

**CLOCK HOUR GUIDELINE SHEET**  
**(Refer to this sheet when applying for clock hour credit)**

Allocations for clock hour experiences: 1 hour of participation = 1 clock hour credit

**YOU MUST EARN A MINIMUM OF 90 CLOCK HOURS IN THE FIRST FIVE (A-E) CATEGORIES:**

- A. Relevant course work completed at accredited colleges and universities.
  - 1 quarter credit equals 16 clock hours; 1 semester credit equals 24 clock hours.
  - A transcript or grade report is required (photocopy acceptable.)
  - Highlight the course work affected on your transcript and indicate whether clock hours are quarter or semester.
  
- B. Educational workshops, conferences, institutes, seminars, or lectures in areas appropriate to license(s) held. (Out of district.)
  - Verification required. Hours of participation must be stated.
  
- C. Staff development activities, inservice meetings, and inservice courses. (In district.)
  - Verification required. Hours of participation must be stated.
  
- D. Building, district, regional, state, national, or international curriculum development.
  - Verification required. Hours of participation must be stated.
  
- E. Engagement in formal peer coaching or mentorships with colleagues.

**YOU MAY EARN NO MORE THAN 35 CLOCK HOURS IN THE FOLLOWING CATEGORIES (F-I) WITH A MAXIMUM OF 30 CLOCK HOURS IN EACH CATEGORY:**

- F. Professional service in the following areas:
  - Log of hours must be submitted. When possible, supply verification.
  - 1. Supervision of clinical experiences of persons enrolled in teacher programs.
    - 16 clock hours earned per quarter or 24 clock hours earned per semester of supervision.
  - 2. Membership on national, state, and local committees involved with licensure, teacher education, or professional standards.
  - 3. Participation in national, regional, or state accreditation.
  
- G. Leadership experiences in the following areas: (No paid positions/activities/experiences will be accepted.)
  - Log of hours must be submitted. When possible, supply verification.
  - 1. Development of new or broader skills and sensitivities to the school, the community, or the teaching profession.
  - 2. Publication of professional articles in a professional journal in an appropriate field. (A copy of article must be submitted along with log of hours.)
  - 3. Volunteer work in professional organizations to the areas of licensure held.
  
- H. Opportunities to enhance knowledge and understanding of diverse educational settings in the following areas: (No paid positions/activities/experiences will be accepted.)
  - Log of hours must be submitted. When possible, supply verification.
  - 1. Experiences with students of another age, ability, culture or socio-economic level.
  - 2. Systematic purposeful observation during visits to schools and to related business and industry.

- I. Pre-approved travel or work experience:
  1. Travel for purpose of improving instructional capabilities related to the field of licensure. You must submit an agenda or itinerary for travel. 10 clock hours are granted per week of travel. PRIOR APPROVAL REQUIRED. Maximum 30 clock hours per 5-year period.
  2. Work experience in business and industry appropriate to field of licensure.

## **MN BOARD OF TEACHING 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 seven 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.

### ***1. Positive Behavioral Intervention Strategies: One experience/activity needed***

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>).

*Note: The following licensure fields are exempt from evidencing the Positive Behavioral Intervention Strategies renewal requirement: school counselors, school nurses, school social workers.*

### ***2. Accommodation, Modification, and Adaptation of Curriculum, Materials, and Instruction: One experience/activity needed***

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>)

*Note: The following licensure fields are exempt from evidencing the Accommodation, Modification, and Adaptation of Curriculum, Materials, and Instruction renewal requirement: school counselors, school nurses, school social workers.*

### ***3. Reading Preparation: 5 clock hours needed***

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.*

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.**

View Minnesota Statutes Section 122A.06, Subdivision 4

(<http://www.revisor.mn.gov/statutes/?id=122A.06>)

### ***4. Key Warning Signs for Early-Onset Mental Illness in Children and Adolescents: One experience/activity needed***

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.

