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**Minnesota State Plan
For
Federal “Highly Qualified” Teacher
Requirements**

*Updated Information for
Teachers and School Districts*

*Includes New IDEA 2004 Information for
Special Education Teachers*

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Executive Summary

This Minnesota State Plan for Federal “Highly Qualified” Teacher Requirements is the official guidance document for teachers and schools, and will be regularly updated as needed. Under the 2002 *No Child Left Behind* Act, teachers of core academic subjects must meet certain requirements to demonstrate federal “highly qualified” status.

Minnesota had required an academic major for full teacher licensure prior to 2002. Minnesota rule also prohibited the issuance of a license based on an academic minor, effective 2001. In order to apply for a teaching license, Minnesota candidates must hold a bachelor’s degree, have earned an academic major in the teaching assignment, and must pass appropriate state licensure tests. However, some licensed teachers may not have demonstrated subject matter competence in each core academic subject they teach.

The core academic subjects defined in NCLB and in Minnesota law are: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Section 9101 (11)]. Minnesota teachers who are **fully licensed** in all core academic subjects they teach have met the federal “highly qualified” requirements. Minnesota general education teachers who are **not fully licensed** for all core academic subjects they teach, even if they are working under special Board of Teaching permissions, will be required to demonstrate subject matter competence in order to attain federal “highly qualified” status by established deadline dates.

Special education teachers follow new rules under the reauthorization of the *Individuals with Disabilities Education Act* (IDEA 2004). Special education teachers who hold state licensure in special education may be required to demonstrate subject matter competence in each core academic subject they teach in order to attain federal “highly qualified” status. See Section 2 on page 9.

Federal guidelines specify different deadline dates for the following categories—Title I teachers, teachers in certain rural school districts, teachers new to special education who already are highly qualified in certain core academic subjects, and all other teachers of core academic subjects. **Most licensed teachers teaching core academic subjects must meet federal “highly qualified” requirements by June 30, 2006.**

Minnesota Statute 122A.16 identifies a “highly qualified” teacher, for purposes of the No Child Left Behind Act, as one who holds a valid license to perform the particular service for which the teacher is employed in a public school or who meets the requirements of a highly objective uniform state standard of evaluation (HOUSSE). The two-page HOUSSE application is found in Appendix A. This Minnesota Plan specifies a state-approved “high objective and uniform state system of evaluation” (HOUSSE) as a means for teachers to demonstrate subject matter competence to meet federal “highly qualified” requirements. The teacher completes the application, compiles the supporting documents, and meets with the district-designated school administrator who must review and verify whether 100 points have been achieved in two or more categories of the HOUSSE process. School districts are responsible to annually report summary data about the “highly qualified” status of their teachers.

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Changes made since 6/28/05: See Section 2, Questions 18-22.

Section 1

Overview of Federal and State Laws Governing “Highly Qualified” Teacher Requirements

“Highly qualified” status for teachers in Minnesota schools is guided by the 2001 federal *No Child Left Behind Act*, the 2004 federal *Individuals with Disabilities Education Improvement Act*, the 2004 Minnesota Omnibus Education Statute (122A.16), and Minnesota Board of Teaching licensure requirements.

1. NCLB “Highly Qualified” Requirements for General Education Teachers

Under the federal *No Child Left Behind Act*, all teachers of *core* academic subjects must comply with the *federal* definition of a “highly qualified” teacher, in order for a state to receive certain federal funds for schools. The core academic subjects defined in NCLB and in Minnesota law are: *English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101 (11)]*.

To meet the federal “highly qualified” criteria, teachers of core academic subjects must meet the following requirements:

1. Hold a bachelor’s degree;
2. Be licensed by the state; and
3. Demonstrate subject competence through a bachelor’s degree in the teaching subject, a rigorous state test, or “high objective and uniform state system of evaluation” (also called HOUSSE) process.

2. IDEA 2004 “Highly Qualified” Requirements for Special Education Teachers

In December 2004, Congress reauthorized the *Individuals with Disabilities Education Act* and clarified that special education teachers must meet the following requirements:

1. Hold a bachelor’s degree;
2. Be licensed by the state in special education; and
3. In certain contexts, also demonstrate subject matter competence. Those who must demonstrate subject matter competence in order to meet federal “highly qualified” requirements may do so through licensure or through the “high objective and uniform state system of evaluation” (also called HOUSSE) process. **See Section 2, Questions 12 and 13** for a discussion of federal “highly qualified” requirements with respect to special education teachers.

3. 2004 Minnesota Omnibus Education Statute

The 2004 Minnesota Omnibus Education Statute authorized the “high objective and uniform state system of evaluation” (also called HOUSSE) process for already licensed Minnesota teachers to demonstrate federal “highly qualified” requirements under the federal *No Child Left Behind Act*. Also, the law authorized the Commissioner of Education to specify the form and manner of the HOUSSE application. This application appears in **Appendix A**.

4. Board of Teaching Licensure Requirements

Minnesota law requires that teachers must be fully licensed or possess Board of Teaching permission to teach. The Minnesota Board of Teaching is authorized to grant licenses to teach in Minnesota. Minnesota licensure standards require that teachers issued a full professional or continuing license must have earned a bachelor's degree related to the teaching field and have demonstrated satisfactory achievement of competence through completion of an approved preparation program aligned with Minnesota's licensure standards. **See Minnesota Rules, Chapter 8710.**

A Board of Teaching permission is different than a full professional or continuing license. A Board of Teaching permission includes a variance, waiver, temporary limited license or non-licensed community expert permission that allows teachers to be assigned to teach subjects for which they are not licensed for a limited amount of time.

Note: Successful completion of the HOUSSE process does not replace Minnesota licensure requirements, although possession of a Minnesota teacher license for a core academic subject does ensure having met the federal "highly qualified" requirement for that subject.

Section 2 *Frequently Asked Questions*

Because of the unique circumstances of special education teachers, the federal “highly qualified” requirements for special education teachers are set forth in Questions 12 and 13. The remaining questions and answers apply only to general education teachers, unless otherwise noted.

1. How do federal “highly qualified” requirements relate to core academic subjects and Minnesota teacher licensure?

The requirement that teachers be “highly qualified” applies to all public elementary and secondary school teachers who teach a core academic subject, including special education teachers. The term “core academic subjects” means *English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography* [Section 9101 (11)].

In Minnesota, there are two ways to determine if a general education teacher meets the federal “highly qualified” requirements:

- a) **Licensure.** Teachers holding full Minnesota licensure in each core academic subject taught have met the federal “highly qualified” requirements listed on Page 1.

Or,

- b) **HOUSSE.** Teachers already licensed for their teaching assignment, but not fully licensed in each core academic subject taught, may demonstrate subject matter competence for each core academic subject taught through the state-approved HOUSSE process (high objective uniform state standard of evaluation). (See Appendix A).

2. What are the federal deadline dates for implementation of “highly qualified” requirements?

- a) Teachers of core academic subjects in Title I* funded programs or schools hired after the first day of the 2002-03 school year must have already met the federal criteria for “highly qualified” teachers at the time of hire.
- b) Teachers of core academic subjects, whether in Title I* funded programs or other programs, hired prior to the beginning of the 2002-03 school year shall have until the end of the 2005-06 school year to meet the federal “highly qualified” requirement.
- c) Teachers of core academic subjects in designated rural districts have until the end of the 2006-07 school year. Newly hired teachers in designated districts will have three years from the date of hire to become highly qualified in each core academic subject they teach. (See Appendix C for the complete list of designated rural districts)

*Title I is a federally funded program under the Elementary and Secondary Education Act of 1965 reauthorized as the *No Child Left Behind Act*. The program provides funding to schools for the purpose of improving the academic achievement of those students most at risk of not being academically successful.

3. What is the deadline date for certain designated rural school districts?

New federal guidance provides an exception for rural districts that meet certain requirements. The Department is using the federal definition of “rural.” As a result, 120 Minnesota school districts have been identified as “rural.” **See Appendix C** for a list of Minnesota school districts that are identified as rural, using this definition. This definition was not in the 2004 Omnibus Bill and represents department guidance that was communicated to House and Senate leadership this fall.

Federal guidelines state that rural school districts, as defined by the State, have an extension of the deadline. *Currently employed* teachers in rural districts who teach multiple subjects, but do *not* meet all of the federal criteria for “highly qualified” in *each* of the core academic subjects taught, now have until the end of the 2006-07 school year to demonstrate federal “highly qualified” status in each subject taught. In these rural school districts, *newly hired* teachers who teach multiple subjects but do not meet all of the criteria for a “highly qualified” teacher in each of the core academic subjects, will have *three years* from the date of hire in that school district to become “highly qualified” in each core academic subject that they teach.

If a rural district elects to use the additional one year expansion of the deadline, federal guidance states that rural school district will need to (1) ensure that all teachers in core academic subjects are “highly qualified” in at least one core academic subject they teach; (2) provide high-quality professional development that increases the teachers’ content knowledge in the additional subjects they teach; and (3) provide mentoring or a program of intensive supervision that consists of structured guidance and regular, ongoing support so that they become “highly qualified” in the additional core academic subject(s) they teach.

4. How is the HOUSSE process different than Minnesota licensure?

The HOUSSE process is the high objective uniform state standard of evaluation system authorized by the *No Child Left Behind* Act and the State of Minnesota. The HOUSSE process cannot be used by a teacher who does not already hold a professional or continuing Minnesota license in another teaching field. The HOUSSE process allows a currently employed and licensed Minnesota teacher to demonstrate knowledge in a core academic subject in which he or she is teaching, but is not fully licensed in that academic subject, or may be teaching on a Board of Teaching variance or waiver.

HOUSSE does not need to be repeated every year. Once a teacher satisfies the federal “highly qualified” requirement for a core academic subject through HOUSSE, the “highly qualified” status for that core academic subject continues until a teacher changes school districts. (**See Question 11** for more information about HOUSSE portability.)

However, successfully demonstrating federal “highly qualified” requirements through the HOUSSE process does not in itself qualify a candidate as licensed to teach in Minnesota. Teachers must also comply with separate Minnesota licensure requirements of the Board of Teaching. Minnesota Board of Teaching rules require that teachers without full licensure for an academic subject must obtain Board special permission through a variance or waiver. School districts must apply to the Board of Teaching, on behalf of a teacher, every year for the special permission. Note: The Board of Teaching has established limits on the number of years that a special permission can be granted.

Satisfying the HOUSSE criteria by earning a minimum of 100 points, as approved in writing by the designated school administrator for HOUSSE, allows a general education teacher to be considered “highly qualified” *while* he or she works toward full licensure in that core academic subject.

All teachers, including special education teachers, must become “highly qualified” by the appropriate deadlines, *either* through becoming fully licensed in each core academic subject taught *or* by meeting the HOUSSE requirements for each core academic subject taught by earning a minimum of 100 points per subject.

5. How do federal “highly qualified” requirements impact local school board staffing decisions?

While teacher staffing decisions are local decisions, the Minnesota Department of Education advises school districts to take advantage of the federal guidelines that give teachers, including special education teachers, time to demonstrate “highly qualified” status by specified deadlines. **See Question 2** for deadline dates for general education teachers; (**See Question 12** for deadlines for special education teachers).

The department suggests that the local school board approve in advance the school staffing decision timeline for the deadline year, and provide ample notice to the teachers. Federal guidelines note that most teachers have until the end of the 2005-2006 school year to demonstrate compliance with the federal guidelines.

Schools are encouraged to assist the teachers who do not yet meet the federal “highly qualified” requirement, or who need to become fully licensed, to develop a professional development plan to help guide the teacher’s efforts to meet the federal “highly qualified” requirements. Local school districts may elect to use Title II, Part A funds received to assist teachers in meeting the federal “highly qualified” requirements. Local school districts may elect to use federal special education staff development funds to assist special education teachers in meeting federal “highly qualified” requirements.

6. Are school districts responsible for collecting and reporting “highly qualified” information about teachers?

Yes. The designated HOUSSE administrator is responsible for collecting and maintaining the HOUSSE documents as part of school or district teacher records that can be retrieved when needed for reporting or monitoring purposes as requested by the Department.

