MINNEAPOLIS PUBLIC SCHOOLS

MPS Relicensure
For Licensed Instructional Staff

Contact MPS.PD@mpls.k12.mn.us for questions

Criteria for Relicensure Requirements for Licensed Instructional Staff

This information includes the eight (8) re-licensure requirements outlined through the Minnesota State Statute (Renewal Requirements Chart). You must have at least one hour of professional development in each requirement in your submission. This document provides the criteria for professional development and courses that would meet the requirements that are outlined by MDE.

- Accommodations, Modifications, and Applications
- American Indian History & Culture
- Cultural Competency
- English Language Learner (short essay OR 1 hour of PD)
- Mental Health
- Positive Behavioral Intervention Strategies
- Reading
- Suicide Awareness and Prevention

The re-licensure categories are also covered in this document. They start after the state requirements are listed and defined.

Be certain to consult this document when requesting professional development courses in SuccessFactors. All SuccessFactors courses must be tagged with the appropriate criteria when creating the course.

1. **Accommodations, Modifications, and Applications**
Professional development that addresses accommodation, modification, and adaptation of curriculum, materials, and instruction to appropriately meet the needs of varied students in achieving graduation standards.

Courses may include the following:

- ☐ Differentiated instruction
- ☐ Interventions
- ☐ Technology-based courses where technologies are used to modify or adapt curriculum or curriculum delivery
- ☐ Culturally relevant teaching
- ☐ Cultural competency related to curriculum and instruction

2. **American Indian History & Culture**
The new requirement is in effect, but PELSB has to adopt rules defining that requirement. For now, licensed educators can meet the American Indian History and Culture re-licensure requirement via the following: https://mn.gov/pelsb/current-educators/trainings/aihc/

3. **Cultural Competency**
Courses include the following elements in a format fostering self-reflection and discussion where the focus in on deepening the teacher's own frames of reference, potential bias in these frames, and the impact of these frames on students, students' families, and the school communities:

Courses may include the following:

- ☐ Racial, cultural and socioeconomic groups
- ☐ American Indian and Alaskan native students
- ☐ Religious diversity
- ☐ Gender identity, including transgender students
- ☐ Sexual orientation
- ☐ Language diversity
- ☐ Individuals with disabilities and mental health concerns
- ☐ Systemic racism

4. **English Language Learners**
Professional Development activities that include evidence of growth in best practices for meeting the needs of English learners.

Please note that there is a writing requirement to be turned into the facilitator in order to receive this credit, starting August 1st, 2015.

The written requirement issue has caused confusion. Here is how it breaks down: ·

- If you take 1 hour of ELL PD through MPS, there is a written component within that PD and the re-licensure committee is aware of that, so the 1 hour of PD covers everything.
- If you did not take 1 hour of ELL PD, that is when a person needs to hand in a written reflection centered around ELL and how it impacts your teaching.

Courses may include the following:

- ☐ Use of best practices and techniques and their applications to student learning
- ☐ Culturally relevant teaching
- ☐ Effective vocabulary strategies for EL Learners
- ☐ Inclusive practices of EL Learners

5. **Early Warning Signs of Mental Illness**
*Professional development activities which provide an understanding of **key warning signs** for early-onset of mental illness in children and adolescents.*

Courses may include the following:

- ☐ Defining of concepts of mental health and mental illness
- ☐ Identifying of key warning signs of early-onset mental illness
- ☐ Defining contemporary mental health issues prevalent in schools
- ☐ Providing an understanding of the impact that mental illness can have on student learning and achievement
- ☐ Providing an understanding of process/procedure for addressing warning signs of early-onset mental illness
- ☐ Providing strategies for meeting the needs of learners with mental illness

6. **Positive Behavioral Intervention Strategies**
Professional development activities which address positive behavioral intervention strategies.

Courses may include the following:

- ☐ Effective classroom management
- ☐ Behavior management
- ☐ Responsive Classroom/Developmental Designs
- ☐ School climate and culture related to student behavior (not related to cultural competency)
- ☐ Positive School or Classroom Engagement

7. **Reading**
Professional development activities that will meet this requirement include workshops, conferences and on-site professional development and/or university courses that reflect comprehensive, scientifically based research in reading instruction.

