21 period of a minimum of 12 consecutive weeks, full time, face-to-face, which may be
17.22 split into two placements;

17.23 (d) qualified faculty supervisors and cooperating teachers each provide
17.24 documented formative feedback multiple times, including at least two triad conferences
17.25 including the candidate, supervisor, and cooperating teacher;

18.1 (e) evaluation of candidates seeking an initial teaching license includes
18.2 the completion of the state-approved teacher performance assessment during the student
18.3 teaching placement;

18.4 (f) for licenses added to an initial license, the program may determine
18.5 the length of field experiences needed for each candidate to demonstrate program
18.6 standards necessary to be recommended for an additional license as follows:

18.7 i. the program must provide field experiences aligned to the scope
18.8 of the licensure sought;

18.9 ii. the length of field experience may vary depending on the prior
18.10 academic preparation and experiences of each candidate; and

18.11 iii. a written evaluation by a supervisor is required;

18.12 (g) for middle-level endorsement fields, the program requires a student
18.13 teaching period of a minimum of four continuous weeks, full time, face-to-face; and

18.14 (h) applications for related services licensure programs under parts
18.15 8710.6000 to 8710.6400 must evidence the incorporation of a range of planned and
18.16 supervised field experiences providing opportunities to demonstrate the required skills and
18.17 knowledge of the candidate's specific field.

18.18 (5) The application must provide evidence of the following faculty
18.19 qualifications standards:

18.20 (a) program faculty assigned to instruct and assess the subject matter
18.21 content must have advanced academic preparation in the content;

18.22 (b) all faculty who are assigned to teach content-specific methods
18.23 courses must have advanced academic preparation ~~in that content~~ and have at least one
18.24 academic year of prekindergarten through grade 12 teaching experience in that content
18.25 area within the scope of the license; and

19.1 (c) all faculty who supervise student teaching must have advanced
19.2 academic preparation and have at least one academic year of prekindergarten through
19.3 grade 12 teaching experience. Teaching experience must be within the scope of the
19.4 programs they are supervising.

19.5 (6) The application must provide evidence of the following assessment
19.6 processes standards:

19.7 (a) a uniform, operational assessment system applied to all candidates
19.8 with a minimum of three key assessments, including performance assessments, that
19.9 are aligned to identified pedagogical and content standards under parts 8710.2000
19.10 to 8710.8080, used to determine candidates' attainment of standards and to monitor
19.11 candidates' progress;

19.12 (b) the assessment system collects data to monitor candidate progress
19.13 at a minimum of three checkpoints, including entry, advancement through the program,
19.14 and exit;

19.15 (c) a plan to systematically collect, analyze, and use aggregated
19.16 candidate competency data to evaluate program effectiveness and to make program
19.17 improvements;

19.18 (d) in preparation for seeking continuing program approval, the
19.19 planned assessment system will provide candidate competency data for the following
19.20 board-adopted performance assessment components:

19.21 i. planning and assessment skills;

19.22 ii. instructional skills and engaging students; and

19.23 iii. ability to assess student learning;

19.24 ~~iv. analysis of teaching; and~~

19.25 ~~v. knowledge and understanding of academic language;~~

20.1 (e) a plan to systematically obtain and analyze feedback from
20.2 graduates, employers, school partners, and other stakeholders on the performance of
20.3 graduates for use in program evaluation; and

20.4 (f) assessment of teacher candidate performance includes data about
20.5 the performance of the students they teach.

20.6 **Subp. 3. Review process.**

20.7 A. RIPA applications will be initially reviewed by trained content experts and
20.8 board staff according to timelines ~~set forth~~ and consistent with standards adopted by the
20.9 Board of Teaching. If all standards are verified, the application will be recommended
20.10 to the board for approval.

20.11 B. If a program application does not meet all standards in the initial review, the
20.12 findings will be returned to the applicant for clarification and resubmission.

20.13 C. If, after the second review, any standards remain unmet, the application will
20.14 be forwarded to the board's program review panel.

20.15 D. The PRP will provide a review and make a recommendation to the board
20.16 regarding whether ~~to approve the program~~ application meets the standards. If the
20.17 application is not approved by the board, an application for the same licensure area may
20.18 not be submitted for a minimum of one year from the time of board action.

20.19 **Subp. 4. Approval decisions and duration.**

20.20 A. RIPA applications that are recommended by reviewers or the PRP shall
20.21 receive approval for up to two years to launch the program and to begin to collect
20.22 candidate and program efficacy data needed for continuing approval.

20.23 B. A program with initial approval will submit reports for continuing approval
20.24 on the same reporting cycle as the unit.

21.1 (1) Continuing approval shall be granted when a program effectiveness
21.2 report and data from a minimum of ten program completers is approved through the
21.3 continuing approval reporting process.

21.4 (2) If, after two years, the program has less than ten program completers,
21.5 another two years of "initial approval" shall be granted. If, after four years of "initial
21.6 approval," there are less than ten program completers, the board may act to provide
21.7 continuing approval based on performance data and other information provided by
21.8 the program or may grant approval with a continuous improvement focus under part
21.9 8705.2200, subpart 3, item C, subitem (2).

21.10 **8705.2200 CONTINUING TEACHER PREPARATION PROGRAM APPROVAL.**

21.11 Subpart 1. **Application required.** An application for continuing approval of a
21.12 program must be submitted in accordance with the timelines and procedures established
21.13 and published by the Board of Teaching.

21.14 Subp. 2. **Program effectiveness reports for continuing approval (PERCA).**
21.15 The requirements in items A to D are necessary for seeking continuing approval of an
21.16 approved licensure program offered by an approved Minnesota institution or provider.

21.17 A. To maintain continuing approval of each licensure program, the unit leader,
21.18 on behalf of the institution or program provider, shall submit to the board biennial
21.19 program effectiveness reports.

21.20 B. Program effectiveness reports must provide aggregated program data from
21.21 the following:

21.22 (1) for all licensure programs: state-adopted content knowledge exams
21.23 aligned to the licensure field;

22.1 (2) for initial licensure programs: state-adopted pedagogy assessments
22.2 aligned to the scope of the licensure field, including the state-approved teacher
22.3 performance assessment; and

22.4 (3) for endorsement programs: three locally determined key assessments
22.5 aligned to identified standards.