School districts are responsible for designating a school or district administrator to serve as a HOUSSE administrator to meet with each teacher, including each special education teacher, completing the HOUSSE application, and where appropriate, to certify that the teacher’s HOUSSE application successfully demonstrates federal “highly qualified” status for a core academic subject. The Department recommends that the designated HOUSSE administrator at the school or district level be a licensed administrator.

Each state is required to collect and report information from every school district annually on the “highly qualified” status of their teachers. A school’s progress toward increasing the percentage of classes taught by “highly qualified” teachers will be published in each public school’s report card beginning with data collected for the 2005-06 school year. Under federal guidelines, the State must monitor progress toward annual goals to increase the percentage of “highly qualified” teachers in each school and district, in order to continue receiving federal funds.

Schools must also store and maintain the individual documents that serve as evidence for each teacher who demonstrates federal “highly qualified” requirements in a core academic subject with the HOUSSE process. The school district will be responsible for providing information about the individual teacher documentation if it is requested in the future as part of records monitoring by the Department.

For schools that receive Title I funds, federal guidance requires school districts to notify parents in writing if their children are being instructed by a teacher who has not yet satisfied the federal requirement for “highly qualified” teacher status. Beginning September 2004, for teachers hired in Title I programs *after* September 1, 2002, school districts are required to notify parents of students being taught by a newly hired teacher not meeting the federal “highly qualified” requirement at time of hire. All other teachers hired *before* September 1, 2002, teaching core academic subjects in Title I programs have until the end of the 2005-06 year to meet federal “highly qualified” requirements.

7. What flexibility exists for local districts to assign academic standards while meeting licensure and federal “highly qualified” requirements?

School districts have the discretion to assign standards across their curriculum, assign course names, and determine how student credits can be earned according to local school board policy. Local school districts are responsible for embedding the standards into the curriculum and deciding which courses shall carry academic credit. (Usually, standards in a particular subject will be assigned to one department, but exceptions are possible.)

School districts must comply with Minnesota teacher licensure requirements when assigning teachers, including special education teachers. (See Appendix E for more information about district course assignments and required Minnesota licensure.) School districts must also comply with federal requirements for teachers to be “highly qualified” in each core academic subject they teach. (See Question 1).

8. What proposed new Board of Teaching licensure option would use the HOUSSE process?

The Board of Teaching is considering a new licensure option that would utilize the HOUSSE process. As of June 2005, the Minnesota Board of Teaching is undergoing the required rulemaking process to develop a non-renewable license that will permit a fully licensed teacher to teach in an academic subject for which the teacher is not currently licensed. Under the proposed rule, if a teacher receives the non-renewable license he or she will have up to three years to become fully licensed in that subject field.

The proposed rule would require the district to request the non-renewable license and provide evidence to the Board of Teaching that the teacher meets the state HOUSSE criteria. The proposed rule states: *the administrator on behalf of the licensed teacher shall use the "high objective uniform state standard of evaluation" (HOUSSE) and those criteria as necessary and proper to demonstrate subject matter competence in the non-licensed area as established by the Board of Teaching in collaboration with the Department of Education, and the administrator of the district or charter school has completed written verification that the teacher meets the Board's criteria.*

9. Are Minnesota teachers teaching outside of their licensure areas in experimental programs or state approved alternative programs subject to the federal “highly qualified” requirements?

Yes, if the teacher in the experimental program or alternative learning center (ALC) is the teacher of record for a core academic subject. ALC teachers who do not meet the “highly qualified” requirement in a specific academic subject cannot be the teacher of record for that specific academic subject. Instruction must be performed by a teacher who has met the highly qualified requirements in the specific subject area being taught and who is the teacher of record for that subject area. The ALC teacher will satisfy federal “highly qualified” requirements if the teacher demonstrates subject matter competence for each of the core academic subjects taught, either through licensure or the HOUSSE process. An ALC teacher who supplements, reinforces, and adapts academic content to meet the needs of the ALC student does not need to meet “highly qualified” requirements.

Many teachers teach in related subjects, also called teaching across subjects, but they must meet Minnesota licensure requirements. For each Minnesota licensure field, the Board of Teaching and the Department of Education have established which teaching assignments across related subject areas are permissible. The Minnesota Licensure/Assignment Table (**See Appendix E**) identifies the authorized course assignment across subject areas by license. If the teacher's licensure permits the teaching assignment, the teacher is considered to be "highly qualified." (**See Questions 12-15** for additional "highly qualified" requirements for certain special education and ESL/ELL teachers.) If the teacher's licensure does not permit the teaching assignment, the teacher can use the HOUSSE process to demonstrate the "highly qualified" requirement. Current licensure rules require that the school district *also* apply for and receive Board of Teaching permission (through variance or waiver) for the teacher to teach outside of current licensure, even if the teacher satisfies the "highly qualified" requirements through the HOUSSE process.

Current Board of Teaching rules allow a school district to apply for a variance or waiver for teachers not licensed in the subject area when it is deemed necessary to accommodate experimental (innovative) programs that reconfigure the delivery of the content or to accommodate unique offerings that will advance students' achievement of the academic standards. Even if a licensed teacher has special permission from the Board to teach a particular subject, however, he/she still must meet federal "highly qualified" requirements to be the teacher of record in a core academic subject.

10. Which Minnesota teachers may not use the HOUSSE process to demonstrate federal "highly qualified" requirements?

General education teachers who are teaching on a one-year limited license, community expert permission or Commissioner exemption and special education teachers teaching on a Board of Teaching approved special permission may not use the HOUSSE process. Federal law states "to be considered highly qualified, the teacher must not have had certification or licensure requirements waived on an emergency, temporary, or provisional basis." [Section 9101(23)(A)(iii)] *No Child Left Behind Act*.

11. Is a school-district approved HOUSSE process portable for the teacher?

Yes, the HOUSSE process is portable for all teachers, including special education teachers, but only at the discretion of the new school district employer. Once completed and approved by a school administrator, the HOUSSE demonstration of "highly qualified" in Minnesota remains in effect and does not have to be repeated in that school district. If a teacher changes employment to a different Minnesota school district, the approved HOUSSE application can remain in effect and be portable only if the new school district accepts the verification and agrees to record and maintain the HOUSSE documentation for reporting to the Department. The new school district may elect to accept the teacher's already completed HOUSSE application, or may require that the teacher complete another HOUSSE application in the new school district.

Newly-hired and licensed teachers into Minnesota from another state must demonstrate federal "highly qualified" requirements in Minnesota, in one of two ways: (1) through Minnesota licensure in each core academic subject to be assigned or (2) by using HOUSSE to demonstrate federal "highly qualified" requirements in the core academic subject for which he/she does not have licensure.

Note: Although the HOUSSE process may be portable across school districts, and full Minnesota licensure is portable, Minnesota Board of Teaching rules requires that school districts make *annual* application for a teacher variance or waiver, and this *special Board permission to teach is not portable* across school districts.

12. What is the updated Department guidance about federal “highly qualified” requirements for special education teachers?

At a minimum, in order to be “highly qualified,” special education teachers must:

1. Hold a bachelor’s degree; and
2. Be licensed by the state in special education
3. If special education teachers are providing direct instruction in a core academic subject to children with disabilities, they must also demonstrate subject matter competence for each subject taught in order to meet federal “highly qualified” requirements. Special education teachers who provide only consultative services to highly qualified teachers are considered “highly qualified” if they are fully licensed in special education and hold a bachelor’s degree.

The U.S. House of Representatives Conference Report # 108-779, note 21, for IDEA 2004 describes consultative services as “adjustments to the learning environment, modifications of instructional methods, adaptation of curricula, the use of positive behavioral supports and interventions or the use of appropriate accommodations to meet the needs of individual children.”

The IEP team determines how direct instruction will be provided to a child with a disability.

- ✓ When the IEP team determines that a child with a disability will participate in a general education core academic subject, the general education teacher must meet federal “highly qualified” requirements.
- ✓ When the IEP team determines that a child with a disability will participate in a general education core academic subject with consultation from a special education teacher, the special education teacher will be deemed “highly qualified” by being fully licensed in special education. Only the general education teacher must demonstrate subject matter competence (through full subject matter licensure or HOUSSE) in order to meet federal “highly qualified” requirements.

- ✓ When the IEP team determines that a special education teacher will provide instruction to a child with a disability in a core academic subject, in any setting, the special education teacher must demonstrate subject matter competence (through full subject matter licensure or HOUSSE) in each core academic subject taught in order to meet the federal “highly qualified” teacher requirements.

Deadlines for Teachers to Meet the New Requirements

1. **Teachers hired before December 3, 2004:** Under both IDEA 2004 and NCLB, these special education teachers have until June 30, 2006 to become “highly qualified.”
2. **Teacher hired on or after December 3, 2004:** Because the IDEA 2004 special education “highly qualified” special education teacher requirements went into effect on December 3, 2004, teachers hired from that day on who are providing direct special education instruction must be licensed in special education **and** “highly qualified” in the core academic subjects they teach.

13. How do “highly qualified” requirements impact Minnesota special education teachers teaching multiple subjects according to IDEA 2004?

For special education teachers who are required to demonstrate subject matter competence in order to meet the federal “highly qualified” requirements (**See Question 12**), IDEA 2004 provides additional guidance for those teaching multiple core academic subjects. To be deemed “highly qualified” under IDEA 2004, Minnesota special education teachers teaching multiple subjects must hold full Minnesota special education licensure for their special education teaching assignment(s), **AND** meet the following requirements:

(1) Special Education Teachers “New” to the Profession:

- IDEA 2004 defines “new” as hired on or after December 3, 2004. A special education teacher who is “new” to the profession *who teaches multiple subjects and who is “highly qualified” in mathematics, language arts, or science* (must) *demonstrate competence in the other core academic subjects in which the teacher teaches* in one of the following ways within two years after the date of employment:
 - Elementary
 - Full licensure in Elementary Education, or
 - Verify 100 points using the HOUSSE process for Elementary Education or for each core academic subject they teach.
 - Middle School and Secondary
 - Full licensure in each core academic subject they teach, or
 - Verify 100 points using the HOUSSE process for each core academic subject they teach.

(2) Special Education Teachers “Not New” to the Profession:

- A special education teacher “not new” to the profession who teaches two or more core academic subjects exclusively to children with disabilities must *demonstrate competence in all the core academic subjects in which the teacher teaches* in one of the following ways:
 - Elementary
 - Full licensure in Elementary Education, or
 - Verify 100 points using the HOUSSE process for Elementary Education or for each core academic subject they teach.
 - Middle School and Secondary
 - Full licensure in each core academic subject they teach, or
 - Verify 100 points using the HOUSSE process for each core academic subject they teach.

Elementary and Secondary Assignments

Special education teachers who are “highly qualified” in a core academic subject at the secondary level are deemed “highly qualified” to teach that core academic subject to children with disabilities at both the elementary and secondary levels.

Special education teachers who meet federal “highly qualified” requirements for the elementary level only are not considered “highly qualified” for the secondary level. According to IDEA 2004 and NCLB, these teachers may not teach at the secondary level after the end of the 2005-2006.

14. What are the updated Department guidelines regarding the federal “highly qualified” requirements for teachers of English as a Second Language/English Language Learners?

ESL/ELL teachers who are providing direct instruction in core academic subjects must meet the federal “highly qualified” requirements for each core academic subject taught. ESL/ELL teachers who do not directly instruct students in a core academic subject, or who provide only consultative services to other highly qualified teachers in the core academic subjects, do not need to meet the federal “highly qualified” requirements. Minnesota licensure requirements for ESL/ELL do not require an academic major in each core academic subject taught, but licensed ESL/ELL teachers may demonstrate core academic subject competence by achieving full licensure in each core academic subject taught, or through satisfactory completion of the HOUSSE in each core academic subject taught. The deadline for demonstration of federal “highly qualified” requirements is June 30, 2006 for most teachers. (See Questions 2 and 3 for information about exceptions allowing different deadline dates for teachers in Title I programs and certain rural districts.)