Courses may include 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
- ☐ Proficiency levels
- ☐ Reading in the content areas
- ☐ Specific reading strategies to impact comprehension
- ☐ Current research and best practices in reading research and instruction

*Exempt: School counselors, school psychologists, school nurses, school social workers, audiovisual directors and coordinators, recreation personnel.

8. **Suicide Awareness and Prevention**
*Professional development activities which provide an understanding of **key warning signs** for suicide awareness in children and adolescents.*

Courses may include the following:

- ☐ Defining the signs for suicide awareness
- ☐ Identifying of key warning signs of suicide among children and adolescents
- ☐ Defining suicide awareness issues prevalent in schools
- ☐ Providing an understanding of process/procedure for addressing suicide warning signs in schools
- ☐ Providing strategies for meeting the needs of learners who fit suicide awareness parameters

Categories for Clock Hour Allocation

The SuccessFactors transcript will house all MPS professional development eligible for clock hours.

You must have clock hours from at least two re-licensure categories (A – I). Please refer to Categories for Clock Hours documents for category details.

Please note that required professional development activities will provide most, if not all, of the 125 Relicensure clock hours.

- ➢ *Category C: Workshop Week site PD, department led PD (Category C will comprise the majority of your 125 clock hours)*
- ➢ *Category D or E: Your PDP and PLC's can be counted for either category.*
- ➢ *Category E, F, or G: Q-Comp Leadership positions*
- ➢ *Category G: Facilitation of PD*

IMPORTANT: Personnel are required to submit a minimum of 125 hours during a five year period.

A. Relevant coursework completed at accredited colleges and universities
Must be verified by transcript or grade slip.

- 1 hour of audited course = 1 clock hour
- 1 quarter credit = 16 clock hours
- 1 semester credit = 24 clock hours

An audit or a non-credit course requires attendance verification from the teacher of the course stating the number of hours in attendance.

B. Educational workshops, conferences, institutes, seminars, and lectures in areas appropriate to licenses held – outside the district
Must be verified by attendance certificate or written statement from workshop sponsor, with validation of hours of participation.

- 1 hour of participation = 1 clock hour

These are organized, structured learning experiences presented and attended for the purpose of professional development in education. They do not include travel time, registration, meals, breaks, negotiating sessions, or meetings.
Qualifying examples: Education Minnesota conference, Minnesota Reading Association Convention, Collaboration workshop

C. District professional development activities, conferences, courses, and workshops
The SuccessFactors transcript will house all MPS professional development eligible for clock hours. The site SuccessFactors Coordinator or department representative has the responsibility of requesting courses for approval in SuccessFactors for any new professional development, as well as managing the roster of SuccessFactors courses to award participants credit upon completion.

- 1 hour of participation = 1 clock hour

This category does not include regular meetings or pre-school workshop hours spent on preparation for one's own contracted assignment.

D. Site, district, regional, state, national, and international curriculum development
Must be verified by a written statement of administrator of the educational unit responsible for the curriculum development, with validation of hours of participation.

- 1 hour of participation = 1 clock hour

Qualifying examples: Writing curriculum for Focused Instruction, developing common assessments

E. Engagement in formal peer coaching or mentorship relationship with colleagues (maximum of 30 hours per 5-year period)
Must be verified by a written statement of local administrator, with validation of hours of participation.
Qualifying example: New teacher mentorship

F. Professional service
In one of the following areas:

1. Supervision of clinical experience of persons enrolled in teacher preparation/licensure programs **(maximum of 30 hours per 5-year period)**.

   Must be verified by a written statement of local administrator or college representative, with validation of hours of participation.
   - 1 quarter = 16 clock hours
   - 1 semester = 24 clock hours

   Qualifying example: Supervision of student teacher/field experience (if supervision is shared with another teacher, divide the clock hours in half)

2. Membership in national, state, or local committees involved in licensure, teacher education, or professional standards.