22.6 C. Program effectiveness reports must provide evidence of continuous
22.7 improvement efforts, including:

22.8 (1) for initial licensure programs: use of first-year teacher survey data,
22.9 including a summary of findings and analysis including program strengths, areas for
22.10 improvement, and response rates from locally determined surveys aligned to the standards
22.11 of effective practice of program completers after one year of teaching experience;

22.12 (2) for initial licensure programs: use of school administrator survey data,
22.13 including a summary of findings and analysis including program strengths, areas for
22.14 improvement, and response rates from locally determined surveys aligned to the standards
22.15 of effective practice of administrators employing program completers at the end of the
22.16 first year of classroom teaching;

22.17 (3) for endorsement programs: use of data from candidate performance
22.18 evaluations provided by cooperating teachers;

22.19 (4) for all programs: evidence that aggregated data from multiple
22.20 assessments are regularly analyzed for program evaluation purposes, including
22.21 content-specific data, licensure examinations, surveys, performance assessments, and
22.22 others;

22.23 (5) for all programs: demonstration of progress on previously reported
22.24 plans and goals;

23.1 (6) for all programs: evidence that the program has used data to further
23.2 develop continuous improvement plans and goals; and

23.3 (7) for all programs: evidence that constituent groups, including
23.4 representatives from partner schools, practicing public school teachers licensed in the
23.5 content field, and faculty with content expertise, combined with unit faculty, collaborate
23.6 in the regular and systematic evaluation of this program.

23.7 D. Changes to an approved licensure program must be accurately reported
23.8 to the Board of Teaching through the biennial reporting process. When the primary
23.9 placement of a standard is changed, the program must report the revised learning and
23.10 assessment opportunities. The board shall review changes to verify continued compliance
23.11 with program standards.

23.12 Subp. 3. **Program effectiveness reports for continuing approval (PERCA);**
23.13 **review procedures and approval decisions.**

23.14 ~~A. Board-adopted standards and criteria shall be uniformly applied to all~~
23.15 ~~programs. Program reports that fall outside the standards and criteria shall be forwarded~~
23.16 ~~to the program review panel (PRP) for additional review. The unit leader shall be~~
23.17 ~~notified prior to PRP review to provide an opportunity to submit written clarification for~~
23.18 ~~consideration by the PRP.~~

23.19 ~~B.~~ The PRP shall make a recommendation to the board regarding whether
23.20 to approve the program.

23.21 ~~C.~~ B. Based on the findings of the PERCA submission and recommendations
23.22 of the PRP as applicable, the board shall make one of the program approval decisions in
23.23 subitems (1) to (4).

23.24 (1) The board shall grant continuing approval for two years when the
23.25 program report provides evidence that the program meets adopted performance standards,

24.1 statutory and rule requirements, and evidences that candidates have attained competency
24.2 of licensure standards.

24.3 (2) The board may grant continuing approval with continuous improvement
24.4 focus for two years when the program report revealed that one or more standards, rules, or
24.5 candidate performance measures were not in compliance with board criteria. Continuing
24.6 program approval status is granted with board-identified areas of focus for continuous
24.7 improvement. The continuous improvement portion of the PERCA report must include
24.8 evidence of progress in the identified focus areas in the subsequent reporting cycle. Based
24.9 on evidence of progress specific to the focus areas, the board may grant an additional two
24.10 years of continuing approval with continuous improvement focus.

24.11 (3) The board may grant probationary approval for up to two years when a
24.12 program does not demonstrate acceptable progress on focused continuous improvement
24.13 plans. Probationary approval authorizes the program to continue with one year to
24.14 demonstrate progress on identified unmet standards, rules, or candidate performance
24.15 measures. After one year, and based on a written progress report, the board may grant a
24.16 second one-year extension of probationary approval prior to discontinuing the identified
24.17 program. Students enrolled in a formerly approved program that is placed on probationary
24.18 approval must be notified of the program's status. Probationary status may result in federal
24.19 reporting or financial aid implications or may impact other accreditations.

24.20 (4) The board may grant discontinued program status when the board
24.21 determines that required standards for program approval are unmet. The program will be
24.22 discontinued and the board will establish a timeline to accommodate candidates enrolled in
24.23 the program. No new students may be admitted into a discontinued program after the date
24.24 the board acts to discontinue the program. The provider must submit to the board a list
24.25 of candidates enrolled in the program and their expected graduation dates. The provider

25.1 must individually notify those candidates in writing of the program's discontinuation and
25.2 their program completion options.

25.3 **Subp. 4. Voluntary discontinuation.**

25.4 A. For a unit to voluntarily discontinue an approved licensure program, the unit
25.5 leader must submit a letter signed by the unit or program provider's administration to the
25.6 executive director of the board, including:

25.7 (1) a brief rationale for dropping the program;

25.8 (2) the last date when new candidates will be allowed to enter the program;

25.9 and

25.10 (3) a list of candidates presently enrolled with expected completion dates.

25.11 B. Reapproval of a licensure program in item A at any point in the future will
25.12 require the submission of a request for initial program approval application.

25.13 ~~Subp. 5. **Low-volume programs.** Programs with less than ten individuals across~~
25.14 ~~a two-year reporting window must submit program effectiveness reports. The PRP will~~
25.15 ~~review low-volume program reports and make recommendations to the board. Across two~~
25.16 ~~reporting cycles, four years, the number of completers in these low-volume programs must~~
25.17 ~~not be the sole basis for approval with a continuous improvement focus.~~

25.18 **8705.2300 NONCONVENTIONAL PROGRAM APPROVAL (FORMERLY**
25.19 **"EXPERIMENTAL").**

25.20 Programs may be approved according to this part when a program seeks to deviate
25.21 from a standard or standards within part 8705.1000.

25.22 A. The application for a nonconventional program must include:

25.23 (1) identification and citation of the board's unit approval standards set
25.24 forth in part 8705.1000 from which the program seeks exemption;

26.1 (2) evidence of compliance with all remaining program requirements in
26.2 one or more licensure programs under this chapter and parts 8710.2000 to 8710.8080;

26.3 (3) program defense for the request, including research base, rationale, and
26.4 collaboration efforts with prekindergarten through grade 12 school partners; and

26.5 (4) submission for approval for new licensure programs (RIPA) evidencing
26.6 standards in part 8710.2000 and one or more content fields in parts 8710.3000 to 8710.8080.

26.7 B. All nonconventional program applications shall be reviewed by the program
26.8 review panel.

26.9 C. Nonconventional programs are subject to the same approval decisions and
26.10 duration as standard licensure programs.

26.11 **8705.2400 ALTERNATIVE PROGRAM APPROVAL.**

26.12 A. In accordance with Minnesota Statutes, section 122A.245, the Board of
26.13 Teaching may approve a two-year field-based alternative route teacher preparation program.

