

Mandatory Renewal Requirements for Tier 3 and Tier 4 Licenses

Verification of completion of experiences must be submitted by the applicant to the local continuing education or relicensure committee of the district in which the applicant works or resides. The committee must verify 75 clock hours for a Tier 3 license and 125 clock hours for a Tier 4 license before renewing, see [Minnesota Rule 8710.7200, Subpart 2](#). Clock hours must be earned in two or more of the categories in items A to I per [Minnesota Rule 8710.7200, Subpart 3](#). These mandatory requirement activities can be used to earn necessitated clock hours required for renewal. Each mandatory requirement must be addressed during each three-year or five-year renewal period, for a Tier 3 or Tier 4 license respectively. Professional reflection and growth in best practices must be evidenced in, but not limited to, the following areas:

Positive Behavior Interventions

[MN Statute Section 122A.06 subdivision 4](#) requires preparation in the areas of using *positive behavior interventions*. Subdivision 4 further requires evidence in meeting *accommodation, modification, and adaption of curriculum, materials, and instruction* to appropriately meet the needs of all students to achieve graduation standards.

Reading Preparation

[MN Statute Section 122A.06 subdivision 5](#) explains *reading preparation* as "Comprehensive, scientifically based reading instruction" including a program or collection of instructional practices based on valid, replicable evidence that results in a minimum of satisfactory student reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.

Comprehensive, scientifically based reading instruction also includes and integrates instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text, write, and apply higher level thinking skills. For English learners developing literacy skills, districts are encouraged to use strategies that teach reading and writing in the students' native language and English at the same time.

School counselors, school nurses, school psychologists, school social workers and speech language pathologists are exempt from this requirement.

Mental Illness Awareness

[MN Statute 122A.187, Subdivision 6](#) requires all teachers be trained in understanding the *key warning signs of early-onset mental illness* in children and adolescents. During subsequent licensure renewal periods, preparation

may include providing a more in-depth understanding of students' mental illness trauma, accommodations for students' mental illness, parents' roles in addressing students' mental illness, Fetal Alcohol Spectrum Disorders, autism, the requirements of section [125A.0942](#) governing restrictive procedures, and de-escalation methods, among other similar topics.

Suicide Prevention Strategies

MN Statute 122A.187, Subdivision 6 further requires at least one hour of *suicide prevention* best practices training during each licensure renewal period based on nationally recognized evidence-based programs and practices.

English Learners Best Practices

[MN Statute 122A.187, Subdivision 3](#) requires that all teachers evidence practices in meeting the varied needs of English learners, from young children to adults under section [124D.59, subdivisions 2 and 2a](#).

School counselors, school nurses, school psychologists, school social workers and speech language pathologists are exempt from this requirement.

Cultural Competency Training

MN Statute 122A.187, Subdivision 3 further requires *cultural competency training* for all teachers. For purposes of statewide accountability, "cultural competence," "cultural competency," or "culturally competent" means the ability of families and educators to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds. Cultural competency training means a training program that promotes self-reflection and discussion including but not limited to all of the following topics: racial, cultural, and socioeconomic groups; American Indian and Alaskan native students; religion; systemic racism; gender identity, including transgender students; sexual orientation; language diversity; and individuals with disabilities and mental health concerns. Training programs must be designed to deepen teachers' understanding of their own frames of reference, the potential bias in these frames, and their impact on expectations for and relationships with students, students' families, and the school communities.

A teacher may satisfy the requirements of English learners best practices and cultural competency training by submitting the teacher's most recent summative evaluation or improvement plan under section [122A.40](#), subdivision 8, or [122A.41](#), subdivision 5.