15. Would a teacher who provides core academic instruction to English language learners need to be “highly qualified,” even if the child already receives instruction in the same subject from a teacher who is “highly qualified?”

Yes. A teacher of English language learners who provides instruction in core academic subjects needs to meet the requirements, even if he or she is not the only one instructing the students in that subject. However, if the teacher is reinforcing instruction already delivered, or is only providing advisory assistance to a teacher who has delivered the instruction, the “highly qualified” teacher requirements do not apply.

16. Which teachers of the arts must meet federal “highly qualified” requirements?

Teachers of visual arts and music (instrumental and vocal) must meet the federal "highly qualified" requirements. The 2003 Minnesota statute on academic standards defines the arts as including five areas: visual arts, music (vocal and instrumental), theater arts, dance, and media arts (for secondary only). However, for the purposes of the *No Child Left Behind* Act, the 2004 Omnibus Education bill did not define which art areas are considered core academic subjects.

To provide staffing flexibility for local school districts and teachers to meet the federal "highly qualified" requirements, the Minnesota Commissioner of Education is implementing the definition of the arts as including only visual arts and music, for the purposes of the *No Child Left Behind* Act. This definition is intended to provide guidance for all public schools in determining “highly qualified” status for teachers in the arts for NCLB.

Minnesota licensure rules will still require that all arts teachers be fully licensed (there is no license for secondary media arts). School districts will continue to have the option to request Board of Teaching permission (community experts, waivers, variances) for non-licensed teachers to teach theater arts and/or dance. However, teachers will not be required to demonstrate federal "highly qualified" status in theatre arts or dance because these subjects are not defined as core academic subjects in the *No Child Left Behind* Act.

Some schools have asked if elementary teachers are considered "highly qualified" to teach the arts. Yes, a Minnesota teacher who is licensed for elementary grades K-6 is considered to be a generalist. Each licensed elementary teacher is deemed to be "highly qualified" and is licensed to teach all subjects in his/her self-contained elementary classroom, including visual arts and music.

17. What are the required licensure areas for core academic subjects?

In compliance with 2004 Minnesota Omnibus Education Bill, a Minnesota teacher meets the federal “highly qualified” requirements for teaching in a core academic subject when the teacher holds a full Minnesota teacher license (a five-year professional or continuing license) for the core academic subject he/she is teaching.

General Education: Core Academic Areas and Required Minnesota Licensure

Defined Core Academic Subject	Required Minnesota Licensure (Professional or Continuing License)
Elementary Core subjects in grades K-6, (except World Languages)	Elementary License for grades K-6 or 1-6 or K-3
Civics, Government, History, Geography, Economics	Social Studies for grades 5-8, 5-12, 7-12 or 9-12
Economics	Business Education 7-12 or 5-12
Mathematics	Mathematics for grades 5-8, 5-12, 7-12, or 9-12
Language Arts, English,	Communication Arts and Literature for grades 5-12, 5-8, or English 7-12 or English Language Arts 7-12
Reading	Reading K-12 Remedial Reading - elementary Remedial Reading - secondary grades 7-12 Developmental Reading - secondary grades 7-12
World Languages	A license for the specific language for the corresponding grade level of learner
General Science	General Science for grades 5-8 or 5-9
Biology or Life Science	Life Science grades 7-12 or 9-12; General Science 5-9
Chemistry	Chemistry or Physical Science grades 7-12 or 9-12 General Science 5-9
Earth and Space Science	Earth and Space Science grades 7-12 or 9-12 General Science 5-9
Physics	Physics or Physical Science grades 7-12 or 9-12 General Science 5-9
Arts: The 2004 Omnibus Education bill did not define which arts areas are to be included for the purposes of the <i>No Child Left Behind Act</i> . To provide staffing flexibility for local school districts the Department is implementing the definition of the arts as including only visual arts and music, for the purposes of the <i>No Child Left Behind Act</i> .	Music (vocal, general and/or instrumental) grades K-12 Visual Arts grades K-12; Pre K-6 or 7-12 or Pre K-12

***Special education** requirements are provided in **Questions 12, 13, 18, 20, 21, 22** and in **Appendix E: Licensure/Assignment Table**.

District flexibility to assign academic standards while meeting licensure and federal “highly qualified” requirements is addressed in **Question 7**, and also in **Appendix E: Licensure/Assignment Table**.

New Questions and Answers Related to All Teachers and “Highly Qualified” Requirements

18. How can a Minnesota teacher demonstrate at least one year of student academic growth for purposes of the Student Achievement Section of the HOUSSE application?

If a classroom teacher implements a norm-referenced or user-normed test which is objective, valid, and reliable, class results may be used as appropriate evidence for purposes of the HOUSSE. Some Minnesota school districts test all students annually using the same test, allowing student growth to be measured. In addition, some school districts test students numerous times throughout the year to evidence academic growth.

If a classroom teacher uses student achievement data for purposes of the HOUSSE, the Minnesota Department of Education recommends that individual testing results be analyzed to determine a class average. Results from this average may then be used to determine the amount of points obtained on the HOUSSE application.

Due to complexities involved with academic assessment for children with disabilities, the Department encourages special education teachers to utilize categories related to awards and recognition, teaching experience, Praxis II Exam, Advanced Certification, course work, and professional activities to demonstrate “highly qualified” requirements.

19. What professional activities may Minnesota teachers provide as evidence for purposes of the Professional Activities Section of the HOUSSE application?

If teachers select to use the HOUSSE application in this plan, Category G Professional Activities provides a means to show evidence of certain kinds of professional activities related to the core academic subject area for which the HOUSSE application is made. Minnesota teachers may select to provide evidence of high quality professional development activities **in the subject and in accordance with “high quality” activities** as defined in Appendix D. The U.S. Department of Education definition in Appendix D states that high quality activities do not include 1-day or short-term workshops or conferences. Some of the professional development activities listed that are related to subject matter and are of high quality include:

- Improve and increase teachers’ knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- Are an integral part of broad school-wide and district-wide improvement plans;
- Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state academic content standards and student academic achievement standards;
- Are high quality, sustained, intensive, and classroom focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom; and **(continued on next page)**

- Are not 1-day or short-term workshops or conferences;
- Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through state and local alternative routes to certification;
- Advance teacher understanding of effective instructional strategies that are based on scientifically based research and strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers, and are aligned with and directly related to state academic content standards, student academic achievement standards, and assessments;
- Provide training for teachers in the use of technology so that technology is effectively used in the classroom in the core academic subjects taught.

New Questions and Answers Related to Special Education Teachers and “Highly Qualified” Requirements

20. At what level do special education teachers of students with moderate to severe-profound cognitive disabilities in a secondary setting need to demonstrate academic competence in core academic subjects to meet federal “highly qualified” requirements?

For the purpose of implementing the Minnesota State Plan, the Commissioner of the Department of Education has determined that teachers of students with moderate to severe-profound cognitive disabilities in a secondary setting may demonstrate “highly qualified” requirements at the elementary level:

- Elementary
 - Full licensure in Elementary Education, or
 - Verify 100 points using the HOUSSE process for Elementary Education or for each core academic subject they teach.

21. If a special education teacher uses the HOUSSE process to determine “highly qualified” status for elementary education, what amount of professional development and/or coursework must be evidenced in each of the core academic subjects?

The HOUSSE process was designed to provide flexibility for teachers in demonstrating “highly qualified” requirements while ensuring academic competence. The Minnesota Department of Education recommends that teachers demonstrating “highly qualified” status for elementary education be encouraged to submit a HOUSSE application which demonstrates evidence of teaching experience, coursework, and high quality professional development representing each core academic subject taught.

22. If a Minnesota special education teacher chooses to take a Praxis Test as evidence for purposes of the Praxis II Content Test Section of the HOUSSE application for each core academic subject, which tests are appropriate?

The following Praxis tests are the appropriate tests for special education teachers:

- a. English or Language Arts, Praxis test # 10041, English Language, Literature & Composition: Content Knowledge
- b. Reading, Praxis test # 20300, Reading Specialist
- c. Mathematics, Praxis test # 10061, Mathematics: Content Knowledge
- d. Social Studies, Praxis test # 10081, Social Studies: Content Knowledge and
- e. General Science, Praxis test # 10439, Middle School Science

Individuals teaching Biology, Chemistry, Earth Science or Physics would take the Praxis II Content Test in the appropriate core academic subject being taught for purposes of the HOUSSE.

Section 3

HOUSSE Procedures for General and Special Education Teachers

Minnesota general and special education teachers may use the HOUSSE process (high objective uniform state system of evaluation) to demonstrate subject competence in each core academic subject taught. Meeting the HOUSSE criteria by completing a minimum of 100 points, as approved by the school administrator, allows a teacher to be considered “highly qualified.” **However, “highly qualified” status does not replace Minnesota requirements for licensure or other Board of Teaching permission to teach.** (See Questions 12 and 13 in Section 2 with respect to certain special education teachers.)

1. The Minnesota Department of Education is responsible for compiling federal reports on the “highly qualified” teacher status of Minnesota teachers.

The *No Child Left Behind* Act requires the department to:

- a) Monitor the annual yearly progress in each Minnesota school/district toward increasing the percentage of core academic subjects taught by “highly qualified” teachers.
- b) Report data about the percentages of Minnesota teachers who meet the federal “highly qualified” requirement to the U. S. Department of Education beginning with the 2005-06 school year.
- c) Develop a HOUSSE application for school districts to use. At this time, the department does not plan to collect the individual teacher HOUSSE application and supporting documents. The department may, however, ask selected school districts to provide this evidence of HOUSSE completion by individual teachers as part of federally required monitoring.

2. School districts are responsible for managing the HOUSSE application process and to report the status of “highly qualified” teachers on staff.

The Commissioner of Education has authorized this HOUSSE application format as an optional means for teachers to demonstrate subject matter competence for each core academic subject taught, as part of federal “highly qualified” requirements. School districts are responsible to:

- a) Assign a school administrator to meet with teachers, review their HOUSSE application and supporting documents, assign points according to the criteria, and when approved, to certify in writing the teacher’s “highly qualified” status. The department recommends that the school administrator designated as the HOUSSE administrator be a licensed administrator.
- b) Maintain, and make available upon request, the school records containing the HOUSSE documentation for all teachers who successfully used the process to demonstrate federal “highly qualified” requirements.
- c) Report to the Minnesota Department of Education on the “highly qualified” status of all teachers assigned to teach a core academic subject through an annual reporting process beginning with data for the 2005-06 school year.
- d) Assist teachers who have not yet met the federal “highly qualified” requirements for a core academic subject(s) through licensure or HOUSSE by recommending that teachers develop a professional development plan for how they will achieve “highly qualified” status by the federal deadline.

APPENDIX A: Minnesota HOUSSE Application (Page One of Two Pages)

Under the federal *No Child Left Behind* Act, teachers of *core* academic subjects must comply with the *federal* definition of a “highly qualified” teacher, in order for a state to receive certain federal funds for schools. The core academic subjects defined in NCLB and also now in Minnesota law are: *English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Section 9101 (11)]*. Teachers not fully licensed for a core academic subject may demonstrate subject matter competence in order to attain federal “highly qualified” status through the state-approved HOUSSE process (high objective uniform state standard of evaluation). A teacher using HOUSSE must demonstrate a minimum of 100 points to be deemed “highly qualified.”

Teacher: Complete a separate Minnesota HOUSSE Application for each core academic subject for which approval is being sought. See page 2 for federal deadline date; check for local deadline dates also. Please complete and sign Section 1 below. Attach all supporting documents to this HOUSSE application and submit to your HOUSSE administrator. Meet with your district-designated HOUSSE school administrator to review this application. You are responsible to keep your *original* HOUSSE application and *all* supporting documents as signed and approved by the district-designated administrator. Note: if you ever change employment, this information may be requested of you by the new school district.