26.14 B. The application for an alternative program must include:

26.15 (1) identification and citation of the board standards from which the
26.16 program seeks ~~exemption~~ a variance;

26.17 (2) evidence of all remaining program requirements set forth in this chapter;

26.18 (3) program defense for the request, including research base, rationale, and
26.19 collaboration efforts with prekindergarten through grade 12 school partners; and

26.20 (4) evidence of meeting all statutory requirements in Minnesota Statutes,
26.21 section 122A.245.

26.22 C. All alternative program applications shall be reviewed by the program
26.23 review panel.

27.1 D. Nonconventional programs are subject to the same approval decisions and
27.2 duration as standard licensure programs.

27.3 **8705.2500 RELATED SERVICE LICENSURE FIELDS.**

27.4 Related service licensure fields set forth in parts 8710.6000 to ~~8710.6400~~ 8710.6300
27.5 are not subject to the program reporting requirements in this chapter. Program approval
27.6 for these ~~programs~~ licensure fields is based on either national accreditation status ~~for~~
27.7 ~~these programs~~ or another state board licensure as cited in the respective rules of parts
27.8 8710.6000 to 8710.6300.

27.9 **8705.2600 INTERIM APPROVALS, REVOCATION, SUSPENSION, AND**
27.10 **APPEALS.**

27.11 Subpart 1. **Interim conditional approval.** When amendments or additions to
27.12 Minnesota Statutes or to Board of Teaching rules regarding teacher licensure requirements
27.13 necessitate substantial unit or preparation program revisions, the board shall grant interim
27.14 conditional approval to any currently approved unit and its currently approved teacher
27.15 preparation programs upon receipt of official institutional assurances on a form established
27.16 by the board that the new requirements will be met by their effective date. The unit or
27.17 program shall be returned to its former status upon full compliance with new requirements
27.18 on a schedule determined by the board.

27.19 Subp. 2. **Revocation or suspension of approval.** The board may revoke or suspend
27.20 the approval of a teacher preparation unit or program when the board determines that an
27.21 approved institution or unit has clearly violated ethical or legal practices or board rules.

27.22 Subp. 3. **Appeal of board decision.** Decisions by the board regarding approval
27.23 status of an institution or preparation program to prepare persons for teacher licensure
27.24 may be appealed by the institution pursuant to Minnesota Statutes, chapter 14.

27.25 **8710.3000 TEACHERS OF EARLY CHILDHOOD EDUCATION.**

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

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

28.4 [For text of items A to L, see M.R.]

28.5 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure as a
28.6 teacher of early childhood education must have a variety of field experiences which must
28.7 include at least 100 school-based or home-based hours prior to student teaching that
28.8 provide opportunities to apply and demonstrate competency of professional dispositions
28.9 and the required skills and knowledge under this part and part 8710.2000.

28.10 Across the combination of student teaching and other field-based placements,
28.11 candidates must have experiences teaching the content at three levels: infant/toddler,
28.12 preschool, and kindergarten through grade 3 within a range of educational programming
28.13 models.

28.14 For initial teacher licensure, the student teaching period must be a minimum of 12
28.15 continuous weeks, full time, face-to-face, in no more than two placements, in which the
28.16 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
28.17 faculty supervisors in collaboration with the cooperating teachers.

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

28.19 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
28.20 early childhood education are effective on September 1, 2015, and thereafter.

28.21 **8710.3100 TEACHERS OF PARENT AND FAMILY EDUCATION.**

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

28.23 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of parent
28.24 and family education must complete a preparation program under subpart 2, item C, that
28.25 includes the candidate's demonstration of the knowledge and skills in items A to D.

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

29.2 D. A teacher of parent and family education must understand adult development:

29.3 [For text of subitems (1) to (4), see M.R.]

29.4 (5) how to apply the standards of effective practice in teaching adult
29.5 students through a series of formal observations and directed instructional experiences
29.6 with adults participating in early childhood and family education programs totaling at least
29.7 100 hours and including at least two written evaluations by faculty supervisors.

29.8 [For text of subps 4 and 5, see M.R.]

29.9 **8710.3200 TEACHERS OF ELEMENTARY EDUCATION.**

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

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

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

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

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

29.18 (5) understand how to integrate curriculum across subject areas in
29.19 developmentally appropriate ways.

29.20 [For text of items B to L, see M.R.]

29.21 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure
29.22 to teach elementary students in kindergarten through grade 6 must have a variety of
29.23 field experiences which must include at least 100 school-based hours prior to student

30.1 teaching that provide opportunities to apply and demonstrate competency of professional
30.2 dispositions and the required skills and knowledge under this part and part 8710.2000.

30.3 Across the combination of student teaching and other field-based placements,
30.4 candidates must have experiences at both the primary and intermediate elementary levels.

30.5 For initial teacher licensure, the student teaching period must be a minimum of
30.6 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by
30.7 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
30.8 collaboration with the cooperating teachers.

30.9 [For text of subps 4 and 5, see M.R.]

30.10 Subp. 6. **Effective date.** The requirements of this part for licensure as a teacher of
30.11 elementary education are effective on September 1, 2015, and thereafter.

30.12 **8710.3310 MIDDLE LEVEL ENDORSEMENT LICENSE FOR TEACHERS OF**
30.13 **COMMUNICATION ARTS AND LITERATURE.**

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

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

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

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

30.24 [For text of subitems (1) to (5), see M.R.]

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

31.3 (7) understand the impact of reading ability on student achievement in the
31.4 academic specialty, recognize the varying reading comprehension and fluency levels
31.5 represented by students, and possess the strategies to assist students to read the academic
31.6 specialty content more effectively.

31.7 [For text of items C and D, see M.R.]

31.8 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to
31.9 teach communication arts and literature in grades 5 through 8 must apply the standards of
31.10 effective practice in teaching students in this academic subject by completing a minimum
31.11 of a four-week student teaching experience in a middle level placement in which the
31.12 candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
31.13 faculty supervisors in collaboration with the cooperating teachers. Candidates for licensure
31.14 who hold a license at the elementary level must complete the student teaching experience
31.15 with students in grade 7 or 8. Candidates for licensure who hold a license at the secondary
31.16 level must complete the student teaching experience with students in grade 5 or 6.

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

31.18 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher
31.19 of communication arts and literature to middle level students in grades 5 through 8 are
31.20 effective on September 1, 2015, and thereafter.

31.21 **8710.3320 MIDDLE LEVEL ENDORSEMENT LICENSE FOR TEACHERS OF**
31.22 **MATHEMATICS.**

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

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

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

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

32.9 [For text of subitems (1) to (5), see M.R.]

