

MN Admin Rule #	Stnd	Elem Knowled ge Crs #	Elem Attainm ent Crs #	Standard Description
2000	2			<b>2, student learning.</b> A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:
2000	2A	5130	5130	understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
2000	2B	5130	5130	understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
2000	2C	5130	5130	understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
2000	2D	5350	5350	use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;
2000	2E	5220	5350	assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;
2000	2F	5130	5350	link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks;
2000	2G	5130	5350	use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking; and
2000	2H	5111	5115	demonstrate knowledge and understanding of concepts related to technology and student learning.
2000	3			<b>3, diverse learners.</b> A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:
2000	3A	5135	5135	understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;
2000	3B	5135	5135	know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;
2000	3C	5125	5125	know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
2000	3D	5125	5125	understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
2000	3E	5125	5125	understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
2000	3F	5125	5125	understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;
2000	3G	5125	5125	understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;
2000	3H	5125	5125	understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;
2000	3I	5135	5135	understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;
2000	3J	5125	5125	know about community and cultural norms;
2000	3K	5135	5500	identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;

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2000	3L	5350	5350	use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;
2000	3M	5135	5500	accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;
2000	3N	5135	5135	identify when and how to access appropriate services or resources to meet exceptional learning needs;
2000	3O	5125	5125	use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;
2000	3P	5125	5350	bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;
2000	3Q	5111	5500	develop a learning community in which individual differences are respected; and
2000	3R	5125	5135	identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
2000	4			<b>4, instructional strategies.</b> A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:
2000	4A	5450	5500	understand Minnesota's graduation standards and how to implement them;
2000	4B	5130	5130	understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;
2000	4C	5340	5370	understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
2000	4D	5325	5500	nurture the development of student critical thinking, independent problem solving, and performance capabilities;
2000	4E	5510	5500	demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;
2000	4F	5220	5500	design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;
2000	4G	5325	5500	use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
2000	4H	5220	5220	monitor and adjust strategies in response to learner feedback;
2000	4I	5350	5350	vary the instructional process to address the content and purposes of instruction and the needs of students;
2000	4J	5250	5500	develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking;
2000	4K	5350	5500	use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning; and
2000	4L	5340	5360	develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.
2000	5			<b>5, learning environment.</b> A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:
2000	5A	5130	5130	understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;
2000	5B	5130	5130	understand how social groups function and influence people, and how people influence groups;
2000	5C	5130	5130	know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;
2000	5D	5510	5500	know how to help people work productively and cooperatively with each other in complex social settings;

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2000	5E	5250	5500	understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
2000	5F	5130	5130	know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
2000	5G	5510	5510	understand how participation supports commitment;
2000	5H	5450	5500	establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
2000	5I	5500	5500	establish peer relationships to promote learning;
2000	5J	5130	5130	recognize the relationship of intrinsic motivation to student lifelong growth and learning;
2000	5K	5130	5500	use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
2000	5L	5450	5500	design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;
2000	5M	5500	5500	engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
2000	5N	5500	5500	organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
2000	5O	5350	5500	maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
2000	5P	5111	5350	develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;
2000	5Q	5500	5500	analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and
2000	5R	5500	5500	organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.
2000	6			<b>6, communication.</b> A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:
2000	6A	5130	5130	understand communication theory, language development, and the role of language in learning;
2000	6B	5125	5125	understand how cultural and gender differences can affect communication in the classroom;
2000	6C	5325	5125	understand the importance of nonverbal as well as verbal communication;
2000	6D	5130	5130	know effective verbal, nonverbal, and media communication techniques;
2000	6E	5130	5130	understand the power of language for fostering self-expression, identity development, and learning;
2000	6F	5325	5500	use effective listening techniques;
2000	6G	5500	5500	foster sensitive communication by and among all students in the class;
2000	6H	5325	5500	use effective communication strategies in conveying ideas and information and in asking questions;
2000	6I	5325	5500	support and expand learner expression in speaking, writing, and other media;
2000	6J	5450	5500	know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and
2000	6K	5325	5500	use a variety of media and educational technology to enrich learning opportunities.

