MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

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 seven (7) relicensure requirements outlined through the Minnesota State Statute. 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.

- Positive Behavioral Intervention Strategies
- Accommodations, Modifications, and Adaptations
- Key Warning for Early-Onset of Mental Illness
- Reading
- Technology Integration
- Meeting the needs of English Language Learners
- Reflective Statement
    - In MPS, licensed personnel may use one full year of their PDP (through 2013-14 school year) or PDPLC in place of the Reflective Statement. Your eCompass transcript will have this documentation.

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

1. **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

2. **Accommodations, Modifications, and Adaptations**
   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

3. **Key Warning for Early-Onset 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

4. **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.

5. **Technology Integration**
Professional Development activities that integrate technology effectively with student learning to increase engagement and student achievement.

Courses may include the following:
- ☐ Technology-based courses where technologies are used to modify or adapt curriculum or curriculum delivery
- ☐ Online or blended learning (ex: MyMPS)
- ☐ Using technologies to promote student engagement and achievement (ex: Google Apps)
- ☐ Using computer applications (ex: multimedia, PowerPoint) to engage students and/or for students to document their learning.
- ☐ Using Excel to examine and/or disaggregate data for assessing and monitoring student learning and/or instructional practices

*Exempt: Licensed school personnel who do not provide direct instruction to students, including, at least, counselors, school psychologists, school nurses, and school social workers.

6. **Meeting the Needs of English Language Learners (Written Reflection Required)**
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. If you are participating in this professional development outside of the district, you must submit an ELL written requirement in addition to, and separate from the reflective statement.

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

*Exempt: Licensed school personnel who do not provide direct instruction to students, including, at least, counselors, school psychologists, school nurses, and school social workers.

7. **Reflective Statement**
Evidence of work that demonstrates professional reflection and growth in best teaching practice.
In MPS, staff may use one full year of their PDP (through 2013-14 school year) or PDPLC in place of the Reflective Statement. The eCompass transcript will have this documentation. Applicants do not need to submit copies of completion of the PDP (through 2013-14 school year) or PDPLC.

*Exempt:

- Classroom teachers who have not taught for 15 consecutive days or more during the five-year renewal period immediately preceding license renewal.
- Licensed school administrators, including principals, who have not taught for any portion for the five-year renewal period immediately preceding license renewal.
- Licensed related-services personnel (school social workers, school psychologists, counselors, speech-language pathologists, school nurses).

Categories for Clock Hour Allocation

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

You must have clock hours from at least two relicensure 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: Your PDPLC, Workshop Week site PD, department led PD (Category C will comprise the majority of your 125 clock hours)*
- *Category E, F, or G: QComp 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 eCompass transcript will house all MPS professional development eligible for clock hours.

The site eCompass Coordinator or department representative has the responsibility of requesting courses for approval in eCompass for any new professional development, as well as managing the roster of eCompass 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 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 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 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 written statement of committee chairperson or representative of 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 written statement of representative of 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 written statement of representative of 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 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 eCompass 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 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 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 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 Steve.Smith@mpls.k12.mn.us, chair of the Relicensure Committee.
   - 1 week of travel = 10 clock hours

   Must be verified by submitting 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 Steve.Smith@mpls.k12.mn.us, chair of the Relicensure Committee.
   - 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.