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

32.12 (7) understand the impact of reading ability on achievement in the
32.13 academic specialty, recognize the varying reading comprehension and fluency levels
32.14 represented by students, and possess the strategies to assist students to read the academic
32.15 specialty content more effectively.

32.16 [For text of items C and D, see M.R.]

32.17 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to
32.18 teach mathematics in grades 5 through 8 must apply the standards of effective practice
32.19 in teaching students in this academic subject by completing a minimum of a four-week
32.20 student teaching experience in a middle level placement in which the candidate is
32.21 supervised by a cooperating teacher, and evaluated at least twice by qualified faculty
32.22 supervisors in collaboration with the cooperating teachers. Candidates for licensure who
32.23 hold a license at the elementary level must complete the student teaching experience with
32.24 students in grade 7 or 8. Candidates for licensure who hold a license at the secondary level
32.25 must complete the student teaching experience with students in grade 5 or 6.

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

33.2 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of
33.3 mathematics to middle level students in grades 5 through 8 are effective on September
33.4 1, 2015, and thereafter.

33.5 **8710.3330 MIDDLE LEVEL ENDORSEMENT LICENSE FOR TEACHERS OF**
33.6 **SOCIAL STUDIES.**

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

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

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

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

33.16 [For text of subitems (1) to (5), see M.R.]

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

33.19 (7) understand the impact of reading ability on student achievement in the
33.20 academic specialty, recognize the varying reading comprehension and fluency levels
33.21 represented by students, and possess the strategies to assist students to read the academic
33.22 specialty content more effectively.

33.23 [For text of items C and D, see M.R.]

33.24 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to
33.25 teach social studies in grades 5 through 8 must apply the standards of effective practice

34.1 in teaching students in this academic subject by completing a minimum of a four-week
34.2 student teaching experience in a middle level placement in which the candidate is
34.3 supervised by a cooperating teacher, and evaluated at least twice by qualified faculty
34.4 supervisors in collaboration with the cooperating teachers. Candidates for licensure who
34.5 hold a license at the elementary level must complete the student teaching experience with
34.6 students in grade 7 or 8. Candidates for licensure who hold a license at the secondary level
34.7 must complete the student teaching experience with students in grade 5 or 6.

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

34.9 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of
34.10 social studies to middle level students in grades 5 through 8 are effective on September
34.11 1, 2015, and thereafter.

34.12 **8710.3340 MIDDLE LEVEL ENDORSEMENT LICENSE FOR TEACHERS OF**
34.13 **GENERAL SCIENCE.**

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

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

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

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

34.23 [For text of subitems (1) to (5), see M.R.]

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

35.1 (7) understand the impact of reading ability on achievement in the
35.2 academic specialty, recognize the varying reading comprehension and fluency levels
35.3 represented by students, and possess the strategies to assist students to read the academic
35.4 specialty content more effectively.

35.5 [For text of items C and D, see M.R.]

35.6 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure
35.7 to teach general science in grades 5 through 8 must apply the standards of effective
35.8 practice in teaching students in this academic subject by completing a minimum of a
35.9 four-week student teaching experience in a middle level placement in which the candidate
35.10 is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty
35.11 supervisors in collaboration with the cooperating teachers. Candidates for licensure who
35.12 hold a license at the elementary level must complete the student teaching experience with
35.13 students in grade 7 or 8. Candidates for licensure who hold a license at the secondary level
35.14 must complete the student teaching experience with students in grade 5 or 6.

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

35.16 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher
35.17 of science to middle level students in grades 5 through 8 are effective on September
35.18 1, 2015, and thereafter.

35.19 **8710.4000 TEACHERS OF ADULT BASIC EDUCATION.**

35.20 [For text of subps 1 to 3, see M.R.]

35.21 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to
35.22 teach adult basic education must apply the standards of effective practice in teaching adult
35.23 students through a series of formal observations and directed instructional experiences with
35.24 adults participating in ~~early childhood and family~~ adult basic education programs totaling
35.25 at least 100 hours and including at least two written evaluations by faculty supervisors.

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

36.2 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
36.3 adult basic education are effective on September 1, 2015, and thereafter.

36.4 **8710.4050 TEACHERS OF AGRICULTURAL EDUCATION.**

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

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

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

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

36.13 [For text of subitems (1) to (5), see M.R.]

36.14 (6) involve representatives of business, industry, and community
36.15 organizations as active partners in creating educational opportunities; and

36.16 (7) understand the role and purpose of cocurricular and extracurricular
36.17 activities in the teaching and learning process.

36.18 [For text of item M, see M.R.]

36.19 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to
36.20 teach agricultural education must have a broad range of targeted field-based experiences,
36.21 of a minimum of 100 hours prior to student teaching, that provide opportunities to apply
36.22 and demonstrate competency of professional dispositions and the required skills and
36.23 knowledge under this part and part 8710.2000.

37.1 Across the combination of student teaching and other field-based placements,
37.2 candidates must have experiences teaching the content at both the middle level, grades
37.3 5 through 8, and high school level, grades 9 through 12.

37.4 For initial teacher licensure, the student teaching period must be a minimum of
37.5 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by
37.6 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
37.7 collaboration with the cooperating teachers.

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

37.9 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
37.10 agricultural education are effective on September 1, 2015, and thereafter.

37.11 **8710.4200 TEACHERS OF BUSINESS.**

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

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

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

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

37.20 [For text of subitems (1) to (10), see M.R.]

37.21 (11) know strategies for marketing the business education program,
37.22 including student recruitment and retention techniques and practices; and

37.23 (12) know how to develop and apply evaluative criteria for a business
37.24 curriculum and a plan for continuous improvement.

38.1 [For text of item F, see M.R.]

38.2 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to
38.3 teach business education must have a broad range of targeted field-based experiences, of a
38.4 minimum of 100 hours prior to student teaching, that provide opportunities to apply
38.5 and demonstrate competency of professional dispositions and the required skills and
38.6 knowledge under this part and part 8710.2000.

38.7 Across the combination of student teaching and other field-based placements,
38.8 candidates must have experiences teaching the content at both the middle level, grades
38.9 5 through 8, and high school level, grades 9 through 12.

38.10 For initial teacher licensure, the student teaching period must be a minimum of
38.11 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by
38.12 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
38.13 collaboration with the cooperating teachers.

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

38.15 Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of
38.16 business are effective on September 1, 2015, and thereafter.

