

## Requirements for Renewal

### Bemidji Area Schools ISD #31

Bemidji Continuing Education Committee:

Tami Wesely	Administrator, Solway/Alternative Programs
Miriam White	Teacher
Kirsten Fenner	Teacher, Lincoln
Kari Erickson	Teacher, Middle School
Tiffany Palmer	Teacher, High School
Heidi Krause	Community Representative
Crystal Bundermann	Teacher, Central

1. **Use the Final Approval and Documentation Form Revised 3/3/2017.** Forms are available from the school secretaries or from Human Resources.
2. The Bemidji Continuing Education Committee meets the fourth Tuesday of every month, September-May, at 3:45, at the district office. (Exception: no meeting in December.)
3. Turn in all requests for renewal clock hours to Human Resources or a committee member, preferably within one year after the completion of the education experience.
4. Teachers may apply for their next five-year license after January 1 of their renewal year.
5. Renewal clock hours: Verification by the local continuing education/relicensure committee that the applicant has completed 125 approved clock hours within a 5 year period is required for renewal. Instruction and professional development activities meet requirements to renew licenses only if they address one or more of the standards in part 8710.2000. Definition "Clock hour" means an hour of actual instruction, or planned group or individual professional development activity as approved by the local continuing education/relicensure committee. *Effective for all experiences completed after June 30, 2000, successful completion of activities under items B to I, must be granted one clock hour for each hour of participation with exceptions as indicated.*

#### Categories for Clock Hours:

- A. Relevant coursework completed at accredited colleges and universities:  
*Effective for all experiences completed after June 30, 2000, the local continuing education/relicensure committee shall grant 24 clock hours for each semester credit earned.*
- B. Educational workshops, conferences, institutes, seminars, or lectures in areas appropriate to licenses held.
- C. Staff development activities, inservice meetings, and courses:  
*Instruction and professional development activities provided by a school may be included among the clock hours in this part.*
- D. Site, district, regional, state, national, or international curriculum development.

- E. Engagement in formal peer coaching or mentorship relationships with colleagues that addresses one or more of the standards in part [8710.2000](#).
- F. Professional service in the following areas:
- a. Supervision of clinical experiences of persons enrolled in teacher preparation programs; *Effective for all experiences completed after June 30, 2000, supervision of clinical experiences of persons enrolled in teacher licensure programs for one semester equals 24 clock hours. **No more than 30 clock hours may be granted in a five-year relicensure period for supervision.***
  - b. Participation on national, state, and local committees involved with licensure, teacher education, or professional standards; or
  - c. Participation in national, regional, or state accreditation.
- G. Leadership experiences in the following areas:
- a. Development of new or broader skills and sensitivities to the school, community, or profession;
  - b. Publication of professional articles in a professional journal in an appropriate field; or
  - c. Volunteer work in professional organizations related to the areas of licensure held.
- H. Opportunities to enhance knowledge and understanding of diverse educational settings in the following areas:
- a. Experiences with students of another age, ability, culture, or socioeconomic level; or
  - b. Systematic, purposeful observation during visits to schools and to related business and industry.
- I. Preapproved travel or work experience:
- Effective for all experiences completed after June 30, 2000, **one week of preapproved travel or work experience for purposes of improving instructional capabilities equals ten clock hours. No more than 30 clock hours may be granted in a five-year relicensure period for travel or work experience. The limit of 30 clock hours may be waived when the local committee determines that the preapproved travel or work experience is critical to the teacher's advanced or current skills for the teacher's assignment; for example, travel to experience language or cultural immersion by a teacher of world language.***
- a. Travel for purposes of improving instructional capabilities related to the field of licensure; or
  - b. Work experience in business or industry appropriate to the field of licensure.

Experience for clock hour credit: Except for item H, subitem (1), teaching experiences for which licensure is required shall not qualify for clock hour credit.

Period for earning clock hours: An applicant requesting renewal of a license to teach must earn a minimum of 125 clock hours during each five-year period preceding application for licensure renewal. An applicant may not bank clock hours for purposes of relicensure, but clock hours earned after an application for renewal has been submitted may be applied to the next renewal period.

Denial of clock hours: A local committee shall not grant clock hours for experiences that are primarily for personal rather than professional improvement or for experiences that duplicate other granted clock hour experiences without new or enhanced professional development value.

6. Within a five-year period, at least one hour in each of these areas are required for relicensure:

### **MANDATORY RENEWAL REQUIREMENTS FOR THE RENEWAL OF FIVE-YEAR LICENSES**

(PELSB License Renewal Instructions – Revised 12-12-17)

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 areas shown below.

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***

Applicants must include in their professional development activities which address positive behavioral intervention strategies.

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

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).

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

Applicants must include in their professional development activities which provide an understanding of key warning signs for early-onset mental illness in children and adolescents. Starting 8-1-2017: The 2016 Legislature has required at least one hour of Suicide Prevention Best Practices as part of the renewal condition for Early-Onset Mental Illness in Children and Adolescents.

#### ***Reading Preparation***

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."

