

MN Admin Rule	Stnd	Sec Knowledge Crs#	Sec Attainment Crs#	Standard Description
2000	2			2, student learning. 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			3, diverse learners. 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			4, instructional strategies. 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	5331 5341 5361 5371	5332 5342 5362 5372	understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
2000	4D	5332 5341 5362 5371	5500	nurture the development of student critical thinking, independent problem solving, and performance capabilities;
2000	4E	5500	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	5500	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	5331 5341 5361 5371	5332 5342 5362 5372	develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

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2000	5			5, learning environment. 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;
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			6, communication. 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	5240	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;

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2000	6F	5500	5500	use effective listening techniques;
2000	6G	5500	5500	foster sensitive communication by and among all students in the class;
2000	6H	5500	5500	use effective communication strategies in conveying ideas and information and in asking questions;
2000	6I	5350	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	5111	5500	use a variety of media and educational technology to enrich learning opportunities.
2000	7			7, planning instruction. 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	5331 5341 5361 5371	5332 5342 5362 5372	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			8, assessment. 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;

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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;
2000	8M	5220	5500	responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and
2000	8N	5220	5220	use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
2000	9			9, reflection and professional development. 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	understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500;
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			10, collaboration, ethics, and relationships. 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;

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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;
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.
3310 reading	D			A teacher with a middle level endorsement for teaching communication arts and literature in grades 5 through 8 must demonstrate understanding and skills essential to the teaching and learning of reading, writing, speaking, listening, media literacy, and literature. The teacher must demonstrate the:
3310 reading	D1			knowledge of reading processes and instruction, including:
3310 reading	D1a	5335	5335	orthographic knowledge and morphological relationships within words;
3310 reading	D1b	5335	5335	the relation between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;
3310 reading	D1c	5335	5335	the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;
3310 reading	D1d	5335	5335	the relationships between and among comprehension processes related to print processing abilities, motivation, reader's interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and
3310 reading	D1e	5335	5335	the development of academic language and its impact on learning and school success;
3310 reading	D2			ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:
3310 reading	D2a	5335	5335	the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;
3310 reading	D2b	5335	5335	the ability to scaffold instruction for students who experience comprehension difficulties;
3310 reading	D2c	5335	5335	the ability to develop and implement effective vocabulary strategies that help students understand words, including domain-specific content words;
3310 reading	D2d	5335	5335	the ability to identify instructional practices, approaches, and methods, and match materials, print and digital, to the cognitive levels of readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers;

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3310 reading	D2e	5335	5335	implementation of a variety of grouping strategies that include individual, small group, and whole group reading experiences that promote enhanced comprehension of text; and
3310 reading	D2f			the ability to plan instruction and select strategies that help students read and understand language, arts, and texts, and spur student interest in more complex reading materials, including the ability to help students:
3310 reading	D2f1	5335	5335	distinguish fact from opinion and the words that signal opinions and judgments in persuasive texts;
3310 reading	D2f2	5335	5335	think critically: draw inferences or conclusions from facts, analyze author's purpose and point of view, evaluate author's argument and evidence, and synthesize information from more than one text; and
3310 reading	D2f3	5335	5335	use aids such as glossaries and appendixes that pertain to reading, writing, and English language conventions;
3310 reading	D3			use of a variety of assessment practices to evaluate effective reading:
3310 reading	D3a	5335	5335	understand the measurement systems and proper interpretation of assessment tools that determine individual student's reading level, fluency, comprehension abilities, and reading interests;
3310 reading	D3b	5335	5335	use of data to set goals and objectives, make effective instructional decisions, and demonstrate responsiveness to student needs; and
3310 reading	D3c	5335	5335	the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement.
3320 reading	D			A teacher with a middle level endorsement for teaching mathematics in grades 5 through 8 must understand the content and methods for teaching reading, including:
3320 reading	D1			knowledge of reading processes and instruction, including:
3320 reading	D1a	5335	5335	orthographic knowledge and morphological relationships within words;
3320 reading	D1b	5335	5335	the relation between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;
3320 reading	D1c	5335	5335	the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;
3320 reading	D1d	5335	5335	the relationships between and among comprehension processes related to print processing abilities, motivation, reader's interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and
3320 reading	D1e	5335	5335	the development of academic language and its impact on learning and school success;
3320 reading	D2			ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:
3320 reading	D2a	5335	5335	the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;
3320 reading	D2b	5335	5335	the ability to scaffold instruction for students who experience comprehension difficulties;
3320 reading	D2c	5335	5335	selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;
3320 reading	D2d	5335	5335	the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;