38.17 **8710.4250 TEACHERS OF COMMUNICATION ARTS AND LITERATURE.**

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

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

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

38.24 C. A teacher of communication arts and literature demonstrates an understanding
38.25 of the teaching of communication arts and literature that integrates understanding of

39.1 communication arts and literature with their understanding of pedagogy, students, learning,
39.2 classroom management, and professional development. The teacher of communication
39.3 arts and literature to preadolescent and adolescent students in grades 5 through 12 shall:

39.4 [For text of subitems (1) to (5), see M.R.]

39.5 (6) know how to involve representatives of business, industry, and
39.6 community organizations as active partners in creating educational opportunities; and

39.7 (7) understand the role and purpose of cocurricular and extracurricular
39.8 activities in the teaching and learning process.

39.9 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to
39.10 teach communication arts and literature must have a broad range of targeted field-based
39.11 experiences, of a minimum of 100 hours prior to student teaching, that provide
39.12 opportunities to apply and demonstrate competency of professional dispositions and the
39.13 required skills and knowledge under this part and part 8710.2000.

39.14 Across the combination of student teaching and other field-based placements,
39.15 candidates must have experiences teaching the content at both the middle level, grades
39.16 5 through 8, and high school level, grades 9 through 12.

39.17 For initial teacher licensure, the student teaching period must be a minimum of
39.18 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by
39.19 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
39.20 collaboration with the cooperating teachers.

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

39.22 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of
39.23 communication arts and literature are effective on September 1, 2015, and thereafter.

39.24 **8710.4300 TEACHERS OF DANCE AND THEATRE ARTS.**

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

40.1 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of dance
40.2 and theatre arts must complete a preparation program under subpart 2, item C, that must
40.3 include the candidate's demonstration of the knowledge and skills in items A, B, and
40.4 D or A, C, and D.

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

40.6 D. A teacher of dance and theatre arts must demonstrate an understanding of the
40.7 teaching of dance and theatre arts that integrates understanding of dance and theatre arts
40.8 with the teacher's understanding of pedagogy, students, learning, classroom management,
40.9 and professional development. The teacher of dance and theatre arts shall:

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

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

40.13 (8) understand the impact of reading ability on student achievement in
40.14 dance and theatre studies, recognize the varying reading comprehension and fluency
40.15 levels represented by students, and possess the strategies to assist students to read dance
40.16 and theatre arts content more effectively.

40.17 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to
40.18 teach dance and theater arts must have a broad range of targeted field-based experiences,
40.19 of a minimum of 100 hours prior to student teaching, that provide opportunities to apply
40.20 and demonstrate competency of professional dispositions and the required skills and
40.21 knowledge under this part and part 8710.2000.

40.22 Across the combination of student teaching and other field-based placements,
40.23 candidates must have experiences teaching the content at three levels: kindergarten
40.24 through grade 6, grades 5 through 8, and grades 9 through 12.

40.25 For initial teacher licensure, the student teaching period must be a minimum of
40.26 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by

41.1 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
41.2 collaboration with the cooperating teachers.

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

41.4 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of
41.5 dance and theatre arts are effective on September 1, 2015, and thereafter.

41.6 **8710.4310 TEACHERS OF DANCE.**

41.7 [For text of subs 1 and 2, see M.R.]

41.8 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of dance
41.9 must complete a preparation program under subpart 2, item C, that must include the
41.10 candidate's demonstration of the knowledge and skills in items A and B.

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

41.12 B. A teacher of dance must demonstrate integration of content with an
41.13 understanding of pedagogy, students, learning, classroom management, and professional
41.14 development. The teacher of dance shall:

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

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

41.18 (8) understand the impact of reading ability on student achievement in dance
41.19 studies, recognize the varying reading comprehension and fluency levels represented by
41.20 students, and possess the strategies to assist students to read dance content more effectively.

41.21 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to
41.22 teach dance must have a broad range of targeted field-based experiences, of a minimum of
41.23 100 hours prior to student teaching, that provide opportunities to apply and demonstrate

42.1 competency of professional dispositions and the required skills and knowledge under this
42.2 part and part 8710.2000.

42.3 Across the combination of student teaching and other field-based placements,
42.4 candidates must have experiences teaching the content at three levels: kindergarten
42.5 through grade 6, grades 5 through 8, and grades 9 through 12.

42.6 For initial teacher licensure, the student teaching period must be a minimum of
42.7 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by
42.8 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
42.9 collaboration with the cooperating teachers.

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

42.11 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of
42.12 dance are effective September 1, 2015, and thereafter.

42.13 **8710.4320 TEACHERS OF THEATRE ARTS.**

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

42.15 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of theatre
42.16 arts must complete a preparation program under subpart 2, item C, that must include the
42.17 candidate's demonstration of the knowledge and skills in items A and B.

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

42.19 B. A teacher of theatre arts must demonstrate integration of content with an
42.20 understanding of pedagogy, students, learning, classroom management, and professional
42.21 development. The teacher of theatre shall:

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

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

43.1 (8) understand the impact of reading ability on student achievement
43.2 in theatre studies, recognize the varying reading comprehension and fluency levels
43.3 represented by students, and possess the strategies to assist students to read theatre content
43.4 more effectively.

43.5 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure
43.6 to teach theater arts must have a broad range of targeted field-based experiences, of a
43.7 minimum of 100 hours prior to student teaching, that provide opportunities to apply
43.8 and demonstrate competency of professional dispositions and the required skills and
43.9 knowledge under this part and part 8710.2000.

43.10 Across the combination of student teaching and other field-based placements,
43.11 candidates must have experiences teaching the content at three levels: kindergarten
43.12 through grade 6, grades 5 through 8, and grades 9 through 12.

43.13 For initial teacher licensure, the student teaching period must be a minimum of
43.14 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by
43.15 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
43.16 collaboration with the cooperating teachers.

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

43.18 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of
43.19 theatre arts are effective September 1, 2015, and thereafter.

43.20 **8710.4400 TEACHERS OF ENGLISH AS A SECOND LANGUAGE.**

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

43.22 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of English
43.23 as a second language must complete a preparation program under subpart 2, item C, that
43.24 must include the candidate's demonstration of the knowledge and skills in items A to J.

43.25 [For text of items A to I, see M.R.]

44.1 J. An English as a second language teacher must demonstrate an understanding
44.2 of the teaching of English as a second language that integrates understanding of English
44.3 as a second language with the teacher's understanding of pedagogy, students, learning,
44.4 classroom management, and professional development. The teacher of English as a
44.5 second language in kindergarten through grade 12 must:

44.6 [For text of subitems (1) to (5), see M.R.]