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.

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***

Instruction or other professional development activities that integrate technology effectively with student learning to increase engagement and student achievement. Note: Licensed school personnel who do not provide direct instruction to students, including, at least, counselors, school psychologists, school nurses, and school social workers are exempt from this requirement.

### ***Reflective Statement of Professional Accomplishment and Assessment of Professional Growth***

A statement that demonstrates professional reflection and growth in best teaching practices, including, among other things, practices in meeting the varied needs of English learners, from children to adults.

1. Support for student learning;
2. Use of best practices techniques and their applications to student learning;
3. Collaborative work with colleagues that includes examples of collegiality such as attested-to committee work, collaborative staff development programs, and professional learning community work; or

4. Continual professional development that may include (i) job-embedded or other ongoing formal professional learning or (ii) for teachers employed for only part of the renewal period of their expiring license, other similar professional development efforts made during the relicensure period.

Note: Administrative Rule for Clock Hours; Requirements for Renewal of Professional Licenses. (<https://www.revisor.mn.gov/rules/?id=8710.7200>)

Teachers may earn 5 clock hours for reflective statement requirements/five year period.

NOTE: The reflective statement is a plan of action that a teacher develops to help students learn. It is student driven. The strategy that is implemented is reviewed and evaluated over a period of months.

**Bemidji Area Schools Continuing Education Committee Reflective Statement submission process:**

- Attach a completed Reflective Statement Form to the Final Approval and Documentation Form or
- Attach Your Professional Growth and Development Plan to the Final Approval and Documentation Form.

If special circumstances are requested such as:

- You have **not** taught in Minnesota for more than 15 consecutive days in a teaching assignment during any part of the five-year period or
- You have taught in Minnesota for more than 15 consecutive days in a teaching assignment during a portion of the five-year period, but would like the Reflective Statement waived.

Complete the Final Approval and Documentation Form and indicate on the line the appropriate situation.

**How will the requirement be evaluated?**

The relicensure committee is not expected to evaluate the merits of the reflective statement or self-assessment. The committee must verify that a reflective statement has been submitted and that the statement meets the statutory language as described above. A teacher may submit additional materials (ie: bulleted lists of experiences or certificates of completion) as supplementary, but there must be a written narrative submitted to the committee. There is no minimum or maximum length for the reflective statement as long as the statutory requirements are met.

National Board for Professional Teaching Standards certification. 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.

## **Can clock hours be assigned for meeting the reflective practice requirement?**

Yes. On November 13, 2009, the Professional Educator Licensing and Standards Board authorized a resolution that will allow teachers to earn up to five clock hours per renewal period for meeting the reflective practice requirement.

Note: Local committees may continue to award additional clock hours for related activities that exceed the statutory requirement.

## **How is “job-embedded professional development” defined?**

The law specifies four ways that teachers can meet this requirement:

1. Support for student learning,
2. Use of best practices techniques and their applications to student learning,
3. Collaborative work with colleagues that includes examples of collegiality such as attested-to committee work, collaborative staff development programs and professional learning community work, or
4. Continual professional development that may include: (i) job-embedded or other ongoing formal professional learning, or (ii) for teachers employed for only part of the renewal period of their expiring license, other similar professional development efforts made during the relicensure period.

In collaboration with the Minnesota Department of Education’s School Improvement Division, the Professional Educator Licensing and Standards Board would like to provide the guidance found on page two for the interpretation of “job-embedded professional development.” Please feel free to share this guidance with your colleagues.

## **Guidance: Job-Embedded Professional Development**

“Job-embedded [professional] development requires that most of an educator’s professional learning occurs during the workday in the work place, is designed to support team learning and is offered and available to educators. Job-embedded means the learning occurs during the workday and has a direct link to the goals set for students by the team and the school.” (Hirsch and Killion, *The Learning Educator*, 2007). Teacher learning during the educator’s work day allows access to necessary resources including materials, curriculum experts and knowledgeable assistance.

Teacher learning in a job-embedded professional development model has the following characteristics:

1. Alignment with the district and school education improvement plans, staff development plans and site SMART goals for student achievement.
2. Use of the internal capacity of the district that does not rely primarily on outside experts to impart knowledge and skills.
3. Delivery in a learning team format with collaborative teams having regular dedicated time (meetings weekly or every other week) within the teacher work day
4. Learning teams working interdependently to improve instruction in order to achieve common goals aligned to increasing student achievement.

5. Teacher learning experiences focused on using scientifically research-based strategies that translate directly to classroom instruction.
6. A formal team structure that includes having a purpose (goal), outcomes for meetings (action plans, agendas and minutes) and a focus on classroom instruction to improve student achievement (selecting instructional strategies, planning lessons and reflecting on practice).
7. Effective use of professional development activities within learning teams, which include analyzing student data, learning new instructional strategies, developing lessons, designing common assessments and analyzing student work to assess student learning.

### ***English Learners***

The 2014 Legislature enacted a change to teacher licensure renewal requirements to include evidence of growth in best teaching practices for meeting the needs of English learners (MN§122A.18, Subd. 4(b)).