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2000	7			<b>7, planning instruction.</b> A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:
2000	7A	5130	5130	understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
2000	7B	5111	5500	plan instruction using contextual considerations that bridge curriculum and student experiences;
2000	7C	5111	5500	plan instructional programs that accommodate individual student learning styles and performance modes;
2000	7D	5111	5500	create short-range and long-range plans that are linked to student needs and performance;
2000	7E	5111	5500	design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;
2000	7F	5500	5500	implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;
2000	7G	5111	5111	evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning; and
2000	7H	5340	5360	plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.
2000	8			<b>8, assessment.</b> A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:
2000	8A	5220	5220	be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;
2000	8B	5220	5220	understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;
2000	8C	5220	5220	understand the purpose of and differences between assessment and evaluation;
2000	8D	5220	5220	understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;
2000	8E	5220	5220	select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes;
2000	8F	5220	5500	use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;
2000	8G	5220	5500	use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;
2000	8H	5220	5500	use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;
2000	8I	5220	5500	implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;
2000	8J	5450	5500	evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;
2000	8K	5450	5500	monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;
2000	8L	5450	5500	establish and maintain student records of work and performance;

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2000	8M	5220	5500	responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and
2000	8N	5340	5220	use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
2000	9			<b>9, reflection and professional development.</b> A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:
2000	9A	5115	5115	understand the historical and philosophical foundations of education;
2000	9B	5250	5510	understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
2000	9C	5130	5130	understand the influences of the teacher's behavior on student growth and learning;
2000	9D	5115	5510	know major areas of research on teaching and of resources available for professional development;
2000	9E	5111	5111	understand the role of reflection and self-assessment on continual learning;
2000	9F	5130	5130	understand the value of critical thinking and self-directed learning;
2000	9G	5510	5510	understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;
2000	9H	5350	5500	use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;
2000	9I	5115	5510	use professional literature, colleagues, and other resources to support development as both a student and a teacher;
2000	9J	5350	5500	collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;
2000	9K	5115	5115	<a href="#">understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500;</a>
2000	9L	5115	5115	understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations; and
2000	9M	5510	5510	understand the role of continuous development in technology knowledge and skills representative of technology applications for education.
2000	10			<b>10, collaboration, ethics, and relationships.</b> A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:
2000	10A	5115	5115	understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;
2000	10B	5130	5130	understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;
2000	10C	5115	5510	understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;
2000	10D	5130	5130	understand the concept of addressing the needs of the whole learner;
2000	10E	5130	5130	understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;
2000	10F	5135	5510	understand data practices;
2000	10G	5450	5500	collaborate with other professionals to improve the overall learning environment for students;
2000	10H	5250	5500	collaborate in activities designed to make the entire school a productive learning environment;

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2000	10I	5135	5500	consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;
2000	10J	5130	5500	identify and use community resources to foster student learning;
2000	10K	5130	5500	establish productive relationships with parents and guardians in support of student learning and well-being;
2000	10L	5130	5130	understand mandatory reporting laws and rules; and
2000	10M	5510	5510	understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.
3200 reading	C			A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including:
3200 reading	C1			oral and written language development, including:
3200 reading	C1a	5330	5330	relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency;
3200 reading	C1b	5330	5330	the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly English language learners; and
3200 reading	C1c	5330	5330	the interrelated elements of language arts instruction that support the reading development of English language learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another.
3200 reading	C2			phonological and phonemic awareness, including:
3200 reading	C2a	5325	5325	the phonemes that make up the English language;
3200 reading	C2b	5325	5325	the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and
3200 reading	C2c	5325	5325	the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;
3200 reading	C3			concepts about print, including:
3200 reading	C3a	5325	5325	knowledge about how letters, words, and sentences are represented in written English;
3200 reading	C3b	5330	5330	the importance of teaching uppercase and lowercase letter recognition and formation; and
3200 reading	C3c	5325	5325	the instructional progression of the alphabetic principle;
3200 reading	C4			phonics and other word identification strategies and fluency, including:
3200 reading	C4a	5325	5325	systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;
3200 reading	C4b	5325	5325	word identification strategies and common, irregular sight words;
3200 reading	C4c	5330	5330	the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;
3200 reading	C4d	5325	5330	how the etymology and morphology of words relate to orthographic patterns in English; and

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3200 reading	C4e	5325	5325	the development of reading fluency;
3200 reading	C5			knowledge of how to develop vocabulary knowledge, including:
3200 reading	C5a	5325	5325	understanding the critical role vocabulary knowledge plays in reading;
3200 reading	C5b	5325	5325	how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and
3200 reading	C5c	5325	5325	how to provide opportunities for students to engage in early and continual language experiences to increase vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;
3200 reading	C6			comprehension processes related to reading, including:
3200 reading	C6a	5325	5325	knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;
3200 reading	C6b	5325	5325	the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and
3200 reading	C6c	5325	5325	how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;
3200 reading	C7			content-area literacy, including:
3200 reading	C7a	5330	5330	knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and
3200 reading	C7b	5330	5330	the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading;
3200 reading	C8			literary response and analysis, including:
3200 reading	C8a	5330	5330	knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes;
3200 reading	C8b	5330	5330	knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and
3200 reading	C8c	5330	5330	knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests;
3200 reading	C9			structure of the English language, including:
3200 reading	C9a	5330	5330	basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);
3200 reading	C9b	5330	5330	knowledge of how to enhance literacy skills including helping students understand similarities and differences between language structures used in spoken and written English;
3200 reading	C9c	5330	5330	basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence, including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and
3200 reading	C9d	5330	5330	knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.