44.7 (6) know how to involve representatives of business, industry, and
44.8 community organizations as active partners in creating educational opportunities; and

44.9 (7) understand the role and purpose of cocurricular and extracurricular
44.10 activities in the teaching and learning process.

44.11 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure
44.12 to teach English as a second language must have a broad range of targeted field-based
44.13 experiences, of a minimum of 100 hours prior to student teaching, that provide
44.14 opportunities to apply and demonstrate competency of professional dispositions and the
44.15 required skills and knowledge under this part and part 8710.2000.

44.16 Across the combination of student teaching and other field-based placements,
44.17 candidates must have experiences teaching the content at three levels: kindergarten
44.18 through grade 6, grades 5 through 8, and grades 9 through 12.

44.19 For initial teacher licensure, the student teaching period must be a minimum of
44.20 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by
44.21 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
44.22 collaboration with the cooperating teachers.

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

44.24 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of
44.25 English as a second language are effective on September 1, 2015, and thereafter.

45.1 **8710.4450 TEACHERS OF FAMILY AND CONSUMER SCIENCES.**

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

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

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

45.7 D. A teacher of family and consumer sciences understands the teaching of
45.8 family and consumer sciences that integrates understanding of family and consumer
45.9 sciences with the teacher's understanding of pedagogy, students, learning, classroom
45.10 management, and professional development. The teacher of family and consumer sciences
45.11 to preadolescent and adolescent students must:

45.12 [For text of subitems (1) to (9), see M.R.]

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

45.15 (11) know marketing techniques for student recruitment and retention in
45.16 family and consumer sciences programs.

45.17 [For text of item E, see M.R.]

45.18 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to
45.19 teach family and consumer sciences must have a broad range of targeted field-based
45.20 experiences, of a minimum of 100 hours prior to student teaching, that provide
45.21 opportunities to apply and demonstrate competency of professional dispositions and the
45.22 required skills and knowledge under this part and part 8710.2000.

45.23 Across the combination of student teaching and other field-based placements,
45.24 candidates must have experiences teaching the content at both the middle level, grades
45.25 5 through 8, and high school level, grades 9 through 12.

46.1 For initial teacher licensure, the student teaching period must be a minimum of
46.2 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by
46.3 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
46.4 collaboration with the cooperating teachers.

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

46.6 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of
46.7 family and consumer sciences are effective on September 1, 2015, and thereafter.

46.8 **8710.4500 TEACHERS OF HEALTH.**

46.9 [For text of subs 1 and 2, see M.R.]

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

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

46.14 H. A teacher of health demonstrates an understanding of the teaching of health
46.15 that integrates understanding of health with the understanding of pedagogy, students,
46.16 learning, classroom management, and professional development. The teacher of health to
46.17 preadolescent and adolescent students must:

46.18 [For text of subitems (1) to (5), see M.R.]

46.19 (6) know how to involve representatives of business, industry, and
46.20 community organizations as active partners in creating educational opportunities; and

46.21 (7) understand the role and purpose of cocurricular and extracurricular
46.22 activities in the teaching and learning process.

46.23 [For text of item I, see M.R.]

47.1 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to
47.2 teach health must have a broad range of targeted field-based experiences, of a minimum of
47.3 100 hours prior to student teaching, that provide opportunities to apply and demonstrate
47.4 competency of professional dispositions and the required skills and knowledge under this
47.5 part and part 8710.2000.

47.6 Across the combination of student teaching and other field-based placements,
47.7 candidates must have experiences teaching the content at both the middle level, grades
47.8 5 through 8, and high school level, grades 9 through 12.

47.9 For initial teacher licensure, the student teaching period must be a minimum of
47.10 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by
47.11 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
47.12 collaboration with the cooperating teachers.

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

47.14 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
47.15 health are effective on September 1, 2015, and thereafter.

47.16 **8710.4550 LIBRARY MEDIA SPECIALISTS.**

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

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

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

47.22 E. A library media specialist must demonstrate an understanding of the teaching
47.23 of information and technology literacy that integrates understanding of information media
47.24 with the understanding of pedagogy, students, learning, classroom management, and

48.1 professional development. The library media specialist for children, preadolescents,
48.2 and adolescents shall:

48.3 [For text of subitems (1) to (5), see M.R.]

48.4 (6) know how to involve representatives of business, industry, and
48.5 community organizations as active partners in creating educational opportunities; and

48.6 (7) understand the role and purpose of cocurricular and extracurricular
48.7 activities in the teaching and learning process.

48.8 [For text of item F, see M.R.]

48.9 Subp. 3a. **Student teaching and field experiences.** A candidate for library media
48.10 specialist licensure must have a broad range of targeted field-based experiences, of a
48.11 minimum of 100 hours prior to student teaching, that provide opportunities to apply
48.12 and demonstrate competency of professional dispositions and the required skills and
48.13 knowledge under this part and part 8710.2000.

48.14 Across the combination of student teaching and other field-based placements,
48.15 candidates must have experiences teaching the content at three levels: kindergarten
48.16 through grade 6, grades 5 through 8, and grades 9 through 12.

48.17 For initial teacher licensure, the student teaching period must be a minimum of
48.18 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by
48.19 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
48.20 collaboration with the cooperating teachers.

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

48.22 Subp. 5. **Effective date.** Requirements in this part for licensure as a library media
48.23 specialist are effective on September 1, 2015, and thereafter.

48.24 **8710.4600 TEACHERS OF MATHEMATICS.**

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

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

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

49.5 I. A teacher of mathematics must demonstrate an understanding of the teaching
49.6 of mathematics that integrates understanding of mathematics with the understanding of
49.7 pedagogy, students, learning, classroom management, and professional development. The
49.8 teacher of mathematics to preadolescent and adolescent students shall:

49.9 [For text of subitems (1) to (5), see M.R.]

49.10 (6) know how to involve representatives of business, industry, and
49.11 community organizations as active partners in creating educational opportunities; and

49.12 (7) understand the role and purpose of cocurricular and extracurricular
49.13 activities in the teaching and learning process.

49.14 [For text of item J, see M.R.]

49.15 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to
49.16 teach mathematics must have a broad range of targeted field-based experiences, of a
49.17 minimum of 100 hours prior to student teaching, that provide opportunities to apply
49.18 and demonstrate competency of professional dispositions and the required skills and
49.19 knowledge under this part and part 8710.2000.

49.20 Across the combination of student teaching and other field-based placements,
49.21 candidates must have experiences teaching the content at three levels: kindergarten
49.22 through grade 6, grades 5 through 8, and grades 9 through 12.