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3320 reading	D2e			the ability to plan instruction and select strategies that help students read and understand math texts and spur interest in more complex reading materials, including:
3320 reading	D2e1	5335	5335	the density of ideas;
3320 reading	D2e2	5335	5335	concepts that build within a chapter or across chapters;
3320 reading	D2e3	5335	5335	use of equations to model life situations; asking students to create or restate, in words or sentences, the relations between symbols; and the situation being modeled;
3320 reading	D2e4	5335	5335	text with diagrams and graphs; and
3320 reading	D2e5	5335	5335	use of different representations to aid in understanding the underlying mathematical concept, matching each representation to the learning styles of different individuals; and
3320 reading	D2f	5335	5335	model strategies for representing mathematical ideas in a variety of modes (literal, symbolic, graphic, digital), which includes asking students to restate symbolic representations (numerals, equations, and graphs), in words or sentences.
3330 reading	D			A teacher with a middle level endorsement for teaching social studies in grades 5 through 8 must understand the content and methods for teaching reading, including:
3330 reading	D1			knowledge of reading processes and instruction, including:
3330 reading	D1a	5335	5335	orthographic knowledge and morphological relationships within words;
3330 reading	D1b	5335	5335	the relation between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;
3330 reading	D1c	5335	5335	the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;
3330 reading	D1d	5335	5335	the relationships between and among comprehension processes related to print processing abilities, motivation, reader's interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and
3330 reading	D1e	5335	5335	the development of academic language and its impact on learning and school success; and
3330 reading	D2			ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:
3330 reading	D2a	5335	5335	the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;
3330 reading	D2b	5335	5335	the ability to scaffold instruction for students who experience comprehension difficulties;
3330 reading	D2c	5335	5335	selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;
3330 reading	D2d	5335	5335	the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;
3330 reading	D2e	5335	5335	the ability to develop critical literacy skills by encouraging students to question texts and analyze texts from multiple viewpoints or perspectives;
3330 reading	D2f	5335	5335	the ability to identify instructional practices, approaches, and methods to match materials, print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers;

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3330 reading	D2g	5335	5335	the appropriate applications of a wide variety of instructional frameworks that are effective in meeting the needs of readers in secondary school settings across developmental levels, proficiency, and linguistic backgrounds; and
3330 reading	D2h			the ability to plan instruction and select strategies that help students read and understand social studies texts and spur interest in more complex reading materials, including the ability to help students:
3330 reading	D2h1	5335	5335	recognize fact and opinion and the words that signal opinions and judgments;
3330 reading	D2h2	5335	5335	distinguish between primary and secondary sources, for example, historical record versus textbook;
3330 reading	D2h3	5335	5335	think critically, for example, draw inferences or conclusions from facts, analyze author's purpose and point of view, discern cause and effect relationships, detect bias, and evaluate evidence;
3330 reading	D2h4	5335	5335	use and interpret maps, globes, and other nonlinguistic or graphic tools such as timelines, photographs, charts, statistical tables, digital tools, and political cartoons; and
3330 reading	D2h5	5335	5335	use other texts features such as glossaries, indexes, detailed databases about countries, and appendixes of documents or maps.
3340 reading	D			A teacher with a middle level endorsement for teaching science in grades 5 through 8 must understand the content and methods for teaching reading, including:
3340 reading	D1			knowledge of reading processes and instruction, including:
3340 reading	D1a	5335	5335	orthographic knowledge and morphological relationships within words;
3340 reading	D1b	5335	5335	the relation between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;
3340 reading	D1c	5335	5335	the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;
3340 reading	D1d	5335	5335	the relationships between and among comprehension processes related to print processing abilities, motivation, reader's interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and
3340 reading	D1e	5335	5335	the development of academic language and its impact on learning and school success; and
3340 reading	D2			ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:
3340 reading	D2a	5335	5335	the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;
3340 reading	D2b	5335	5335	the ability to scaffold instruction for students who experience comprehension difficulties;
3340 reading	D2c	5335	5335	selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;
3340 reading	D2d	5335	5335	the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;
3340 reading	D2e	5335	5335	the ability to develop critical literacy skills by encouraging students to question texts and analyze texts from multiple viewpoints or perspectives; and