Designated HOUSSE Administrator: Please review and complete the HOUSSE application with the teacher. Complete Section 2 ONLY if the points meet or exceed 100 total points. After you certify in writing that the teacher has demonstrated federal “highly qualified” requirements in the core academic subject through the HOUSSE, retain a *copy* of this application and *all* supporting documents. Do not send this application or documentation to the Department of Education; your district may be asked to provide a copy of this individual application in the future. Your district *will be required* to provide “highly qualified” teacher status information to the Department through the STARS reporting system, published electronically. The approved HOUSSE process extends “highly qualified” status on an ongoing basis for the teacher in your school district. Note: Minnesota licensure rules may require that a Board of Teaching variance or waiver application is still needed from your school district for any non-licensed teacher in a subject assignment.

Section 1 (To be completed by teacher)	
Name of Teacher:	Date:
Name of School District:	School of Assignment:
Teacher’s Work Phone Number:	Teacher’s Work E-mail Address:
Core Academic Subject Being Assessed via this HOUSSE process	
Core Academic Subject:	Grade Level:
COPY THE BELOW REQUESTED INFORMATION FROM YOUR MINNESOTA TEACHING LICENSE	
File folder number:	Expiration date of license(s):
Current MN Licensure Field:	Grade Level:
I verify that all of the information hereby submitted is accurate.	
Teacher’s Signature:	Date:

Section 2 (To be completed by HOUSSE Administrator) Page 2 of 2

I certify that the teacher named above has earned a minimum of 100 points in the HOUSSE process, and has thereby met the federal “highly qualified” requirement.

Name of Administrator: _____ Signature: _____ Date: _____

Minnesota HOUSSE Application

Indicator	Evidence	Documentation	Point Guidelines	Points
A. Student Achievement	Documentation is required demonstrating at least 1 year of academic growth in the subject . Evidence must be objective, valid, and reliable; i.e. norm-referenced or user-normed test results given annually in the district. Examples would include the Iowa Test of Basic Skills (ITBS), Stanford Achievement Test (SAT 10), MN Comprehensive Assessment, Measures of Academic Progress (MAP), etc.	Attach documentation.	Up to 50 points possible: 1 year growth = 20 points 1.5 years growth = 35 points 2 years growth = 50 points	
B. Awards and Recognition	Provide evidence of local, state or national activities/awards indicating professional contribution to achievement in the subject . These must have been earned while teaching in the subject content and within the last 10 years.	Include awards and point totals for each.	Up to 50 points possible: Local awards = 5 points State awards = 10 points National awards = 15 points	
C. Teaching Experience	Describe teaching experience in the subject for which approval is being requested. Teaching experience may have occurred while under a special education or English as a Second Language license, or any variance, waiver, limited license, related exception; or in a private or post secondary setting.	List dates and locations and type of licensure held.	Up to 50 points: 1 year = 10 points 2 years = 20 points 3 years = 30 points 4 years = 40 points 5 years plus = 50 points	
D. Praxis II Content Test	The Praxis II Content Tests are offered through Educational Testing Service (ETS). A test must be taken in the subject for which approval is being requested. See Appendix B for list of adopted tests.	Indicate Praxis II test name and date taken.	50 points	
E. Advanced Certification	Advanced certifications from the National Board for Professional Teaching Standards (NBPTS): National Board Certification.	Indicate the type of advanced credential and the date of completion. Attach copy.	50 points	
F. Course Work	Include course work or pedagogy courses in the subject for which approval is being requested. Include copies of transcripts showing courses with file.	Indicate course title, number, date of completion, grade, institution. Attach transcripts.	Up to 50 points possible 5 points per semester credit 3 points per quarter credit	
G. Professional Activities	Include professional development activities in the subject- and in accordance with “high quality” activities as defined in Appendix D .	Indicate the title of the activity, number of hours* and date of completion. Attach documentation of completion. * Per federal guidelines, “high quality” professional development is not 1-day or short-term workshop or conference.	Up to 50 points possible: <u>Coursework:</u> 5 points per semester credit (15 hours per semester credit) 3 points per quarter credit (9 hours per quarter credit) <u>Professional development activity:</u> * 1 point for every 3 hours of “high quality” professional development in accordance with Appendix D	
A teacher using HOUSSE must demonstrate a minimum of 100 points to be deemed HQ.				
Point total across all categories				

Appendix B: Board of Teaching Approved Licensure Tests

Specific testing information, including registration, dates, testing sites, costs, etc., can be found at:
http://education.state.mn.us/html/intro_teacher_test_req.htm

Core Academic Subject	Minnesota Approved Praxis II Content Test	MN Passing Score
Elementary Core subjects in grades K-6	0014 Elementary Education: Content Knowledge	145*
Civics, Government, History, Geography, Economics in grades 5-12	0081 Social Studies: Content Knowledge	146*
Middle Level Social Studies Grades 5-8	0089 Middle School Social Studies	151
Mathematic in grades 5-12	0061 Mathematics: Content Knowledge	125*
Middle Level Mathematics	0069 Middle School Mathematics	152
Language Arts, English in grades 5-12	0041 English Language, Literature & Composition	148
Middle Level English/language arts Grades 5-8	0049 Middle School English/Language Arts	161
Reading	No content test adopted at this time	
World Languages grades K-12	0171 French: Productive Language Skills	158
	0182 German: Productive Language Skills	170
	0192 Spanish: Productive Language Skills	162
	No content test adopted for other languages	
Middle Level Science grades 5-8	0439 Middle School Science	150
Biology or Life Science	0235 Biology: Content Knowledge	152
Chemistry	0245 Chemistry: Content Knowledge	152
Earth Science	02571 Earth Science: Content Knowledge	149
Physics	0265 Physics: Content Knowledge	137

* Passing score reflects a change that will become effective 9/1/05.

A teacher using HOUSSE must demonstrate a minimum of 100 points to be deemed HQ. The Praxis II content tests are offered through Educational Testing Service (ETS). A test must be taken in the subject for which approval is being requested. Successful completion of a Praxis II content test may be used in the HOUSSE process for a maximum of 50 points toward the 100 points required.

Appendix C: Designated Rural Districts for Minnesota

Federal criteria for rural are: (1) districts enrolling fewer than 600 students in average daily attendance (ADA) and (2) districts in which all schools have a federal school locale code of 7 or 8, as designated by the Secretary of Education.

MN Districts Meeting the Federal Definition of Rural Districts

District Number	District Type	District Name	NCLB ADA	Locale Code
0002	01	HILL CITY	344.94	7
0004	01	MCGREGOR	519.66	7
0025	01	PINE POINT	50.25	7
0036	01	KELLIHER	253.19	7
0062	01	ORTONVILLE	581.51	7
0081	01	COMFREY	167.57	7
0095	01	CROMWELL-WRIGHT	293.09	8
0118	01	NORTHLAND COMMUNITY SCHOOLS	501.82	7
0173	01	MOUNTAIN LAKE	475.28	7
0195	01	RANDOLPH	439.41	8
0207	01	BRANDON	302.47	7
0208	01	EVANSVILLE	215.31	7
0229	01	LANESBORO	337.45	7
0238	01	MABEL-CANTON	365.28	7
0242	01	ALDEN	401.35	7
0253	01	GOODHUE	555.11	7
0261	01	ASHBY	286.55	7
0264	01	HERMAN-NORCROSS	154.94	7
0294	01	HOUSTON	561.83	8
0297	01	SPRING GROVE	365.79	8
0306	01	LAPORTE	289.86	7
0308	01	NEVIS	508.21	7
0356	01	LANCASTER	196.98	7
0362	01	LITTLEFORK-BIG FALLS	333.95	7
0363	01	SOUTH KOCHICHING	350.8	7
0371	01	BELLINGHAM	66.24	7
0378	01	DAWSON-BOYD	563.35	7
0391	01	CLEVELAND	409.48	7
0402	01	HENDRICKS	200.83	7
0403	01	IVANHOE	209.01	7
0404	01	LAKE BENTON	206.09	7
0409	01	TYLER	201.08	7
0411	01	BALATON	78.26	7
0414	01	MINNEOTA	470.6	7
0415	01	LYND	91.67	7
0418	01	RUSSELL	123.2	7
0424	01	LESTER PRAIRIE	467.66	7
0435	01	WAUBUN	507.15	7
0441	01	MARSHALL COUNTY CENTRAL SCHOOLS	343.62	7
0447	01	GRYGLA	204.34	7
0458	01	TRUMAN	386.7	7
0473	01	ISLE	517.87	7
0486	01	SWANVILLE	334.25	7
0487	01	UPSALA	388.84	7

0495	01	GRAND MEADOW	317.62	7
0497	01	LYLE	249.48	7
0499	01	LEROY	361.28	7
0505	01	FULDA	515.31	7
0507	01	NICOLLET	282.59	7
0513	01	BREWSTER	129.94	7
0514	01	ELLSWORTH	206.09	7
0516	01	ROUND LAKE	171.42	7
0542	01	BATTLE LAKE	494.96	7
0545	01	HENNING	335.86	7
0547	01	PARKERS PRAIRIE	573.38	7
0561	01	GOODRIDGE	164.03	7
0577	01	WILLOW RIVER	435.61	7
0581	01	EDGERTON	281.48	7
0584	01	RUTHTON	246.36	7
0592	01	CLIMAX	145.27	8
0599	01	FERTILE-BELTRAMI	531.1	8
0611	01	CYRUS	61.88	7
0627	01	OKLEE	176.29	7
0628	01	PLUMMER	165.75	7
0635	01	MILROY	90.99	7
0671	01	HILLS-BEAVER CREEK	291.39	7
0676	01	BADGER	221.5	7
0698	01	FLOODWOOD	414.18	8
0707	01	NETT LAKE	60.36	8
0763	01	MEDFORD	546.84	7
0768	01	HANCOCK	0	7
0771	01	CHOKIO-ALBERTA	209.31	7
0786	01	BERTHA-HEWITT	468.56	7
0787	01	BROWERVILLE	483.73	7
0801	01	BROWNS VALLEY	145.48	7
0803	01	WHEATON AREA SCHOOL	448.85	7
0806	01	ELGIN-MILLVILLE	507.45	8
0818	01	VERNDALE	420.34	7
0836	01	BUTTERFIELD	193.7	7
0837	01	MADELIA	577.24	7
0852	01	CAMPBELL-TINTAH	135.97	7
0914	01	ULEN-HITTERDAL	253.83	8
2159	01	BUFFALO LAKE-HECTOR	542.49	7
2167	01	LAKEVIEW	540.77	7
2171	01	KITTSOON CENTRAL	402.39	7
2176	01	WARREN-ALVARADO-OSLO	521.55	7
2215	01	NORMAN COUNTY EAST	380.16	7
2311	01	CLEARBROOK-GONVICK	462.05	7
2358	01	TRI-COUNTY	273.97	7
2527	01	NORMAN COUNTY WEST	337.06	7
2536	01	GRANADA HUNTLEY-EAST CHAIN	273.32	7
2609	01	WIN-E-MAC	478.12	8
2683	01	GREENBUSH-MIDDLE RIVER	443.91	7
2754	01	CEDAR MOUNTAIN	387.91	7
2759	01	EAGLE VALLEY	355.44	7
2835	01	JANESVILLE-WALDORF-PEMBERTON	542.7	7
2854	01	ADA-BORUP	518.68	7
2856	01	STEPHEN-ARGYLE CENTRAL SCHOOLS	385.39	7

2884	01	RED ROCK CENTRAL	496	7
2886	01	GLENVILLE-EMMONS	458.05	7
2887	01	MCLEOD WEST SCHOOLS	453.12	7
2888	01	CLINTON-GRACEVILLE-BEARDSLEY	487.67	7
2898	01	WESTBROOK-WALNUT GROVE SCHOOLS	497.15	7
4007	07	MINNESOTA NEW COUNTRY SCHOOL	75.77	7
4012	07	EMILY CHARTER SCHOOL	69.03	7
4026	07	E.C.H.O. CHARTER SCHOOL	132.65	7
4028	07	ECI' NOMPA WOONSPE	24.71	7
4045	07	LAKES AREA CHARTER SCHOOL	52.02	7
4046	07	LAKE SUPERIOR HIGH SCHOOL	67.15	8
4051	07	HANSKA CHARTER SCHOOL	24.54	7
4055	07	NERSTRAND CHARTER SCHOOL	146.47	7
4058	07	SCHOOLCRAFT LEARNING COMMUNITY CHTR	149.81	7
4059	07	CROSSLAKE COMMUNITY CHARTER SCHOOL	60.58	7
4072	07	YANKTON COUNTRY CHARTER SCHOOL	29.72	7
4081	07	COVENANT ACADEMY OF MINNESOTA CHTR.	38.06	7
4083	07	RIDGEWAY COMMUNITY SCHOOL	54.43	8
4084	07	NORTH SHORE COMMUNITY SCHOOL	197.95	8
6012	61	ZUMBRO ED. DISTRICT	67.61	8
6013	61	HIAWATHA VALLEY ED. DISTRICT	94.73	8
6051	61	GOODHUE COUNTY ED. DISTRICT	32.7	7

Appendix D: Definition of High Quality Professional Development

Section 9101, Part 34 of Elementary and Secondary Education Act (ESEA) provides the following definition and guidelines for high quality professional development activities for teachers.