   Must be verified by a written statement of committee chairperson or representative of the agency responsible for committee operation, with validation of hours of participation.
   - 1 hour of participation = 1 clock hour

   Qualifying examples: Local or state relicensure committee, staff development committee, professional standards committee

3. Participation in national, regional, or state accreditation.
   Must be verified by a written statement of a representative of the accrediting agency, with validation of hours of participation.
   - 1 hour of participation = 1 clock hour

   Qualifying examples: North Central accreditation team, state vocational program evaluation

G. Leadership experience

Experience in activities require active, contributing participation (membership only is not applicable) in one of the following areas:

1. Development of new or broader skills and sensitivities to the school, community, or profession.
    - 1 hour of participation = 1 clock hour

    Must be verified by a written statement of the representative agency or organization in which the activity occurred, with validation of the applicant's type of active leadership and hours of participation.
    Qualifying examples: Faculty representative, Instructional Leadership Team, QComp Teacher Leadership positions

2. Publication of professional articles in a professional journal in an appropriate field.
    - 1 hour of participation = 1 clock hour

    Must be verified by a copy of the article and a summary of the experience, including the number of hours and type of research used to develop new knowledge for use in the article.

3. Volunteer work in professional organizations related to the areas of licensure held.
    - 1 hour of participation = 1 clock hour

    Must be verified by a written statement from an official representative of the professional organization, with validation of the applicant's type of active leadership and hours of participation.

4. Design and/or delivery of professional growth experiences for peers.
    The SuccessFactors transcript will house all MPS professional development eligible for clock hours.
    Qualifying example: Site or district-based professional development

H. Opportunities to enhance knowledge and understanding of diverse educational settings

1. Experiences with students of another age, ability, culture, or socioeconomic level. Note: These experiences must not be a matter of teaching the same content repeatedly or of simply teaching one's regular assignment in a different setting or time frame (such as in an extended school contract).
    - 1 hour of participation = 1 clock hour

    Must be verified by a written statement of the administrator of the educational agency for which the teaching was done, with validation of hours of active student contact and description of student characteristics in regard to being "of another age, ability, culture, or socioeconomic level" (compared to the teacher's regular teaching assignment).

2. Systematic, purposeful observation during visits to schools and to related business and/or industry. · 1 hour of participation = 1 clock hour
    Must be verified by a written statement from an official representative of the school or business/industry visited, with validation of educational content and hours involved in the visit.
    Qualifying examples: school tour, observation of legislature, observation in model

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technology site or recognized exemplary program

I. Pre-approved work experience in business or industry appropriate to the field of licensure (maximum of 30 hours per 5-year period*)

1. Pre-approved travel for purposes of improving instructional capabilities related to the field of licensure. Must be **pre-approved** by submitting a proposed itinerary with clearly stated objectives and a statement of how this will improve instructional capabilities. Please email MPS Relicensure (relicensure@mpls.k12.mn.us).
   - 1 week of travel = 10 clock hours

   Must be verified by submitting a final detailed itinerary, objectives for the travel, a summary report of the experiences undertaken to accomplish the objectives, and how the experiences contributed to improve instructional capabilities.

   Qualifying example: A trip to France by a French teacher, a tour of Civil War battlefields by a Social Studies teacher

2. Pre-approved work experiences in business or industry appropriate to the field of licensure. Must be **pre-approved** by submitting a list of duties of proposed work experience and a statement of how it relates to licensure. Please email MPS Relicensure (relicensure@mpls.k12.mn.us).
   - 1 week of work = 10 clock hours

   Must be verified by a written statement from the employer, with validation of work hours and duties, and a statement from the licensee of how the experience impacts the licensee's teaching.
   Qualifying example: Paid translator work for World Language teacher, office employment using current technology for business teacher

*The limit of 30 clock hours may be waived when the local committee determines that the pre-approved travel or work experience is critical to advancing the teacher's current skills for the teacher's assignment; for example, travel to experience language or cultural immersion by a teacher of world language.