Minnesota Department of Education

Specific Professional Development Activities Required for Renewal

The renewal of five-year teaching/related services licenses requires the completion of 125 hours of professional development that have been approved through the local school district's continuing education committee. As part of the 125 professional development hours, the Minnesota Legislature, by statute, currently requires ALL teachers to evidence the four areas shown below. Please note that two additional requirements will take effect in 2012; see pages 2-3 for information about these requirements.

Each school district, through its continuing education committee, is charged with determining the requirements to meet this condition. The legislation intentionally provides latitude so that districts can determine the requirement based on local goals and needs. Teachers should work through their local continuing education committee for guidance about what is expected and where to obtain the professional development.

Online professional development opportunities may be used to meet the requirements, as long as they meet the rule requirements. Teachers should work through their local continuing education committee for guidance about what is expected and where to obtain the professional development.

Positive Behavioral Intervention Strategies

Effective for renewal of professional licenses which expire on June 30, 2001, and after, applicants must include in their professional development activities which address positive behavioral intervention strategies. View Minnesota Statutes Section 122A.09 (http://www.revisor.leg.state.mn.us/stats/122A/09.html).

Accommodation, Modification, and Adaptation of Curriculum, Materials, and Instruction

Effective for renewal of professional licenses which expire on June 30, 2001, and after, applicants must include in their professional development activities which address accommodation, modification, and adaptation of curriculum, materials, and instruction to appropriately meet the needs of varied students in achieving graduation standards (i.e., differentiated instruction) View Minnesota Statutes Section 122A.09 (http://www.revisor.mn.gov/statutes/?id=122A.09).

Key Warning Signs for Early-Onset Mental Illness in Children and Adolescents

Effective for renewal of professional licenses which expire on June 30, 2005, and after, applicants must also include in their professional development activities which provide an understanding of key warning signs for early-onset mental illness in children and adolescents. View Minnesota Statutes Section 122A.09, 122A.18 amended by Special Session, Chapter 9, Article 2, Section 7 (http://www.revisor.mn.gov/statutes/?id=122A.09).

Reading Preparation

Effective for renewal of professional licenses which expire on June 30, 2004, and after, applicants must also include in their professional development activities which evidence further reading preparation, consistent with Minnesota Statutes Section 122A.06, Subdivision 4.
View Minnesota Statutes Section 122A.06, Subdivision 4
(http://www.revisor.mn.gov/statutes/?id=122A.06).
View Minnesota Statutes Section 122A.09, Subdivision 4
(http://www.revisor.leg.state.mn.us/stats/122A/09.html).

> *Note: the following licensure fields are exempt from evidencing the reading preparation renewal requirement: school counselors, school psychologists, school nurses, school social workers, audiovisual directors and coordinators, recreation personnel.*

Teachers must have in-service preparation in scientifically based reading instruction, which the law identifies as: "instruction and practice in phonemic awareness, phonics and other word-recognition skills, and guided oral reading for beginning readers, as well as extensive silent reading, vocabulary instruction, instruction in comprehension, and instruction that fosters understanding and higher-order thinking for readers of all ages and proficiency levels." View Minnesota Statutes Section 122A.06, Subdivision 4
(http://www.revisor.mn.gov/statutes/?id=122A.06).

Professional development activities that will meet this requirement include: workshops, conferences and on-site staff development and/or university courses that reflect comprehensive, scientifically based research in reading instruction, and which may include one or more of the following:

- *Instruction and practice in phonemic awareness*
- *Phonics and other word-recognition skills*
- *Guided oral reading for beginning readers*
- *Vocabulary instruction*
- *Instruction in fostering understanding and higher-order thinking for readers of all ages and proficiency levels*
- *Reading in the content areas*
- *Specific reading strategies to impact comprehension*
- *Current research and best practices in reading research and instruction*

The amount of "reading" clock hours required of teachers will vary depending upon the teaching assignment. Reading instruction is a responsibility shared by all teachers regardless of level or content. However, the need may be greater for classroom and content area teachers who use a vast amount of text in their instructional delivery. Legislation intentionally provides latitude in this matter to allow local decision-making. District-level collaboration in deciding the needs and goals of district employees in the area of reading instruction may include input from administration and staff, as well as input from reading specialists at the state and local level. **Districts are charged with determining the requirements which will best support quality reading instructional practices and successfully impact student reading achievement within their district.**

Technology

Effective for renewal of professional licenses that expire on June 30, 2012, and thereafter, applicants must also include in their 125 clock hours instruction or other professional development activities that integrate technology effectively with student learning to increase engagement and student achievement.

Reflective Statement of Professional Accomplishment and Assessment of Professional Growth

Beginning July 1, 2012, all individuals who were employed as a teacher during any part of the five year period immediately preceding the license renewal must include *"evidence of work that demonstrates professional reflection and growth in best teaching practices. The applicant must include a reflective statement of professional accomplishment and the applicant's own assessment of professional growth …"* in their license renewal materials. View Minnesota Statutes Section 122A.18, Subdivision 4b (http://www.revisor.mn.gov/statutes/?id=122A.18).

Note: the following licenses are exempt from this requirement:

- Classroom teachers who have not taught for any portion of the five-year renewal period immediately preceding license renewal.
- Licensed school administrators, including principals, who have not taught for any portion of the five-year renewal period immediately preceding license renewal.
- Licensed related services personnel (school social workers, school psychologists, counselors, speech-language pathologists, school nurses)

A written statement prepared by the teacher that demonstrates reflection on his or her professional accomplishment and includes a self-assessment of his or her professional growth using one of the following types of evidence:

- Support for student learning
- Use of best practices techniques and their applications to student learning
- Collaborative work with colleagues that includes examples of collegiality (i.e., attested-to committee work, collaborative staff development programs, professional learning community work)
- Continual professional development
  (i.e., job-embedded or other ongoing formal professional learning, including coursework)
  Note: Other similar professional development efforts may be used by teachers who were employed for only a portion of the 5-year renewal period immediately preceding the license renewal (i.e., substitute teachers or teachers who taught for only one of the five years in the renewal period).

The Board of Teaching shall offer alternative continuing relicensure options for teachers who are accepted into and complete the National Board for Professional Teaching Standards certification process, and offer additional continuing relicensure options for teachers who earn National Board for Professional Teaching Standards certification. Continuing relicensure requirements for teachers who do not maintain National Board for Professional Teaching Standards certification are those the board prescribes, consistent with this section.