

Lutheran Continuing Education Handbook



**Minnesota South District, The LCMS
Lutheran Education Conference**

Revised October, 2022

NAME AND AUTHORITY OF THE COMMITTEE

The name of this committee shall be the “Lutheran Continuing Education Committee” in compliance with the rules of the State of Minnesota, PELSB. Hereafter, in this booklet, it will be referred to as LCEC.

As part of the Continuing Education Rule of the State of Minnesota, PELSB, the LCEC receives its power from the State of Minnesota. The renewal clock hour form and requirements of the LCEC are on file with, and approved by, the Director of Continuing Education in St. Paul.

WHOM DO WE SERVE?

The LCEC serves all teachers of the Minnesota South Lutheran Education Conference. These are teachers who serve the schools of the Lutheran Church—Missouri Synod. The District Office for these schools is located at 14301 Grand Avenue South, Burnsville, MN 55306. Those people not currently teaching or teaching in another state who wish to maintain their Minnesota License, may submit renewal clock hours to the LCEC.

The teacher must take the initiative to make contact with the LCEC annually. The current chairperson of the LCEC will approve the clock hours on the PELSB (Professional Educator Licensing Standards Board) website after all the requirements are met.

RECORDS

Each license holder is expected to maintain a personal file. The LCEC also maintains a cumulative record of approved clock hours. These are kept with the secretary of the LCEC. Sheets are available for your personal file.

PROCEDURE FOR ACQUIRING INITIAL LICENSES

Graduates of a Minnesota college with a degree in education should apply PELSB for their initial license.

Graduates of colleges out of Minnesota with a degree in education need to have a transcript, a class in Human Relations, and pass the PPST (Pre Professional Schools Test Praxis I).

Address for both applications:

MN Professional Educator Licensing and Standards Board
Teacher Licensing Standards
1021 Bandana Blvd. E
Suite 222
St. Paul, MN 55108

Phone # 651-539-4200

EXPECTATIONS OF THE LICENSE HOLDER

It is the responsibility of the license holder

1. to complete continuing education activities that focus on professional development to improve teaching competencies.
2. to make contact with the LCEC by applying for renewal clock hours at least once each year. Forms are available from any LCEC member, from your local principal, or from the MN South District website. Verification of clock hours should be stapled and sent to the LCEC prior to a meeting date by Feb. 1 or June 1.
3. to make application to the State of Minnesota for renewal of the license. The chairperson of the LCEC will notify the State when 125 clock hours have been approved and the state mandatory requirements are satisfied.
4. to give a copy of the license to your school office.
5. to maintain a personal file of approved clock hours.
6. to read this booklet and attend open hearings at the District Education Conference in order to become informed of the renewal process.
7. to satisfy the State's requirement for Human Relations.
8. to earn clock hours in more than one area. If license is held in more than one area, at least 30 hours *should* be in each area (for example: reading, physical education, etc.).
9. to include a stamped, self-addressed envelope large enough to hold the forms and a copy of your Minnesota Teaching License when applying for clock hours. This should be large enough for the forms. It should be folded and inserted with the forms.
10. to forward to the LCEC any clock hours or renewal units accumulated within the renewal period if transferring into the Minnesota South Education Conference. Clock hours from a Minnesota Public School will be accepted. Clock hours are granted by the school where the applicant is employed at the time of experience.
11. to complete all requirements and forward them to the LCEC by February of the year in which the license expires. This will insure your having approval for the July 1 renewal date.
12. to verify that experience does provide professional growth.

FORWARDING FORMS

Send forms to the chairperson of the LCEC or to your regional representative of the LCEC. **Do not mail forms to the District Office.**

APPEALS

When it is felt that you have not been granted the requested number of clock hours by the LCEC, an appeal may be made to the LCEC. You must appeal within 20 working days after notification of the decision by the LCEC. Failure to file a written request constitutes as a waiver of your right to appeal.

A decision by the LCEC denying the appeal may be appealed to the PELSB of the State of Minnesota by the applicant within 20 working days after the date the denial is reaffirmed.