(34) PROFESSIONAL DEVELOPMENT- The term professional development

(A) includes activities that:

- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad school-wide and district-wide educational improvement plans;
- (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (iv) improve classroom management skills;
- (v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
(II) are not 1-day or short-term workshops or conferences;
- (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (vii) advance teacher understanding of effective instructional strategies that are —
 - (I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and
 - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (viii) are aligned with and directly related to —
 - (I) State academic content standards, student academic achievement standards, and assessments; and
 - (II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- (xiii) provide instruction in methods of teaching children with special needs;
- (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
- (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that:

- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

Appendix E: Minnesota Licensure Assignment Table 2004-05

Minnesota Board of Teaching

Function Code	License/Function Description	Assignment Code	Assignment Description
010000	AGRICULTURE (NON VOCATIONAL) Starting the 05-06 school year individuals who hold this license will no longer be eligible to teach Environmental Science	010001	AGRICULTURE EXPLORATION
		010100	PRODUCTION AGRICULTURE
		010200	AGRICULTURE SUPPLIES SALES/SERVICES
		010300	AGRICULTURE EQUIPMENT MECHANICS
		010400	AGRICULTURE PRODUCTS PROCESSING & MKTG
		010500	HORTICULTURE OR SPECIALTY CROPS
		010600	NATURAL RESOURCES MANAGEMENT
		010700	FORESTRY
		019090	TEACHER-COORD OF AG CO-OP PROG/NON-FARM
		019901	AGRICULTURE/COMBINED PROGRAM
		019910	ANIMAL CARE OCCUPATIONS
		130502	ENVIRONMENTAL SCIENCE
		160200	CAREER EXPLORATION
		200100	INTRODUCTION TO AGRICULTURE
		200300	HORTICULTURE/ANIMAL OR CROP PRODUCTION
		200501	AGRICULTURAL MANAGEMENT
		200505	NATURAL RESOURCES MANAGEMENT
		010100	AGRICULTURAL EDUCATION
010100	PRODUCTION AGRICULTURE		
010200	AGRICULTURE SUPPLIES SALES/SERVICES		
010300	AGRICULTURE EQUIPMENT MECHANICS		
010400	AGRICULTURE PRODUCTS PROCESSING & MKTG		
010500	HORTICULTURE OR SPECIALTY CROPS		
010600	NATURAL RESOURCES MANAGEMENT		
010700	FORESTRY		
019090	TEACHER-COORD OF AG CO-OP PROG/NON-FARM		
019901	AGRICULTURE/COMBINED PROGRAM		
019910	ANIMAL CARE OCCUPATIONS		
160200	CAREER EXPLORATION		
200100	INTRODUCTION TO AGRICULTURE		
200300	HORTICULTURE/ANIMAL OR CROP PRODUCTION		
200501	AGRICULTURAL MANAGEMENT		
200505	NATURAL RESOURCES MANAGEMENT		

020000 VISUAL ARTS

- 020102 ART-HISTORY AND APPRECIATION
- 020207 PHOTOGRAPHY
- 020300 ELEMENTARY ART
- 020400 MIDDLE/JUNIOR HIGH VISUAL ARTS
- 020501 FOUNDATIONS OF STUDIO ART
- 020502 SINGLE OR MIXED MEDIA STUDIO ART
- 020601 ART-COMPUTER GRAPHICS/VIDEO & ANIMATION
- 021509 TV/FILM PRODUCTION
- 102500 MEDIA PRODUCTION
- 301700 WEB PAGE DESIGN

020103 ART-HUMANITIES

050000 ENGLISH/LANGUAGE ARTS

This past year the Board of Teaching approved a resolution that clarified who is eligible to teach reading. As of September 1, 2006 all individuals who teach reading must hold one of the following four licenses and must teach within grade level printed on license.

- 050196 Reading K-12
- 050197 Elementary Remedial Reading 1-6
- 050198 Secondary Remedial Reading 7-12
- 050199 Secondary Developmental Reading 7-12

020102 ART-HISTORY AND APPRECIATION

- 050100 COMPREHENSIVE LANGUAGE ARTS
- 050199 SECONDARY READING
- 050300 LITERATURE
- 050337 DRAMATIC LITERATURE (COMMUNICATION ARTS)
- 050372 MASS MEDIA COMMUNICATIONS
- 050380 ADVANCED PLACEMENT ENGLISH
- 050390 INTERNATIONAL BACCALAUREATE ENGLISH
- 050400 COMPOSITION
- 050402 CREATIVE WRITING
- 050403 JOURNALISM
- 050405 TECHNICAL WRITING
- 050507 FILM STUDIES

050100 COMMUNICATION ARTS/LITERATURE

This past year the Board of Teaching approved a resolution that clarified who is eligible to teach reading. As of September 1, 2006 all individuals who teach reading must hold one of the following four licenses and must teach within grade level printed on license.

- 050196 Reading K-12
- 050197 Elementary Remedial Reading 1-6
- 050198 Secondary Remedial Reading 7-12
- 050199 Secondary Developmental Reading 7-12

Be advised that the following assignments will be under review and may change for the 05-06 school year.

- Film/Radio/TV Broadcasting
- TV/Film Production
- Mass Media

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- 050100 COMPREHENSIVE LANGUAGE ARTS
 - 050194 ELEMENTARY READING
 - 050199 SECONDARY READING
 - 050300 LITERATURE
 - 050337 DRAMATIC LITERATURE (COMMUNICATION ARTS)
 - 050372 MASS MEDIA COMMUNICATIONS
 - 050380 ADVANCED PLACEMENT ENGLISH
 - 050390 INTERNATIONAL BACCALAUREATE ENGLISH
 - 050400 COMPOSITION
 - 050402 CREATIVE WRITING
 - 050403 JOURNALISM
 - 050405 TECHNICAL WRITING
 - 050501 PUBLIC SPEAKING
 - 050503 ORAL INTERPRETATION (COMMUNICATION ARTS)
 - 050507 FILM STUDIES
 - 050508 ORAL COMMUNICATION/DISCUSSION

		050509	FILM/RADIO/TV BROADCASTING
		301600	COMPUTER COMMUNICATIONS & THE INTERNET
		301700	WEB PAGE DESIGN
050196	READING	050194	ELEMENTARY READING
		050199	SECONDARY READING
050197	ELEMENTARY REMEDIAL READING	050194	ELEMENTARY READING
050198	SECONDARY REMEDIAL READING	050199	SECONDARY READING
050199	SECONDARY DEVELOPMENTAL READING	050199	SECONDARY READING
050369	ENGLISH-HUMANITIES	021337	DRAMATIC LITERATURE (PERFORMING ARTS)
		021509	TV/FILM PRODUCTION
	This past year the Board of Teaching approved a resolution that clarified who is eligible to teach reading. As of September 1, 2006 all individuals who teach reading must hold one of the following four licenses and must teach within grade level printed on license.	050100	COMPREHENSIVE LANGUAGE ARTS
	050196 Reading K-12	050199	SECONDARY READING
	050197 Elementary Remedial Reading 1-6	050300	LITERATURE
	050198 Secondary Remedial Reading 7-12	050372	MASS MEDIA COMMUNICATIONS
	050199 Secondary Developmental Reading 7-12	050380	ADVANCED PLACEMENT ENGLISH
		050390	INTERNATIONAL BACCALAUREATE ENGLISH
		050400	COMPOSITION
		050402	CREATIVE WRITING
		050403	JOURNALISM
		102500	MEDIA PRODUCTION
050403	JOURNALISM	050372	MASS MEDIA COMMUNICATIONS
		050400	COMPOSITION
		050402	CREATIVE WRITING
		050403	JOURNALISM
		050405	TECHNICAL WRITING
		102500	MEDIA PRODUCTION
050500	SPEECH	021503	ORAL INTERPRETATION (PERFORMING ARTS)
		050372	MASS MEDIA COMMUNICATIONS
		050501	PUBLIC SPEAKING
		050503	ORAL INTERPRETATION (COMMUNICATION ARTS)
		050507	FILM STUDIES
		050508	ORAL COMMUNICATION/DISCUSSION
		050509	FILM/RADIO/TV BROADCASTING
050575	SPEECH & THEATRE ARTS	021503	ORAL INTERPRETATION (PERFORMING ARTS)
		021509	TV/FILM PRODUCTION
		021603	THEATRE ARTS
		050337	DRAMATIC LITERATURE (COMMUNICATION ARTS)
		050372	MASS MEDIA COMMUNICATIONS
		050501	PUBLIC SPEAKING
		050503	ORAL INTERPRETATION (COMMUNICATION ARTS)

		050507	FILM STUDIES
		050508	ORAL COMMUNICATION/DISCUSSION
		050509	FILM/RADIO/TV BROADCASTING
		102500	MEDIA PRODUCTION
050600	THEATRE ARTS	021337	DRAMATIC LITERATURE (PERFORMING ARTS)
		021503	ORAL INTERPRETATION (PERFORMING ARTS)
		021509	TV/FILM PRODUCTION
		021603	THEATRE ARTS
		050337	DRAMATIC LITERATURE (COMMUNICATION ARTS)
		050503	ORAL INTERPRETATION (COMMUNICATION ARTS)
		050507	FILM STUDIES
		050509	FILM/RADIO/TV BROADCASTING
		102500	MEDIA PRODUCTION
050700	DANCE AND THEATRE	021503	ORAL INTERPRETATION (PERFORMING ARTS)
		021509	TV/FILM PRODUCTION
		021603	THEATRE ARTS
		021610	DANCE
		050337	DRAMATIC LITERATURE (COMMUNICATION ARTS)
		050503	ORAL INTERPRETATION (COMMUNICATION ARTS)
		050507	FILM STUDIES
		050509	FILM/RADIO/TV BROADCASTING
		102500	MEDIA PRODUCTION
059915	ENGLISH/SOCIAL STUDIES CORE	050372	MASS MEDIA COMMUNICATIONS
060105	LATIN	060105	LATIN
		060401	EXPLORATORY LANGUAGE/CULTURE PROGRAM
060106	GREEK	060106	GREEK
		060401	EXPLORATORY LANGUAGE/CULTURE PROGRAM
060200	AMERICAN SIGN LANGUAGE	060201	AMERICAN SIGN LANGUAGE
		060401	EXPLORATORY LANGUAGE/CULTURE PROGRAM
060203	CHINESE	060203	CHINESE
		060401	EXPLORATORY LANGUAGE/CULTURE PROGRAM
060206	ENGLISH AS A SECOND LANGUAGE	060206	ENGLISH AS SECOND LANGUAGE
		060401	EXPLORATORY LANGUAGE/CULTURE PROGRAM
060208	FRENCH	060208	FRENCH
		060258	FRENCH - ADVANCED PLACEMENT
		060401	EXPLORATORY LANGUAGE/CULTURE PROGRAM
060209	GERMAN	060209	GERMAN
		060259	GERMAN - ADVANCED PLACEMENT
		060401	EXPLORATORY LANGUAGE/CULTURE PROGRAM
060212	HEBREW	060212	HEBREW