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3340 reading	D2f	5335	5335	the ability to identify instructional practices, approaches, and methods to match materials, print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers; and
3340 reading	D2g			the ability to plan instruction and select strategies that help students read and understand science texts, including the ability to:
3340 reading	D2g1	5335	5335	distinguish between facts based on empirical/scientific findings from opinion;
3340 reading	D2g2	5335	5335	relate what is read to relevant prior knowledge;
3340 reading	D2g3	5335	5335	use scientific knowledge to draw inferences or conclusions from facts, discern cause and effect relationships, detect fallacies in author's evidence, and support own claims with evidence;
3340 reading	D2g4	5335	5335	follow instructions to perform laboratory activities step-by-step in a disciplined fashion;
3340 reading	D2g5	5335	5335	explain diagrams and graphs in terms of scientific content and meaning; and
3340 reading	D2g6	5335	5335	explain meaning of abbreviations and symbols.
4250 reading	B			A teacher of communication arts and literature demonstrates understanding and skills essential to the teaching and learning of reading, writing, speaking, listening, media literacy, and literature. The teacher must demonstrate the:
4250 reading	B1			knowledge of reading processes and instruction including:
4250 reading	B1a	5335	5335	orthographic knowledge and morphological relationships within words;
4250 reading	B1b	5335	5335	the relationship between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;
4250 reading	B1c	5335	5335	the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;
4250 reading	B1d	5335	5335	the relationships between and among comprehension processes related to print processing abilities, motivation, reader's interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and
4250 reading	B1e	5335	5335	the development of academic language and its impact on learning and school success;
4250 reading	B2			the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction including:
4250 reading	B2a	5335	5335	the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;
4250 reading	B2b	5335	5335	the ability to scaffold instruction for students who experience comprehension difficulties;
4250 reading	B2c	5335	5335	the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;
4250 reading	B2d	5335	5335	the ability to identify instructional practices, approaches, and methods and match materials, print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers;
4250 reading	B2e	5335	5335	implementation of a variety of grouping strategies that include individual, small group, and whole group reading experiences that promote enhanced comprehension of text; and

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4250 reading	B2f			the ability to plan instruction and select strategies that help students read and understand language arts texts and spur student interest in more complex reading materials, including the ability to help students:
4250 reading	B2f1	5335	5335	distinguish fact from opinion and the words that signal opinions and judgments in persuasive texts;
4250 reading	B2f2	5335	5335	think critically, draw inferences or conclusions from facts, analyze author's purpose and point of view, evaluate author's argument and evidence, and synthesize information from more than one text; and
4250 reading	B2f3	5335	5335	use aids such as glossaries and appendices that pertain to reading, writing, and English language conventions;
4250 reading	B3			use of a variety of assessment practices to place and evaluate effective reading including:
4250 reading	B3a	5335	5335	understanding the measurement systems and proper interpretation of assessment tools that determine individual student's reading level, fluency, comprehension abilities, and reading interests;
4250 reading	B3b	5335	5335	using data to set goals and objectives, make effective instructional decisions, and demonstrate responsiveness to students' needs; and
4250 reading	B3c	5335	5335	the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact students' achievement;
4600 reading	J			A teacher of mathematics must understand the content and methods for teaching reading including:
4600 reading	J1			knowledge of reading processes and instruction including:
4600 reading	J1a	5335	5335	orthographic knowledge and morphological relationships within words;
4600 reading	J1b	5335	5335	the relationship between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;
4600 reading	J1c	5335	5335	the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;
4600 reading	J1d	5335	5335	the relationships between and among comprehension processes related to print processing abilities, motivation, reader's interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and
4600 reading	J1e	5335	5335	the development of academic language and its impact on learning and school success; and
4600 reading	J2			the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction including:
4600 reading	J2a	5335	5335	the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;
4600 reading	J2b	5335	5335	the ability to scaffold instruction for students who experience comprehension difficulties;
4600 reading	J2c	5335	5335	selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;
4600 reading	J2d	5335	5335	the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;
4600 reading	J2e			the ability to plan instruction and select strategies that help students read and understand math texts and spur student interest in more complex reading materials, including:

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4600 reading	J2e1	5335	5335	the density of ideas;
4600 reading	J2e2	5335	5335	concepts that build within a chapter or across chapters;
4600 reading	J2e3	5335	5335	use of equations to model life situations, asking students to create or restate in words or sentences the relationship between symbols and the situation being modeled;
4600 reading	J2e4	5335	5335	text with diagrams and graphs; and
4600 reading	J2e5	5335	5335	use of different representations to aid students in understanding the underlying mathematical concept, matching each representation to the learning styles of different individuals; and
4600 reading	J2f	5335	5335	model strategies for representing mathematical ideas in a variety of modes (literal, symbolic, graphic, and digital), which includes asking students to restate symbolic representations (numerals, equations, and graphs) in words or sentences.
4750 reading	F			A teacher of science must understand the content and methods for teaching reading including:
4750 reading	F1			knowledge of reading processes and instruction including:
4750 reading	F1a	5335	5335	orthographic knowledge and morphological relationships within words;
4750 reading	F1b	5335	5335	the relationship between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;
4750 reading	F1c	5335	5335	the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;
4750 reading	F1d	5335	5335	the relationships between and among comprehension processes related to print processing abilities, motivation, reader's interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and
4750 reading	F1e	5335	5335	the development of academic language and its impact on learning and school success; and
4750 reading	F2	5335	5335	the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction including:
4750 reading	F2a	5335	5335	the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;
4750 reading	F2b	5335	5335	the ability to scaffold instruction for students who experience comprehension difficulties;
4750 reading	F2c	5335	5335	selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;
4750 reading	F2d	5335	5335	the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;
4750 reading	F2e	5335	5335	the ability to develop critical literacy skills by encouraging students to question texts and analyze texts from multiple viewpoints or perspectives;
4750 reading	F2f	5335	5335	the ability to identify instructional practices, approaches and methods and match materials, print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers;
4750 reading	F2g			the ability to plan instruction and select strategies that help students read and understand science texts, including the ability to:

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4750 reading	F2g1	5335	5335	distinguish between facts based on empirical/scientific findings from opinion;
4750 reading	F2g2	5335	5335	relate what is read to relevant prior knowledge;
4750 reading	F2g3	5335	5335	use scientific knowledge to draw inferences or conclusions from facts, discern cause and effect relationships, detect fallacies in author's evidence, and support own claims with evidence;
4750 reading	F2g4	5335	5335	follow instructions to perform laboratory activities step by step in a disciplined fashion;
4750 reading	F2g5	5335	5335	explain diagrams and graphs in terms of scientific content/meaning; and
4750 reading	F2g6	5335	5335	explain meaning of abbreviations and symbols.
4800 reading	L			A teacher of social studies must understand the content and methods for teaching reading including:
4800 reading	L1			knowledge of reading processes and instruction including:
4800 reading	L1a	5335	5335	orthographic knowledge and morphological relationships within words;
4800 reading	L1b	5335	5335	the relationship between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;
4800 reading	L1c	5335	5335	the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;
4800 reading	L1d	5335	5335	the relationships between and among comprehension processes related to print processing abilities, motivation, reader's interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and
4800 reading	L1e	5335	5335	the development of academic language and its impact on learning and school success; and
4800 reading	L2			the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction including:
4800 reading	L2a	5335	5335	the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;
4800 reading	L2b	5335	5335	the ability to scaffold instruction for students who experience comprehension difficulties;
4800 reading	L2c	5335	5335	selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;
4800 reading	L2d	5335	5335	the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;
4800 reading	L2e	5335	5335	the ability to develop critical literacy skills by encouraging students to question texts and analyze texts from multiple viewpoints or perspectives;
4800 reading	L2f	5335	5335	the ability to identify instructional practices, approaches, and methods and match materials, print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers;
4800 reading	L2g	5335	5335	the appropriate applications of a wide variety of instructional frameworks that are effective in meeting the needs of readers in secondary school settings across developmental levels, proficiency, and linguistic backgrounds; and

MN Admin Rule	Stnd	Sec Knowledge Crs#	Sec Attainment Crs#	Standard Description
4800 reading	L2h			the ability to plan instruction and select strategies that help students read and understand social studies texts and spur student interest in more complex reading materials, including the ability to help students:
4800 reading	L2h1	5335	5335	recognize fact and opinion and the words that signal opinions and judgments;
4800 reading	L2h2	5335	5335	distinguish between primary and secondary sources, for example, historical record versus textbook;
4800 reading	L2h3	5335	5335	thinking critically, for example, drawing inferences or conclusions from facts, analyzing author's purpose and point of view, discerning cause and effect relationships, detecting bias, and evaluating evidence;
4800 reading	L2h4	5335	5335	using and interpreting maps, globes, and other nonlinguistic or graphic tools such as timelines, photographs, charts, statistical tables, digital tools, and political cartoons; and
4800 reading	L2h5	5335	5335	using other text features such as glossaries, indexes, detailed databases about countries, and appendices of documents or maps.