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3200 reading	D			A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:
3200 reading	D1			appropriate, motivating instruction, both explicit and implicit, in:
3200 reading	D1a	5330	5330	oral language development;
3200 reading	D1b	5325	5325	auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;
3200 reading	D1c	5325	5325	the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities; and
3200 reading	D1d	5330	5330	applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts;
3200 reading	D2			selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:
3200 reading	D2a	5330	5330	multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters;
3200 reading	D2b	5325	5325	teaching vocabulary using a range of instructional activities to extend students' understanding of words; and
3200 reading	D2c	5325	5325	teaching comprehension skills and strategies, including opportunities for guided and independent work;
3200 reading	D3	5330	5330	selection and appropriate use of a wide range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students' responses to literature and critical reading abilities through high level, interactive discussions about texts;
3200 reading	D4	5330	5330	selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language;
3200 reading	D5	5330	5330	development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice, and independent work; and
3200 reading	D6	5325	5325	the ability to design purposeful lessons and tasks based on the qualities, structures, and difficulty of texts and the reading needs of individuals, including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.
3200 reading	E			A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:
3200 reading	E1			formal and informal tools to assess students':
3200 reading	E1a	5325	5325	oral and written language development;
3200 reading	E1b	5325	5325	auditory awareness, discrimination of sounds, and phonological and phonemic awareness;
3200 reading	E1c	5325	5325	understanding of concepts about print and the alphabetic principle;
3200 reading	E1d	5325	5325	knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;
3200 reading	E1e	5325	5325	vocabulary knowledge in relation to specific reading needs and texts;

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3200 reading	E1f	5325	5325	comprehension of narrative and expository texts and the use of comprehension strategies, including determining independent, instructional, and frustration reading levels;
3200 reading	E1g	5330	5330	comprehension in content area reading;
3200 reading	E1h	5330	5330	ability to evaluate and respond to a range of literature and analyze text structures and elements; and
3200 reading	E1i	5330	5330	oral and written language to determine understanding and use of English language structures and conventions;
3200 reading	E2			formal and informal tools to:
3200 reading	E2a	5325	5325	plan, evaluate, and differentiate instruction to meet the needs of students from various cognitive, linguistic, and cultural backgrounds; and
3200 reading	E2b	5325	5325	design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers;
3200 reading	E3	5330	5330	the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;
3200 reading	E4	5325	5325	the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;
3200 reading	E5	5325	5325	the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading course work; and
3200 reading	E6	5325	5325	the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability.
3200 reading	F			A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:
3200 reading	F1	5330	5330	knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;
3200 reading	F2	5330	5330	the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds;
3200 reading	F3	5330	5330	the development and implementation of classroom and schoolwide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;
3200 reading	F4	5330	5330	the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing student engagement and literacy for students;
3200 reading	F5	5330	5330	the ability to foster independence and self-efficacy in readers;
3200 reading	F6	5330	5330	the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud and providing access to a variety of reading materials; and
3200 reading	F7	5330	5330	the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English language learners; and to use additional strategies to promote literacy in the home.

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3200 Prof Dev	G			A teacher of children in kindergarten through grade 6 must demonstrate a view of professional development as a career-long effort and responsibility. The teacher must:
3200 Prof Dev	G1	5325	5330	exhibit a particular stance towards professional development. A beginning teacher must view learning about reading processes and student reading development, and becoming more proficient as a teacher of reading, as a career-long effort and responsibility;
3200 Prof Dev	G2	5330	5330	display positive dispositions toward the act of reading and the teaching of reading, including a belief that students can learn to read regardless of cognitive, cultural, or linguistic backgrounds;
3200 Prof Dev	G3	5330	5330	provide support for reading development by communicating regularly with parents or caregivers and eliciting their support in a student's reading development;
3200 Prof Dev	G4	5330	5330	understand how to provide instructions for paraprofessionals and volunteers working in the classroom to ensure that these individuals provide effective supplementary reading instruction;
3200 Prof Dev	G5	5325	5330	engage in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices to improve daily instructional decisions and interactions with students; and
3200 Prof Dev	G6	5325	5330	collaborate with other professionals on literacy learning initiatives.