		060401	EXPLORATORY LANGUAGE/CULTURE PROGRAM
060213	ITALIAN	060213	ITALIAN
		060401	EXPLORATORY LANGUAGE/CULTURE PROGRAM
060214	JAPANESE	060214	JAPANESE
		060401	EXPLORATORY LANGUAGE/CULTURE PROGRAM
060218	RUSSIAN	060218	RUSSIAN
		060401	EXPLORATORY LANGUAGE/CULTURE PROGRAM
060219	SPANISH	060219	SPANISH
		060359	SPANISH - ADVANCED PLACEMENT
		060401	EXPLORATORY LANGUAGE/CULTURE PROGRAM
060221	OJIBWE	060221	OJIBWE
		060401	EXPLORATORY LANGUAGE/CULTURE PROGRAM
	An assignment in a language for which the Board of Teaching does not license will need to be covered by a waiver (if licensed) or community expert (if no license). Districts may apply for these (permissions) through the Board of Teaching. Example: Hmong Language and Cultures	069991	OTHER LANGUAGES NOT LISTED
060301	BILINGUAL/BICULTURAL EDUCATION	080102	BILINGUAL HEALTH EDUCATION
	Individuals teaching in these assignments must hold both the content area license and the Bilingual/Bicultural Education license.	111102	BILINGUAL MATH
		130102	BILINGUAL SCIENCE
		151102	BILINGUAL SOCIAL STUDIES
		180160	BILINGUAL ELEMENTARY EDUCATION
080088	HEALTH & PHYSICAL EDUCATION	021610	DANCE
		080100	HEALTH EDUCATION/PERSONAL WELLNESS
		080106	SAFETY, FIRST AID &/OR FIRST RESPONDER
		080300	GENERAL PHYSICAL EDUCATION
		080302	SWIMMING
		080306	INDIVIDUAL, DUAL & TEAM SPORTS
		080310	PHYSICAL CONDITIONING/FITNESS
		160200	CAREER EXPLORATION
080100	HEALTH EDUCATION	080100	HEALTH EDUCATION/PERSONAL WELLNESS
		080106	SAFETY, FIRST AID &/OR FIRST RESPONDER
		160200	CAREER EXPLORATION
080300	PHYSICAL EDUCATION	021610	DANCE
		080106	SAFETY, FIRST AID &/OR FIRST RESPONDER
		080300	GENERAL PHYSICAL EDUCATION
		080302	SWIMMING
		080306	INDIVIDUAL, DUAL & TEAM SPORTS
		080310	PHYSICAL CONDITIONING/FITNESS
090000	HOME ECONOMICS	090100	GENERAL FAMILY & CONSUMER SCIENCE
		090101	VOC-CONSUMER HOME MAKING OCCUPATIONS

		090102	CHILD DEVELOPMENT/PARENTING
		090103	CLOTHING & TEXTILES
		090104	PERSONAL FINANCE
		090106	FAMILY LIVING
		090107	FOODS & NUTRITION
		090109	HOUSING & HOME FURNISHINGS
		090112	VOC-CONSUMER HOMEMAKING OCC/OPTION 4
		090121	VOC-INDIVIDUAL/FAMILY LIFE & PARENTING
		160200	CAREER EXPLORATION
090100	FAMILY AND CONSUMER SCIENCES	090100	GENERAL FAMILY & CONSUMER SCIENCE
		090101	VOC-CONSUMER HOMEMAKING OCCUPATIONS
		090102	CHILD DEVELOPMENT/PARENTING
		090103	CLOTHING & TEXTILES
		090104	PERSONAL FINANCE
		090106	FAMILY LIVING
		090107	FOODS & NUTRITION
		090109	HOUSING & HOME FURNISHINGS
		090112	VOC-CONSUMER HOMEMAKING OCC/OPTION 4
		090121	VOC-INDIVIDUAL/FAMILY LIFE & PARENTING
		160200	CAREER EXPLORATION
090201	FAMILY LIFE	090106	FAMILY LIVING
100000	INDUSTRIAL ARTS	020207	PHOTOGRAPHY
		021509	TV/FILM PRODUCTION
		100100	BASIC BUILDING CONSTRUCTION PROCESSES
		100400	ELECTRICITY
		100403	ELECTRONICS
		100500	ELEMENTARY INDUST/TECHNOLOGY ED
		100600	GENERAL INDUST/TECHNOLOGY ED
		100690	PRINCIPALS OF TECHNOLOGY OR TECH SYSTEMS
		100800	HOME & BUILDING MAINTENANCE
		101300	MFG. & METALWORK TECHS./SYSTEMS
		101600	ENERGY, POWER & TRANSPORT. TECH/SYSTEMS
		101701	TECHNICAL DRAWING/DRAFTING
		101901	WOODWORKING TECHNOLOGY
		102100	COMMUNICATION TECHNOLOGY
		102500	MEDIA PRODUCTION
		160200	CAREER EXPLORATION
		301300	COMPUTER PROGRAMMING
		301400	COMPUTER HARDWARE TECHNOLOGY
		301500	NETWORK TECHNOLOGY

		301700	WEB PAGE DESIGN
		301800	CAD (COMPUTER ASSISTED DESIGN)DRAFTING
100100	TECHNOLOGY	020207	PHOTOGRAPHY
		021509	TV/FILM PRODUCTION
		100100	BASIC BUILDING CONSTRUCTION PROCESSES
		100400	ELECTRICITY
		100403	ELECTRONICS
		100500	ELEMENTARY INDUST/TECHNOLOGY ED
		100600	GENERAL INDUST/TECHNOLOGY ED
		100690	PRINCIPALS OF TECHNOLOGY OR TECH SYSTEMS
		100800	HOME & BUILDING MAINTENANCE
		101300	MFG. & METALWORK TECHS./SYSTEMS
		101600	ENERGY, POWER & TRANSPORT. TECH/SYSTEMS
		101701	TECHNICAL DRAWING/DRAFTING
		101901	WOODWORKING TECHNOLOGY
		102100	COMMUNICATION TECHNOLOGY
		102500	MEDIA PRODUCTION
		160200	CAREER EXPLORATION
		301300	COMPUTER PROGRAMMING
		301400	COMPUTER HARDWARE TECHNOLOGY
		301500	NETWORK TECHNOLOGY
		301700	WEB PAGE DESIGN
		301800	CAD (COMPUTER ASSISTED DESIGN)DRAFTING

CISCO Program- Starting the 04-05 school year, districts will need to apply for permission for any individual teaching CISCO if the individual does not hold proper licensure. If the individual is CISCO certified please have them contact Jodie Witte at 651-582-8867. Individuals who are CISCO certified may qualify for a license in Communications Technology.

110000	MATHEMATICS	110100	ELEMENTARY MATH
		110200	7TH GRADE MATH
		110210	8TH GRADE MATH
		110301	ALGEBRA/INTEGRATED MATH I
		110502	GENERAL OR CONSUMER MATH
		110505	BASIC MATHEMATICS
		110600	CALCULUS
		110601	PRE-CALCULUS/INTEGRATED MATH IV
		110610	AP/IB CALCULUS
		111101	PRE-ALGEBRA
		111200	GEOMETRY/INTEGRATED MATH II

		111300	ADVANCED ALGEBRA/INTEGRATED MATH III
		111500	PROBABILITY & STATISTICS/DISCRETE MATH
		119991	OTHER MATH CLASSES
		301300	COMPUTER PROGRAMMING
		301600	COMPUTER COMMUNICATIONS & THE INTERNET
		301700	WEB PAGE DESIGN
119913	MATH/SCIENCE CORE	119991	OTHER MATH CLASSES
120000	MUSIC	022100	ELEMENTARY CLASSROOM MUSIC
		022200	MUSIC THEORY/COMPOSITION &/OR HISTORY
		022401	VOCAL MUSIC
		022501	BAND
		022502	ORCHESTRA
120100	CLASSROOM MUSIC	022100	ELEMENTARY CLASSROOM MUSIC
		022200	MUSIC THEORY/COMPOSITION &/OR HISTORY
120400	VOCAL AND CLASSROOM MUSIC	022100	ELEMENTARY CLASSROOM MUSIC
		022200	MUSIC THEORY/COMPOSITION &/OR HISTORY
		022401	VOCAL MUSIC
120401	VOCAL MUSIC	022100	ELEMENTARY CLASSROOM MUSIC
		022401	VOCAL MUSIC
120500	INSTR(BAND/ORCH) AND CLASSROOM MUSIC	022100	ELEMENTARY CLASSROOM MUSIC
		022200	MUSIC THEORY/COMPOSITION &/OR HISTORY
		022501	BAND
		022502	ORCHESTRA
120501	BAND	022501	BAND
120502	ORCHESTRA	022502	ORCHESTRA
130000	SCIENCES -ALL-	130100	INTEGRATED SCIENCE
		130210	LIFE SCIENCE
		130215	SECOND LEVEL BIOLOGY
		130216	GENERAL BIOLOGY
		130290	BIOLOGY - AP/IB
		130295	BIOLOGY SPECIAL TOPICS
		130310	PHYSICAL SCIENCE
		130333	GENERAL CHEMISTRY
		130351	GENERAL PHYSICS
		130352	ADVANCED PHYSICS
		130355	ASTRONOMY
		130359	PHYSICS - AP/IB
		130390	CHEMISTRY - AP/IB
		130395	CHEMISTRY SPECIAL TOPICS
		130412	EARTH SCIENCE

		130413	AERONAUTICS/AVIATION
		130502	ENVIRONMENTAL SCIENCE
130099	JR HIGH SCIENCE	130210	LIFE SCIENCE
		130310	PHYSICAL SCIENCE
		130355	ASTRONOMY
		130412	EARTH SCIENCE
		130413	AERONAUTICS/AVIATION
		130502	ENVIRONMENTAL SCIENCE
130100	GENERAL SCIENCE *SEE JR HI SCIENCE	130210	LIFE SCIENCE
		130310	PHYSICAL SCIENCE
		130333	GENERAL CHEMISTRY
		130351	GENERAL PHYSICS
		130355	ASTRONOMY
		130412	EARTH SCIENCE
		130413	AERONAUTICS/AVIATION
		130502	ENVIRONMENTAL SCIENCE
130200	LIFE SCIENCES	130210	LIFE SCIENCE
		130215	SECOND LEVEL BIOLOGY
		130216	GENERAL BIOLOGY
		130290	BIOLOGY - AP/IB
		130295	BIOLOGY SPECIAL TOPICS
		130502	ENVIRONMENTAL SCIENCE
130300	PHYSICAL SCIENCES (PHYSICS & CHEM)	130310	PHYSICAL SCIENCE
		130333	GENERAL CHEMISTRY
		130351	GENERAL PHYSICS
		130352	ADVANCED PHYSICS
		130355	ASTRONOMY
		130359	PHYSICS - AP/IB
		130390	CHEMISTRY - AP/IB
		130395	CHEMISTRY SPECIAL TOPICS
		130502	ENVIRONMENTAL SCIENCE
130301	CHEMISTRY	130310	PHYSICAL SCIENCE
		130333	GENERAL CHEMISTRY
		130390	CHEMISTRY - AP/IB
		130395	CHEMISTRY SPECIAL TOPICS
		130502	ENVIRONMENTAL SCIENCE
130302	PHYSICS	130310	PHYSICAL SCIENCE
		130351	GENERAL PHYSICS
		130352	ADVANCED PHYSICS
		130355	ASTRONOMY