49.23 For initial teacher licensure, the student teaching period must be a minimum of
49.24 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by

50.1 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
50.2 collaboration with the cooperating teachers.

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

50.4 Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of
50.5 mathematics are effective on September 1, 2015, and thereafter.

50.6 **8710.4650 TEACHERS OF VOCAL MUSIC AND OF INSTRUMENTAL MUSIC.**

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

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

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

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

50.16 [For text of subitems (1) to (5), see M.R.]

50.17 (6) know how to involve representatives of business, industry, and
50.18 community organizations as active partners in creating educational opportunities; and

50.19 (7) understand the role and purpose of cocurricular and extracurricular
50.20 activities in the teaching and learning process.

50.21 [For text of item E, see M.R.]

50.22 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure
50.23 to teach vocal music and instrumental music must have a broad range of targeted
50.24 field-based experiences, of a minimum of 100 hours prior to student teaching, that provide

51.1 opportunities to apply and demonstrate competency of professional dispositions and the
51.2 required skills and knowledge under this part and part 8710.2000.

51.3 Across the combination of student teaching and other field-based placements,
51.4 candidates must have experiences teaching the content at three levels: kindergarten
51.5 through grade 6, grades 5 through 8, and grades 9 through 12.

51.6 For initial teacher licensure, the student teaching period must be a minimum of
51.7 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by
51.8 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
51.9 collaboration with the cooperating teachers.

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

51.11 Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of
51.12 vocal music or of instrumental music are effective on September 1, 2015, and thereafter.

51.13 **8710.4700 TEACHERS OF PHYSICAL EDUCATION.**

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

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

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

51.19 C. A teacher of physical education must demonstrate an understanding of
51.20 the teaching of physical education that integrates understanding of physical education
51.21 with the understanding of pedagogy, students, learning, classroom management, and
51.22 professional development. The teacher of physical education to children, preadolescents,
51.23 and adolescents must:

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

52.1 (7) know how to involve representatives of business, industry, and
52.2 community organizations as active partners in creating educational opportunities; and

52.3 (8) understand the role and purpose of cocurricular and extracurricular
52.4 activities in the teaching and learning process.

52.5 [For text of item D, see M.R.]

52.6 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to
52.7 teach physical education must have a broad range of targeted field-based experiences, of a
52.8 minimum of 100 hours prior to student teaching, that provide opportunities to apply
52.9 and demonstrate competency of professional dispositions and the required skills and
52.10 knowledge under this part and part 8710.2000.

52.11 Across the combination of student teaching and other field-based placements,
52.12 candidates must have experiences teaching the content at three levels: kindergarten
52.13 through grade 6, grades 5 through 8, and grades 9 through 12.

52.14 For initial teacher licensure, the student teaching period must be a minimum of
52.15 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by
52.16 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
52.17 collaboration with the cooperating teachers.

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

52.19 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
52.20 physical education are effective on September 1, 2015, and thereafter.

52.21 **8710.4725 TEACHERS OF READING.**

52.22 [For text of subps 1 to 4, see M.R.]

52.23 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
52.24 reading are effective on September 1, 2010, and thereafter.

53.1 **8710.4750 TEACHERS OF SCIENCE.**

53.2 [For text of subps 1 to 2a, see M.R.]

53.3 Subp. 3. **Subject matter standards for science in grades 5 through 8.** A candidate
53.4 for licensure as a teacher of science in grades 5 through 8 must complete a preparation
53.5 program under subpart 2, item C, that must include the candidate's demonstration of
53.6 the knowledge and skills in items A to F.

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

53.8 E. A teacher of science must have a broad-based knowledge of teaching science
53.9 that integrates knowledge of science with knowledge of pedagogy, students, learning
53.10 environments, and professional development. A teacher of science must understand:

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

53.12 (8) how to involve representatives of business, industry, and community
53.13 organizations as active partners in creating educational opportunities; and

53.14 (9) the role and purpose of cocurricular and extracurricular activities in
53.15 the teaching and learning process.

53.16 [For text of item F, see M.R.]

53.17 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to
53.18 teach science must have a broad range of targeted field-based experiences, of a minimum
53.19 of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate
53.20 competency of professional dispositions and the required skills and knowledge under this
53.21 part and part 8710.2000.

53.22 Across the combination of student teaching and other field-based placements,
53.23 candidates must have experiences teaching the content at both the middle level, grades
53.24 5 through 8, and high school level, grades 9 through 12.

54.1 For initial teacher licensure, the student teaching period must be a minimum of
54.2 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by
54.3 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
54.4 collaboration with the cooperating teachers.

54.5 [For text of subps 4 to 8, see M.R.]

54.6 Subp. 9. **Effective date.** The requirements of this part for licensure as a teacher of
54.7 science shall be effective on September 1, 2015, and thereafter.

54.8 **8710.4770 TEACHERS OF SCIENCE ENDORSEMENT LICENSURE BY**
54.9 **EXAMINATION.**

54.10 [For text of subp 1, see M.R.]

54.11 Subp. 2. **Qualifications for licensure by examination.** A candidate for science
54.12 endorsement licensure by examination to teach chemistry, earth and space science, life
54.13 science, or physics to students in grades 9 through 12 shall:

54.14 A. hold a Minnesota full professional license valid for classroom teaching as
54.15 described in part 8710.4750 for chemistry, earth and space science, life science, or physics
54.16 for students in grades 9 through 12 or 7 through 12;

54.17 B. have completed three years of science teaching in grades 7 through 12 or
54.18 9 through 12; and

54.19 C. provide evidence of passing the required board-adopted science content
54.20 exam for the desired science discipline of licensure in chemistry, earth and space science,
54.21 life science, or physics.

54.22 [For text of subps 3 and 4, see M.R.]

54.23 **8710.4800 TEACHERS OF SOCIAL STUDIES.**

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

55.1 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of social
55.2 studies must complete a preparation program under subpart 2, item C, that must include
55.3 the candidate's demonstration of the knowledge and skills in items A to L.

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

55.5 K. A teacher of social studies must demonstrate an understanding of the teaching
55.6 of social studies that integrates understanding of the social studies disciplines with the
55.7 understanding of pedagogy, students, learning, classroom management, and professional
55.8 development. The teacher of social studies to preadolescent and adolescent students shall:

55.9 [For text of subitems (1) to (5), see M.R.]

55.10 (6) know how to involve representatives of business, industry, and
55.11 community organizations as active partners in creating educational opportunities; and

55.12 (7) understand the role and purpose of cocurricular and extracurricular
55.13 activities in the teaching and learning process.