**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.

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>)

*Note: All licensure fields must meet this requirement.*

### **5. Technology: One experience/activity needed**

Effective for renewal of professional licenses that expire on June 30, 2012, and after, 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.

**Exemption:** On February 11, 2011, the Board of Teaching adopted a resolution to provide an exemption. The exemption reads, in part (emphasis added):

***THEREFORE, the Board of Teaching authorizes an exemption for licensed school personnel who do not provide direct instruction to students, including, at least, counselors, school psychologists, school nurses, and school social workers, from the technology clock hour requirement of Minnesota Rule 8710.7200, Subpart 2.***

### **6. Reflective Statement of Professional Accomplishment and Assessment of Professional Growth: One reflective statement needed per 5 year renewal (May combine with #7 ELL reflective statement.)**

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>)

## **APPENDIX B: REFLECTIVE STATEMENT GUIDANCE**

### **WHO must meet this requirement?**

All individuals who hold a five-year professional license and who were employed as a teacher during any part of the five year period immediately preceding the license renewal.

- Full-time classroom teachers.
- Long-term substitute teachers, who have taught more than 15 consecutive days in a teaching assignment during any part of the five-year period.

### **WHO is exempt from meeting 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)

### **WHAT criteria meet the requirement?**

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:

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  
i.e.: attested-to committee work, collaborative staff development programs, professional learning community work

4. 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 (ie: substitute teachers or teachers who taught for only one of the five years in the renewal period).*

**WHEN should this requirement be met?**

The requirement can be met at any time during the 5-year renewal period immediately preceding license renewal. The reflective statement must be submitted in compliance with the local committee procedures.

*Note: The Board of Teaching encourages teachers to engage in ongoing reflective practices that culminate in a statement used for license renewal.*

**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.

**Frequently Asked Questions:**

When is this effective?

For any licensees seeking relicensure on or after July 1, 2012.

Does this apply to teachers who have not taught for any portion of the 5-year renewal period immediately preceding license renewal?

No, but these teachers must still meet the other four renewal requirements as per Minnesota statute.

Is there an exemption for National Board Certification?

Yes - IF the certification is valid or has been valid during any portion of the 5-year renewal period immediately preceding license renewal. This exemption also applies to teachers who are actively engaged in and making progress toward National Board of Professional Standards Certification.

Does this apply to substitute teachers?

Yes, if the substitute holds a teaching license and has taught as a long-term substitute teacher for at least 15 consecutive days in the same assignment.

*Note: This does not apply to 2-year short-call substitute teachers, as they do not renew this license.*

Does this apply to related services licenses (school social workers, school nurses, school counselors, and school psychologists)?

No.

Does this apply to teachers who hold a Minnesota license but are living out of the state?

Yes, if they have been employed as a teacher during the five years preceding the renewal date.

What is the role of the continuing education committee?

The committee is charged with ensuring that the requirement has been met. It is incumbent upon each teacher to provide a statement and also to designate how the statement meets the statutory requirements (i.e.; type of evidence).

What happens to the reflective statement after it is reviewed for license renewal purposes?

The statement belongs to the teacher who wrote it and should be returned to the teacher; reflective statements should not be shared with other district employees without the teacher's consent.

Can the reflective practice component be used to meet other clock hour requirements such as adaptation and modification of curriculum and materials?

Yes, it is possible to use a reflective exercise or process to meet other requirements; however, it is the teacher's responsibility to provide evidence to support the clock hour submission.

Can clock hours be granted for time spent meeting the reflective practice requirement?

Yes, a teacher may earn up to 5 to five clock hours within each five year renewal period for meeting this requirement; however, local committees may award additional clock hours for similar activities that exceed the statutory requirement.