#### **122A.18, Subd. 4(b) Expiration and renewal.**

Relicensure applicants who have been employed as a teacher during the renewal period of their expiring license, as a condition of relicensure, must present to their local continuing education and relicensure committee or other local relicensure committee evidence of work that demonstrates professional reflection and growth in best teaching practices, including among other things, practices in meeting the varied needs of English learners, from young children to adults under section 124D.59, subdivisions 2 and 2a. The applicant must include a reflective statement of professional accomplishment and the applicant's own assessment of professional growth showing evidence of:

1. support for student learning;
2. use of best practices techniques and their applications to student learning;
3. collaborative work with colleagues that includes examples of collegiality such as attested-to committee work, collaborative staff development programs, and professional learning community work; or
4. continual professional development that may include (i) job-embedded or other ongoing formal professional learning or (ii) for teachers employed for only part of the renewal period of their expiring license, other similar professional development efforts made during the relicensure period.

#### **7. Steps for Reviewing CEU and Renewing License Online**

- a. Log onto <http://mn.gov/pelsb>
- b. Click on Online Licensing System.

#### **8. What if my license has lapsed?**

If your five-year teaching or related services professional license has lapsed, you have the following options:

- Obtain a five-year short call substitute license, valid to teach no more than 15 consecutive days in a single classroom assignment. When submitting the renewal application, please deselect your licensure fields and select the five-year short-call substitute option.

- Provide evidence that you have completed 125 clock hours of approved continuing education and all mandatory requirements currently in rule earned during the five-year period immediately preceding the application. Your local Minnesota continuing education committee must verify your clock hours. Contact your school district office for information concerning the re-licensure committee. An application should be completed only after the clock hours have been reported by your committee.
- If you have not been employed by a Minnesota school district in the past year, you can submit official transcripts verifying completion of eight (8) semester or twelve (12) quarter credits in education or related to the teaching field earned in the five-year period immediately preceding the application. You are also responsible for any mandatory requirements in effect at the time of renewal.
- An extension for the balance of the school year may be issued if you provide evidence that you have been offered a position in Minnesota contingent upon holding a valid license and you have not been working in a Minnesota school district in the year preceding the extension request. At the end of the extended licensure period, you must meet renewal requirements for the continuing license. This option is available only once during your teaching career.

## 9. Is there a penalty if my license expires?

There is no penalty if your license has expired. However, anyone who substitutes or has a teaching or related services position in a Minnesota elementary or secondary public school must hold a valid Minnesota teaching license.

## 10. EXCEPTIONS TO THE 125 CLOCK HOUR REQUIREMENT

### **Clock Hour Exception for National Board Certification**

The National Board of Professional Standards Certification (NBPS) has been approved by the Minnesota Board of Teaching as a substitute for the 125 clock hours required for the license renewal. If the NBPS certification expires during the five-year renewal period, the local committee will prorate hours completed at 25 hours per year and require completion of a prorated number of hours for the years the certificate is not in effect.

Applications with NBPS Certification must also provide verification to the local continuing education committee of meeting all applicable mandatory requirements.

### **Clock Hour Exemption for School Psychologists**

The National Certification of School Psychologists (NCSP) Certification has been approved by the Minnesota Board of Teaching as a substitute for the 125 clock hours required for license renewal. If the NCSP certification expires during the five-year renewal period, the local committee will prorate hours completed at 25 hours per year and require completion of a prorated number of hours for the years the certificate is not in effect.

School psychologists must also provide verification to the local continuing education committee of meeting all applicable mandatory requirements including positive behavior strategies; accommodation, modification and adaptations to meet the needs of varied students; and understanding the warning signs of early onset mental illness.



School psychologists are exempt from meeting the reading preparation, technology and reflective statement of professional accomplishment and assessment of professional growth requirements.

### **Clock Hour Exemption for Speech-Language Pathologists**

The American Speech and Hearing Association (ASHA) Certification has been approved by the Minnesota Board of Teaching as a substitute for the 125 clock hours required for renewal. If the ASHA certification expires during the five-year renewal period, the local committee will prorate hours completed at 25 hours per year and require completion of a prorated number of hours for the years the certificate is not in effect.

Speech-Language Pathologists must also provide verification to the local continuing education committee of meeting all applicable mandatory requirements with the exception of the reflective statement of professional accomplishment and assessment of professional growth.

## **11. ADMINISTRATIVE LICENSE RENEWAL**

A five-year administrative license will be granted to applicants who verify one year of administrative experience while holding a valid two-year administrative license.

Five-year administrative licenses expire on June 30 of the year of expiration. Applications for renewal may be submitted any time after January 1 of the year of expiration.

To renew a five-year administrative license, you must submit to the designated district administrator (Human Resources) completion certificates totaling 125 clock hours of administrative and supervisory continuing education that have been pre-approved by the Minnesota Board of School Administrators. These hours must have been earned during the five-year period immediately preceding the renewal of the license.