55.14 [For text of item L, see M.R.]

55.15 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to
55.16 teach social studies must have a broad range of targeted field-based experiences, of a
55.17 minimum of 100 hours prior to student teaching, that provide opportunities to apply
55.18 and demonstrate competency of professional dispositions and the required skills and
55.19 knowledge under this part and part 8710.2000.

55.20 Across the combination of student teaching and other field-based placements,
55.21 candidates must have experiences teaching the content at both the middle level, grades
55.22 5 through 8, and high school level, grades 9 through 12.

55.23 For initial teacher licensure, the student teaching period must be a minimum of
55.24 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by

56.1 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
56.2 collaboration with the cooperating teachers.

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

56.4 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
56.5 social studies are effective on September 1, 2015, and thereafter.

56.6 **8710.4850 TEACHERS OF TECHNOLOGY.**

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

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

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

56.12 C. A teacher of technology must demonstrate an understanding of the teaching
56.13 of technology that integrates understanding of technology with the understanding of
56.14 pedagogy, students, learning, classroom management, and professional development. The
56.15 teacher of technology to preadolescent and adolescent students must:

56.16 [For text of subitems (1) to (5), see M.R.]

56.17 (6) know how to involve representatives of business, industry, and
56.18 community organizations as active partners in creating educational opportunities; and

56.19 (7) understand the role and purpose of cocurricular and extracurricular
56.20 activities in the teaching and learning process.

56.21 [For text of item D, see M.R.]

56.22 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure
56.23 to teach technology must have a broad range of targeted field-based experiences, of a
56.24 minimum of 100 hours prior to student teaching, that provide opportunities to apply

57.1 and demonstrate competency of professional dispositions and the required skills and
57.2 knowledge under this part and part 8710.2000.

57.3 Across the combination of student teaching and other field-based placements,
57.4 candidates must have experiences teaching the content at both the middle level, grades
57.5 5 through 8, and high school level, grades 9 through 12.

57.6 For initial teacher licensure, the student teaching period must be a minimum of
57.7 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by
57.8 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
57.9 collaboration with the cooperating teachers.

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

57.11 Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of
57.12 technology are effective on September 1, 2015, and thereafter.

57.13 **8710.4900 TEACHERS OF VISUAL ARTS.**

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

57.15 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of visual
57.16 arts must complete a preparation program under subpart 2, item C, that must include the
57.17 candidate's demonstration of the knowledge and skills in items A to G.

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

57.19 F. A teacher of visual arts must demonstrate an understanding of the teaching of
57.20 visual arts that integrates understanding of visual art with an understanding of pedagogy,
57.21 students, learning, classroom management, and professional development. The teacher of
57.22 visual arts to children, preadolescents, and adolescents must:

57.23 [For text of subitems (1) to (5), see M.R.]

57.24 (6) know how to involve representatives of business, industry, and
57.25 community organizations as active partners in creating educational opportunities; and

58.1 (7) understand the role and purpose of cocurricular and extracurricular
58.2 activities in the teaching and learning process.

58.3 [For text of item G, see M.R.]

58.4 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure
58.5 to teach visual arts must have a broad range of targeted field-based experiences, of a
58.6 minimum of 100 hours prior to student teaching, that provide opportunities to apply
58.7 and demonstrate competency of professional dispositions and the required skills and
58.8 knowledge under this part and part 8710.2000.

58.9 Across the combination of student teaching and other field-based placements,
58.10 candidates must have experiences teaching the content at three levels: kindergarten
58.11 through grade 6, grades 5 through 8, and grades 9 through 12.

58.12 For initial teacher licensure, the student teaching period must be a minimum of
58.13 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by
58.14 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
58.15 collaboration with the cooperating teachers.

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

58.17 Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of visual
58.18 arts are effective on September 1, 2015, and thereafter.

58.19 **8710.4950 TEACHERS OF WORLD LANGUAGES AND CULTURES.**

58.20 [For text of subps 1 to 5, see M.R.]

58.21 Subp. 6. **Teaching and learning.** A candidate for licensure as a teacher of world
58.22 languages and cultures must complete a preparation program under subpart 2, item
58.23 B, subitem (3), that must include the candidate's demonstration of an understanding of
58.24 the teaching of world languages and cultures that integrates understanding of the world
58.25 language and culture with an understanding of pedagogy, students, learning, classroom

59.1 management, and professional development. A teacher of world languages and cultures to
59.2 children, preadolescents, and adolescents in kindergarten through grade 12 shall:

59.3 [For text of items A to F, see M.R.]

59.4 G. understand the role and purpose of cocurricular and extracurricular activities
59.5 in the teaching and learning process; and

59.6 H. understand the impact of reading ability on student achievement in second
59.7 language studies, recognize the varying reading comprehension and fluency levels
59.8 represented by students, and possess the strategies to assist students to read world
59.9 language content more effectively.

59.10 Subp. 6a. **Student teaching and field experiences.** A candidate for licensure to
59.11 teach world languages and cultures must have a broad range of targeted field-based
59.12 experiences, of a minimum of 100 hours prior to student teaching, that provide
59.13 opportunities to apply and demonstrate competency of professional dispositions and the
59.14 required skills and knowledge under this part and part 8710.2000.

59.15 Across the combination of student teaching and other field-based placements,
59.16 candidates must have experiences teaching the content at three levels: kindergarten
59.17 through grade 6, grades 5 through 8, and grades 9 through 12.

59.18 For initial teacher licensure, the student teaching period must be a minimum of
59.19 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by
59.20 a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in
59.21 collaboration with the cooperating teachers.

59.22 [For text of subps 7 and 8, see M.R.]

59.23 Subp. 9. **Effective date.** Requirements in this part for licensure as a teacher of world
59.24 languages and cultures are effective on September 1, 2015, and thereafter.

60.1 **RENUMBERING INSTRUCTION.** In the next edition of Minnesota Rules, the revisor
60.2 of statutes shall renumber part 8700.7500 as part 8710.2100.

60.3 **REPEALER.** Minnesota Rules, part 8700.7600, subparts 1, 2a, 3, 4, 5, 5a, 5b, 5c, 5d, 5e,
60.4 5f, 6, 7, 8, 9, 10, and 11, are repealed effective January 1, 2016.

60.5 **EFFECTIVE DATE.** Minnesota Rules, parts 8705.0100 to 8705.2600 and 8710.3000 to
60.6 8710.4950 are effective January 1, 2016, and apply to all programs enrolling candidates
60.7 on or after that date.