## **APPENDIX C: REFLECTIVE STATEMENT SCENARIOS / EXAMPLES**

### ***Goal: A Reflective Statement of Professional Accomplishment and Assessment of Professional Growth***

Minnesota Statutes 122A.18, Subdivision 4(b) requires 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)

**The following three scenarios are examples district continuing education committees may use as a means to meet the intent of the new requirement.**

#### ***Scenario 1: Reflection within Professional Learning Communities (PLC)***

At the conclusion of the weekly PLC meeting, individuals spend 5 minutes reflecting upon their ongoing professional learning. Reflection questions could include:

1. Before the next PLC meeting, what new practices will I use because of this new learning? How will I know the intended changes occurred (evidence)?
2. Before the next PLC meeting, what type of student data or student work will I examine to provide an insight into the next learning progression? (What evidence will be collected to show the students' level of understanding?)
3. How will I assess the effectiveness of the implementation of the new teaching practice?
4. How has my teaching practice changed because of the learning occurring during the PLC meeting?
5. What changes have occurred in student learning because of this new learning?
6. How have these changes improved student achievement levels of ALL students?
7. What do I plan to share at the next PLC meeting?
8. (End-of-the-year reflection question) After the final PLC meetings for the year, how did my teaching practice and my students' learning change? What evidence can I provide regarding my teaching and student learning that demonstrates growth in teaching practice?

Weekly reflections are filed electronically and used to provide evidence to the District Continuing Education Committee as fulfilling this requirement.

**Scenario 2: Reflection using an Individual Growth Plan**

At the beginning of the school year, the teacher develops an individual professional growth plan. Bi-weekly the teacher reflects upon plan implementation and the ongoing changes occurring in teaching practice and student learning. Reflection questions include:

1. What progress have I made in implementing this goal?
2. What new practice have I used in the classroom with students? How has learning changed for students?
3. What were the teaching successes and challenges of using the new practice?
4. What were the student successes and challenges of my using the new practice?
5. How am I adapting the growth plan so that I can reach my professional goal?
6. How have observations and conversations with colleagues assisted in my implementing this goal?
7. What am I learning about the effectiveness of my teaching and how students are learning?
8. (End-of-the-year reflection question) At the conclusion of the individual growth plan process, did I reach the goal? Why or Why not? How did my teaching practice and my student's learning change? What evidence can I provide regarding my teaching and student learning that demonstrates growth in teaching practice?

Bi-weekly reflections are filed electronically and used to provide evidence to the District Continuing Education Committee as fulfilling this requirement.

**Scenario 3: Reflection using teacher observation process**

A teacher may use a formal reflection process as part of a teacher observation cycle that includes monthly observations by a trained observer and accompanying coaching/mentoring. After each observation cycle (including pre- and post conferences), the teacher reflects upon the professional learning experience. Reflection questions could include:

1. What insights did I gain as a result of the teacher observation process and my lesson plan development?
2. What insights did I gain as a result of the teacher observation process and my delivery of instruction?
3. What insights did I gain as a result of the teacher observation process and engaging students with the instruction? And how student learning is improving?
4. Based on this observation, what are my greatest teaching strengths?
5. Based on this observation, what is a teaching practice I would like to improve? And how will student learning change if I am successful in changing this practice?
6. Before the next teacher observation and continually improve my instruction, which colleagues will I ask to assist me and what type of assistance will they provide?
7. How is my ongoing professional growth through the teacher observation process reflected in improved student learning?
8. (End-of-the-year reflection question) At the conclusion of the teaching observation process, how did my teaching practice and my student's learning change? What evidence can I provide regarding my teaching and student learning that demonstrates growth in teaching practice?

Monthly reflections are filed electronically and used to provide evidence to the District Continuing Education Committee as fulfilling this requirement.

**7. Reflective Statement of Professional Accomplishment and Assessment of Professional Growth: To include English Language Learner reflection. One reflective statement needed per 5 year renewal. (May combine with #6 reflective statement.)**

Beginning August 1, 2015, all individuals who were employed as a teacher during any part of the five year period immediately preceding the license renewal must include in their reflective statement evidence of growth in instruction of English language 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.