		130359	PHYSICS - AP/IB
130400	EARTH AND SPACE SCIENCE	130355	ASTRONOMY
		130412	EARTH SCIENCE
		130413	AERONAUTICS/AVIATION
		130502	ENVIRONMENTAL SCIENCE
130500	SCIENCE 5-9	130010	ELEMENTARY SCIENCE
		130100	INTEGRATED SCIENCE
		130210	LIFE SCIENCE
		130216	GENERAL BIOLOGY
		130310	PHYSICAL SCIENCE
		130333	GENERAL CHEMISTRY
		130351	GENERAL PHYSICS
		130355	ASTRONOMY
		130412	EARTH SCIENCE
		130413	AERONAUTICS/AVIATION
		130502	ENVIRONMENTAL SCIENCE
130600	SCIENCE 5-8	130010	ELEMENTARY SCIENCE
		130100	INTEGRATED SCIENCE
	Any individual who holds the science 5-8 license can teach	130210	LIFE SCIENCE
	130310 physical science at the 9th grade level	130310	PHYSICAL SCIENCE
		130333	GENERAL CHEMISTRY
	Any individual who holds the science 5-8 license can teach	130351	GENERAL PHYSICS
	130100 integrated science at the 9th grade level. An integrated	130355	ASTRONOMY
	course MUST include two or more science areas.	130412	EARTH SCIENCE
		130502	ENVIRONMENTAL SCIENCE
	Any individual who holds the following three licenses can teach integrated science	130100	INTEGRATED SCIENCE
	to the grade level for which they hold licensure.		
130200	LIFE SCIENCES		
130300	PHYSICAL SCIENCES (PHYSICS & CHEM)		
130400	EARTH AND SPACE SCIENCE		
	AVIATION/AERONAUTICS		
	Starting the 05-06 school year individuals who are in an assignment to		
	teach Aviation/Aeronautics, districts will need to request a waiver through		
	the Board of Teaching. Because there is no license to be issued to teach this		
	assignment the individual will need permission to teach this course.		
140000	BUSINESS EDUCATION -ALL-	140102	ACCOUNTING/BOOKKEEPING
		140301	OFFICE PROCEDURES
		140310	BUSINESS COMMUNICATIONS
	Individual must hold a K-12 Business Education license in order to teach	140320	SALES/MARKETING
	assignment 300100 Elementary Keyboarding/Basic Computers	140330	BUSINESS ORGANIZATION/MANAGEMENT

		149918	PERSONAL & BUSINESS LAW
		149922	FINANCIAL MANAGEMENT
		149982	BUSINESS MATH
		149991	OTHER BUSINESS CLASSES
		150600	ECONOMICS
		160200	CAREER EXPLORATION
		300100	ELEM KEYBOARDING/BASIC COMPUTER
		301100	KEYBOARDING/BASIC COMPUTER OPERATIONS
		301200	GENERAL BUSINESS COMPUTER APPLICATIONS
		301300	COMPUTER PROGRAMMING
		301400	COMPUTER HARDWARE TECHNOLOGY
		301500	NETWORK TECHNOLOGY
		301600	COMPUTER COMMUNICATIONS & THE INTERNET
		301700	WEB PAGE DESIGN
140050	BUSINESS	140100	ACCOUNTING (VOC)
		140102	ACCOUNTING/BOOKKEEPING
		140120	BANKING AND FINANCE
		140200	DATA PROCESSING OCCUPATIONS
		140292	DATA ENTRY OCCUPATIONS
		140301	OFFICE PROCEDURES
		140310	BUSINESS COMMUNICATIONS
		140320	SALES/MARKETING
		140330	BUSINESS ORGANIZATION/MANAGEMENT
		140500	BUSINESS SIMULATION OCCUPATIONS
		140710	ADMINISTRATIVE SUPPORT OCCUPATIONS
		149090	TEACHER-COORD BUSINESS OCC CO-OP PROG
		149918	PERSONAL & BUSINESS LAW
		149922	FINANCIAL MANAGEMENT
		149982	BUSINESS MATH
		149991	OTHER BUSINESS CLASSES
		150600	ECONOMICS
		160200	CAREER EXPLORATION
		300100	ELEM KEYBOARDING/BASIC COMPUTER
		301100	KEYBOARDING/BASIC COMPUTER OPERATIONS
		301200	GENERAL BUSINESS COMPUTER APPLICATIONS
		301300	COMPUTER PROGRAMMING
		301400	COMPUTER HARDWARE TECHNOLOGY
		301500	NETWORK TECHNOLOGY
		301600	COMPUTER COMMUNICATIONS & THE INTERNET
		301700	WEB PAGE DESIGN

140100	ACCOUNTING & DATA PROCESSING	140102	ACCOUNTING/BOOKKEEPING
		140330	BUSINESS ORGANIZATION/MANAGEMENT
		149918	PERSONAL & BUSINESS LAW
		149922	FINANCIAL MANAGEMENT
		149982	BUSINESS MATH
		149991	OTHER BUSINESS CLASSES
		160200	CAREER EXPLORATION
		301200	GENERAL BUSINESS COMPUTER APPLICATIONS
		301300	COMPUTER PROGRAMMING
		301400	COMPUTER HARDWARE TECHNOLOGY
		301500	NETWORK TECHNOLOGY
		301600	COMPUTER COMMUNICATIONS & THE INTERNET
		301700	WEB PAGE DESIGN
140300	BUSINESS ED - CLERICAL	140102	ACCOUNTING/BOOKKEEPING
		140301	OFFICE PROCEDURES
		140310	BUSINESS COMMUNICATIONS
		140320	SALES/MARKETING
		149918	PERSONAL & BUSINESS LAW
		149922	FINANCIAL MANAGEMENT
		149982	BUSINESS MATH
		149991	OTHER BUSINESS CLASSES
		150600	ECONOMICS
		160200	CAREER EXPLORATION
		301100	KEYBOARDING/BASIC COMPUTER OPERATIONS
		301200	GENERAL BUSINESS COMPUTER APPLICATIONS
		301400	COMPUTER HARDWARE TECHNOLOGY
		301500	NETWORK TECHNOLOGY
		301600	COMPUTER COMMUNICATIONS & THE INTERNET
		301700	WEB PAGE DESIGN
140700	BUSINESS ED - SECRETARIAL	140102	ACCOUNTING/BOOKKEEPING
		140301	OFFICE PROCEDURES
		140310	BUSINESS COMMUNICATIONS
		149918	PERSONAL & BUSINESS LAW
		149922	FINANCIAL MANAGEMENT
		149982	BUSINESS MATH
		149991	OTHER BUSINESS CLASSES
		150600	ECONOMICS
		160200	CAREER EXPLORATION
		301100	KEYBOARDING/BASIC COMPUTER OPERATIONS
		301200	GENERAL BUSINESS COMPUTER APPLICATIONS

		301400	COMPUTER HARDWARE TECHNOLOGY
		301500	NETWORK TECHNOLOGY
		301600	COMPUTER COMMUNICATIONS & THE INTERNET
		301700	WEB PAGE DESIGN
142300	BUSINESS ED-BASIC & ECON.	140330	BUSINESS ORGANIZATION/MANAGEMENT
		149918	PERSONAL & BUSINESS LAW
		149922	FINANCIAL MANAGEMENT
		149982	BUSINESS MATH
		149991	OTHER BUSINESS CLASSES
		150600	ECONOMICS
		160200	CAREER EXPLORATION
		301400	COMPUTER HARDWARE TECHNOLOGY
		301500	NETWORK TECHNOLOGY
		301700	WEB PAGE DESIGN
149991	BUSINESS ED (EXCEPT SHORTHAND & TYPING)	140102	ACCOUNTING/BOOKKEEPING
		140301	OFFICE PROCEDURES
		140320	SALES/MARKETING
		140330	BUSINESS ORGANIZATION/MANAGEMENT
		149918	PERSONAL & BUSINESS LAW
		149922	FINANCIAL MANAGEMENT
		149982	BUSINESS MATH
		149991	OTHER BUSINESS CLASSES
		150600	ECONOMICS
		160200	CAREER EXPLORATION
		301200	GENERAL BUSINESS COMPUTER APPLICATIONS
		301300	COMPUTER PROGRAMMING
		301400	COMPUTER HARDWARE TECHNOLOGY
		301500	NETWORK TECHNOLOGY
		301600	COMPUTER COMMUNICATIONS & THE INTERNET
		301700	WEB PAGE DESIGN
149992	BUSINESS ED (EXCEPT SHORTHAND)	140102	ACCOUNTING/BOOKKEEPING
		140301	OFFICE PROCEDURES
		140310	BUSINESS COMMUNICATIONS
		140320	SALES/MARKETING
		140330	BUSINESS ORGANIZATION/MANAGEMENT
		149918	PERSONAL & BUSINESS LAW
		149922	FINANCIAL MANAGEMENT
		149982	BUSINESS MATH
		149991	OTHER BUSINESS CLASSES
		150600	ECONOMICS

		160200	CAREER EXPLORATION
		301100	KEYBOARDING/BASIC COMPUTER OPERATIONS
		301200	GENERAL BUSINESS COMPUTER APPLICATIONS
		301300	COMPUTER PROGRAMMING
		301400	COMPUTER HARDWARE TECHNOLOGY
		301500	NETWORK TECHNOLOGY
		301600	COMPUTER COMMUNICATIONS & THE INTERNET
		301700	WEB PAGE DESIGN
149993	BUSINESS ED (EXCEPT TYPING)	140310	BUSINESS COMMUNICATIONS
		140320	SALES/MARKETING
		140330	BUSINESS ORGANIZATION/MANAGEMENT
		149918	PERSONAL & BUSINESS LAW
		149922	FINANCIAL MANAGEMENT
		149982	BUSINESS MATH
		149991	OTHER BUSINESS CLASSES
		150600	ECONOMICS
		160200	CAREER EXPLORATION
		301200	GENERAL BUSINESS COMPUTER APPLICATIONS
		301400	COMPUTER HARDWARE TECHNOLOGY
		301500	NETWORK TECHNOLOGY
		301700	WEB PAGE DESIGN
149995	BUSINESS ED (EXCEPT BOOKKEEPING)	140301	OFFICE PROCEDURES
		140310	BUSINESS COMMUNICATIONS
		140320	SALES/MARKETING
		140330	BUSINESS ORGANIZATION/MANAGEMENT
		149918	PERSONAL & BUSINESS LAW
		149922	FINANCIAL MANAGEMENT
		149982	BUSINESS MATH
		149991	OTHER BUSINESS CLASSES
		150600	ECONOMICS
		160200	CAREER EXPLORATION
		301100	KEYBOARDING/BASIC COMPUTER OPERATIONS
		301200	GENERAL BUSINESS COMPUTER APPLICATIONS
		301300	COMPUTER PROGRAMMING
		301400	COMPUTER HARDWARE TECHNOLOGY
		301500	NETWORK TECHNOLOGY
		301600	COMPUTER COMMUNICATIONS & THE INTERNET
		301700	WEB PAGE DESIGN
149996	COMPUTER SCIENCE	149991	OTHER BUSINESS CLASSES
		301200	GENERAL BUSINESS COMPUTER APPLICATIONS