In cases where you have not been granted the required number of clock hours for relicensure, the LCEC will not endorse your application for renewal of your continuing license.

In the event that the clock hours under appeal result in the loss of your license, it is the responsibility of the license holder to inform the manager of licensing of such loss of licensure. The manager of licensing will extend the previous continuing license until all avenues of administrative appeal have been exhausted.

MEETING DATES AND MINUTES

The LCEC will meet in early February and early June. Other meeting dates will be called as necessary. The exact time of meetings will be printed in the MN South District eNews. If you need to attend any meeting of the LCEC, please contact any member of the committee.

Committee members will be notified in writing by the secretary at least 5 days before the meeting. A quorum is 50 percent of the total voting membership of the committee. A majority vote of those voting members present shall be sufficient to take action. Copies of LCEC minutes and these guidelines will be available from the secretary on request. Guidelines may be obtained at the October Education Conference.

DUTIES OF THE LCEC

1. Set rules for its own operation that is not in conflict with the State rule. This will include a procedure for emergency approval during periods when the committee is not meeting. Send requests directly to the chairperson and mark for emergency approval. The chairperson and the secretary will handle emergency approvals.
2. The Chairperson shares operational duties with other committee members. The chair person also calls and conducts meetings, prepares agendas, signs approved renewal applications, provides leadership in orienting new committee members, serves as liaison and contact person in the committee's relationship with outside agencies and individuals, signs renewal clock hour forms, and leads the open hearing. In addition to sharing operational duties with other committee members, the secretary records the minutes of each meeting and distributes them to the committee members and provides a summary for the District communication, handles committee correspondence and announcements, maintains relicensure records, chairs the committee when the chairperson is absent, informs committee members of meetings at least 5 days prior to meeting, and keeps a list of people who have served the committee. Though the officers may not personally perform all of the assigned duties, they are responsible for their timely and successful performance.

3. Determine clock hours to be allocated for each category.
4. Act within reasonable time on requests for recommendation for renewal of the continuing license by determining whether you have met requirements.
5. Endorse the application for renewal of the continuing license of each qualified applicant.
6. Provide supporting evidence to the PELSB when an appeal is taken from a decision of the LCEC.
7. Forward to the PELSB a verification of local membership prior to November 1 of each year.
8. Forward a copy of the published guidelines every 5 years. When substantial changes are made in guidelines, a revised copy should be forwarded to the PELSB.
9. Provide recommendations to appropriate personnel concerning the in-service needs of the District.
10. Hold an open hearing at the October Education Conference to review guidelines established by the LCEC. This also helps to keep license holders current on guidelines. There will be a sectional at each conference. Exact time will be given in the program for the conference. This is emailed to all schools in September. The committee members will assist. All persons at the hearing who wish to speak will have an opportunity to do so. Although in put received at the hearing is not binding, the local committee will consider modifications consistent with licensure rules, if the information received during the hearing indicates that changes are necessary or desirable.
11. Amend committee guidelines when necessary.
12. Keep a file of unusual requests with the minutes.

CLOCK HOURS

In each five-year period, 125 clock hours must be earned. No banking of clock hours from one relicensure period to another is allowed. Clock hours are earned from July 1 of the first year to June 30 of the fifth year. Clock hours earned after an application for renewal has been submitted may be applied to the next renewal period.

A clock hour is defined as “an actual hour of instruction, supervised group activities, or planned professional development.” Emphasis is on professional development. Experiences for clock hour credit must aid the applicant in maintaining and improving general, academic, or professional qualifications. Teaching experiences for which licensure is required shall not qualify for clock hour credits.

Positive Behavioral Interventions

[MN Statute Section 122A.06 Subdivision 4](#) requires preparation in the areas of using *positive behavior interventions*. Subdivision 2 further requires evidence in meeting *accommodation, modification, and adaptation of curriculum, materials, and instruction* to appropriately meet the needs of all students to achieve graduation standards.

Accommodation, Modification, Adaptation

Effective for renewal of professional licenses which expire on June 30, 2001, and after, applicants must include in their professional development activities which address accommodation, modification, and adaptation of curriculum, material, 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>

Reading Preparation

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

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

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

Mental Illness Awareness

[MN Statute 122A.187, Subdivision 6](#) requires all teachers be trained in understanding the *key warning signs of early-onset mental illness* in children and adolescents. During subsequent licensure renewal periods, preparation may include providing a more in-depth understanding of students' mental illness trauma, accommodations for students' mental illness, parents' roles in addressing students' mental illness, Fetal Alcohol Spectrum Disorders, autism, the requirements of section 125A.0942 governing restrictive procedures, and de-escalation methods, among other similar topics.

Suicide Prevention Strategies

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

English Learners Best Practices

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

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

Cultural Competency Training

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

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

An applicant who seeks renewal of a continuing license for two or more areas should allocate at least 30 clock hours to each of the licensure areas for a total of no fewer than 125 clock hours, with priority given to work in areas where the candidate is employed during the licensure period. An applicant who holds an administrative license or licenses may allocate clock hours for the renewal of teaching licensure.

Verification is needed for each experience, i.e. transcript, verification of attendance, administrator's signature, etc. Successful completion of activities will be granted one clock hour for each hour of participation unless noted. Clock hours must be earned in two or more categories

- A. Relevant course work completed at accredited colleges and universities. (16 clock hours per quarter credit and 24 clock hours per semester credit). **Transcript required.**
- B. Educational workshops, conferences, institutes, seminars, or lectures in areas appropriate to the licenses held. **Verified by attendance verification.** Example: District Education Conference.
- C. Staff development activities, in-service meetings, and courses. (Not regular faculty meeting or pre-school workshop) **Verified by in-service sponsor.**
- D. Site, district, regional, state, national, or international curriculum development. **Verified by administrator of committee.** Example: Development of new educational materials.
- E. Engagement in formal peer coaching or mentorship relationships with colleagues.
- F. Professional service in the following areas:
 - 1. Supervision of clinical experiences of persons enrolled in teacher preparation programs (One quarter of student teaching equals 16 clock hours/One semester equals 24 clock hours.) Maximum of 30 clock hours in five years. **Verified by local administrator or college supervisor.**
 - 2. Participation on national, state, and local committees involved with licensure, teacher education, or professional standards. **Verified by chair person.** Example: LCEC.
 - 3. Participation in national, regional, or state accreditation. **Verified by chairperson of committee.** Example: MNSAA or Synodical Accreditation.
- G. Leadership (not membership) experiences in the following areas:
 - 1. Development of new or broader skills and sensitivities to the school, community, or profession. **Verified in writing by a representative of the agency or organization.** Example: Scouting, 4-H, political leadership, jury duty, community theater.
 - 2. Publication of professional articles in a professional journal in an appropriate field. **Verified by a copy of the article and a summary of the experience, including number of hours and type of research used to develop new knowledge for incorporation into the article.**
 - 3. Volunteer work in professional organizations related to the areas of licensure held (LEA, District Education Conference). **Verified in writing by a representative of the organization as to type of leadership.** Examples: LEA, District Education Conference.

- H. Opportunities to enhance knowledge and understandings of diverse educational settings in the following areas:
1. Experiences with students of another age, ability, culture, or socio-economic level. **Verified by a written statement of the administrator of the educational agency.** Example: ESL Instruction, summer school with accelerated, or special students for mainstream teacher.
 2. Systematic, purposeful observation during visits to schools and to related business and industry. **Verified by official representative of the school or business/ industry visited with validation of educational content.** Example: Foreign school study tour, observation of legislature, tour of ceramics plant for art teacher.
- I. Pre-approved travel or work experience. One week of pre-approved travel or work experience is 10 hours. Maximum of 30 clock hours in five-year period.
1. Travel for purposes of improving instructional capabilities related to the field of licensure. **Verified by a detailed itinerary and a justification of how the experience contributed to improve instructional capabilities.** Approval for experiences will take place at the February and June meetings of the LCEC committee.
 2. Work experience in business or industry appropriate to the field of licensure. **Verified by written statement from supervisor.** This work experience must consist of more than repetition of what the applicant already knows.