		301300	COMPUTER PROGRAMMING
		301400	COMPUTER HARDWARE TECHNOLOGY
		301500	NETWORK TECHNOLOGY
		301600	COMPUTER COMMUNICATIONS & THE INTERNET
		301700	WEB PAGE DESIGN
149997	KEYBOARDING FOR COMPUTER APPL	102100	COMMUNICATION TECHNOLOGY
		300100	ELEM KEYBOARDING/BASIC COMPUTER
		301100	KEYBOARDING/BASIC COMPUTER OPERATIONS
		301200	GENERAL BUSINESS COMPUTER APPLICATIONS
		301300	COMPUTER PROGRAMMING
		301400	COMPUTER HARDWARE TECHNOLOGY
		301500	NETWORK TECHNOLOGY
		301600	COMPUTER COMMUNICATIONS & THE INTERNET
		301700	WEB PAGE DESIGN
150000	SOCIAL STUDIES -ALL-	150100	ELEMENTARY SOCIAL STUDIES
		150102	ANTHROPOLOGY/ARCHEOLOGY
		150110	AMER. INDIAN HISTORY, LANG. & CULTURE
		150600	ECONOMICS
		150700	GEOGRAPHY
		150800	HISTORY
		151000	POLITICAL SCIENCE (CIVICS, AMER. GOVT.)
		151090	AP/IB SOCIAL STUDIES
		151103	PSYCHOLOGY
		151200	SOCIOLOGY
		151300	PHILOSOPHY
		159991	INTEGRATED SOCIAL STUDIES
		160200	CAREER EXPLORATION
150100	ANTHROPOLOGY	150102	ANTHROPOLOGY/ARCHEOLOGY
150110	AMERICAN INDIAN LANGUAGE & CULTURE	60221	OJIBWE
		150110	AMER. INDIAN HISTORY, LANG. & CULTURE
150600	ECONOMICS	150600	ECONOMICS
150700	GEOGRAPHY	150700	GEOGRAPHY
150800	HISTORY	150800	HISTORY
150810	HISTORY-HUMANITIES	150800	HISTORY
150830	INDIAN STUDIES	150110	AMER. INDIAN HISTORY, LANG. & CULTURE
151000	POLITICAL SCIENCE	151000	POLITICAL SCIENCE (CIVICS, AMER. GOVT.)
151100	PSYCHOLOGY	151103	PSYCHOLOGY
151200	SOCIOLOGY	151200	SOCIOLOGY
160000	TEACHER/COORDINATOR WORK BASED LRNG	000745	TEACHER-COORD WORK EXP DISADVANTAGED
		000750	TEACHER-COORD WORK EXP/HANDICAPPED

		000755	TCH-COORD WORK EXP/CAREER EXPLOR(WECEP)
		009095	TEACHER-COORD DIVERSIFIED OCC CO-OP PROG
		019090	TEACHER-COORD OF AG CO-OP PROG/NON-FARM
		049090	TEACHER-COORD MARKETING OCC CO-OP PROG
		079090	TEACHER-COORD HEALTH OCCUP CO-OP PROG
		099090	TEACHER-COORD SERVICE OCCUP CO-OP PROG
		149090	TEACHER-COORD BUSINESS OCC CO-OP PROG
		160000	TEACHER/COORD. WORK BASED LEARNING
		160200	CAREER EXPLORATION
180100	ELEMENTARY EDUCATION	050194	ELEMENTARY READING
		110100	ELEMENTARY MATH
		110505	BASIC MATHEMATICS
		130010	ELEMENTARY SCIENCE
		150100	ELEMENTARY SOCIAL STUDIES
		180100	GENERAL ELEMENTARY EDUCATION
		180101	KINDERGARTEN
		300100	ELEM KEYBOARDING/BASIC COMPUTER
		950200	COORDINATOR, SCHOOL READINESS
	Individuals licensed in Elementary Education can specialize up to 33% or less in the following specialty areas . They must teach within the grade level of their license. These areas will show on the discrepancy report. Districts must notify Heather Ward at that time to explain situation. If the specialty areas are being taught within a self contained classroom please report as general elementary education.		
	Physical Education assignment 080300		
	Keyboarding and Computers assignment 300100		
	Art assignment 020300		
	Music assignment 022100		
	<i>K-8 Buildings-</i> Individuals with licenses to teach Elementary Education are licensed to teach in a self-contained K-8 Elementary school setting. No permission is needed if the individual is acting as a general "elementary" teacher at the 7 or 8 grade levels, and are teaching multiple subjects using a regular elementary curriculum. If, however, they are teaching a specialty at the 7 or 8 grade level in math, english, science, or social studies, the individual must hold the appropriate license or the district should be requesting a variance for these individuals. The building must be registered with MDE as a designated K-8 building.		
	<i>Elementary Immersion Program-</i> An individual whose assignment is teaching in an elementary immersion program needs only to hold an elementary education license and must be teaching within the grade level printed on their license.		
180101	KINDERGARTEN	180101	KINDERGARTEN
		180403	ECFE CHILD EDUCATOR
		950200	COORDINATOR, SCHOOL READINESS
180102	PRE-KINDERGARTEN	180102	PREKINDERGARTEN

		180403	ECFE CHILD EDUCATOR
		950200	COORDINATOR, SCHOOL READINESS
180103	PRE KINDERGARTEN & KINDERGARTEN	180101	KINDERGARTEN
		180102	PREKINDERGARTEN
		180403	ECFE CHILD EDUCATOR
		950200	COORDINATOR, SCHOOL READINESS
180105	PRE-PRIMARY	180102	PREKINDERGARTEN
		180403	ECFE CHILD EDUCATOR
		950200	COORDINATOR, SCHOOL READINESS
180150	EARLY CHILDHOOD EDUCATION	050194	ELEMENTARY READING
		110100	ELEMENTARY MATH
		180100	GENERAL ELEMENTARY EDUCATION
		180101	KINDERGARTEN
		180102	PREKINDERGARTEN
		180403	ECFE CHILD EDUCATOR
		950200	COORDINATOR, SCHOOL READINESS
	This past year the Board of Teaching approved a resolution that clarified who is eligible to teach reading. As of September 1, 2006 all individuals who teach reading must hold one of the following four licenses and must teach within grade level printed on license. 050196 Reading K-12 050197 Elementary Remedial Reading 1-6 050198 Secondary Remedial Reading 7-12 050199 Secondary Developmental Reading 7-12		
180401	PARENT AND FAMILY EDUCATION	180401	ECFE PARENT EDUCATOR
		950200	COORDINATOR, SCHOOL READINESS
180402	FAMILY ED/EARLY CHILDHOOD EDUCATOR	180401	ECFE PARENT EDUCATOR
		180403	ECFE CHILD EDUCATOR
		950200	COORDINATOR, SCHOOL READINESS
	ECFE Coordinator Assignment <i>It has been determined that any licensed individual can act in a ECFE Coordinator position. There is no specific license in statute nor is there anything which requires specific licensure for funding reasons. However, the Board of Teaching would prefer that an individual in this position would hold one of the licenses needed to act as a parent educator or child educator but it is not required.</i>		
	ECFE Coordinator Assignment Description A ECFE program coordinator is a licensed teacher whose job it is to develop, implement, and coordinate the programs for delivery of ECFE services; to evaluate those programs; and to provide training and consultation to teaching staff in those programs. A coordinator may not supervise, employ, or evaluate other staff.		
190106	EDUC. SPEECH/LANGUAGE PATHOLOGIST	940200	SPEECH/LANGUAGE PATHOLOGIST
		990500	PROGRAM COORDINATOR, SP ED

190200	EMOTIONALLY/BEHAVIORALLY DISORDERED	190200	SPECIFIC DISABILITY, EMOTIONAL/BEHAVIOR
		190202	SPECIFIC DISABILITY, AUTISM DISORDER
		190301	DISABILITY SPECIFIC - OTHER HEALTH DISAB
		190700	SPECIFIC DISABILITY, TRAUMATIC BRAIN INJ
		990500	PROGRAM COORDINATOR, SP ED
190201	SPECIFIC LEARNING DISABILITIES	050194	ELEMENTARY READING
		050199	SECONDARY READING
		110100	ELEMENTARY MATH
		110200	7TH GRADE MATH
		110210	8TH GRADE MATH
		110505	BASIC MATHEMATICS
		190201	SPECIFIC LEARNING DISABILITIES
		190202	SPECIFIC DISABILITY, AUTISM DISORDER
		190301	DISABILITY SPECIFIC - OTHER HEALTH DISAB
		190700	SPECIFIC DISABILITY, TRAUMATIC BRAIN INJ
		990500	PROGRAM COORDINATOR, SP ED
	<p>This past year the Board of Teaching approved a resolution that clarified who is eligible to teach reading to general education students. As of September 1, 2006 all individuals who teach reading to general education students must hold one of the following four licenses and must teach within the grade level printed on license.</p> <p>050196 Reading K-12 050197 Elementary Remedial Reading 1-6 050198 Secondary Remedial Reading 7-12 050199 Secondary Developmental Reading 7-12</p> <p>The Board of Teaching is also considering a resolution to clarify who is eligible to teach elementary mathematics, 7th and 8th grade mathematics and basic mathematics to general education students.</p>		
190300	PHYSICALLY HANDICAPPED	190202	SPECIFIC DISABILITY, AUTISM DISORDER
		190300	SPECIFIC DISABILITY, PHYSICAL DISABILITI
		190301	DISABILITY SPECIFIC - OTHER HEALTH DISAB
		990500	PROGRAM COORDINATOR, SP ED
190302	DEVELOPMENTAL/ADAPTED PHYSICAL ED.	190302	DEVELOPMENTAL ADAPTED PHY ED
		990500	PROGRAM COORDINATOR, SP ED
190310	PHYSICAL AND HEALTH DISABILITIES	190202	SPECIFIC DISABILITY, AUTISM DISORDER
		190300	SPECIFIC DISABILITY, PHYSICAL DISABILITI
		190301	DISABILITY SPECIFIC - OTHER HEALTH DISAB
		990500	PROGRAM COORDINATOR, SP ED
190490	ORAL/AURAL DEAF EDUCATION	190202	SPECIFIC DISABILITY, AUTISM DISORDER
		190301	DISABILITY SPECIFIC - OTHER HEALTH DISAB
		190480	SPECIFIC DISABILITY, ORAL/AURAL DEAF ED
		990500	PROGRAM COORDINATOR, SP ED
190497	DEAF OR HARD OF HEARING	190202	SPECIFIC DISABILITY, AUTISM DISORDER
		190301	DISABILITY SPECIFIC - OTHER HEALTH DISAB
		190480	SPECIFIC DISABILITY, ORAL/AURAL DEAF ED
		190490	DEAF/BLIND
		190497	SPECIFIC DISABILITY, DEAF/HARD OF HEARIN
		990500	PROGRAM COORDINATOR, SP ED

190498	BLIND OR VISUALLY IMPAIRED	190202	SPECIFIC DISABILITY, AUTISM DISORDER
		190301	DISABILITY SPECIFIC - OTHER HEALTH DISAB
		190490	DEAF/BLIND
		190498	SPECIFIC DISABILITY, BLIND/VISUALLY IMP
		990500	PROGRAM COORDINATOR, SP ED
190500	SPECIAL ED/EARLY CHILDHOOD	190500	EARLY CHILDHOOD SPECIAL EDUCATION
		990500	PROGRAM COORDINATOR, SP ED
199800	DEVELOPMENTAL DISABILITIES	190202	SPECIFIC DISABILITY, AUTISM DISORDER
		190301	DISABILITY SPECIFIC - OTHER HEALTH DISAB
		190700	SPECIFIC DISABILITY, TRAUMATIC BRAIN INJ
		199801	SPECIF DISABILITY--MILD TO MODERATE
		199802	SPECIFIC DISABILITY, MOD-SEVERE MENTAL
199801	MILD TO MODERATE MENTALLY HDCP	190202	SPECIFIC DISABILITY, AUTISM DISORDER
		190301	DISABILITY SPECIFIC - OTHER HEALTH DISAB
		190700	SPECIFIC DISABILITY, TRAUMATIC BRAIN INJ
		199801	SPECIF DISABILITY--MILD TO MODERATE
		990500	PROGRAM COORDINATOR, SP ED
199802	MODERATE TO SEVERE MENTALLY HDCP	190202	SPECIFIC DISABILITY, AUTISM DISORDER
		190301	DISABILITY SPECIFIC - OTHER HEALTH DISAB
		199802	SPECIFIC DISABILITY, MOD-SEVERE MENTAL
		990500	PROGRAM COORDINATOR, SP ED
199803	MILDLY HANDICAPPED	190200	SPECIFIC DISABILITY, EMOTIONAL/BEHAVIOR
		190201	SPECIFIC LEARNING DISABILITIES
		190202	SPECIFIC DISABILITY, AUTISM DISORDER
		190700	SPECIFIC DISABILITY, TRAUMATIC BRAIN INJ
		990500	PROGRAM COORDINATOR, SP ED
199900	CAREER ACCOMMODATION SPECIALIST	000670	SUPPORT SERVICE FACILITATOR
		000690	CAREER ACCOMMODATION SPECIALIST
200000	SHORT CALL SUBSTITUTE	899999	RESERVE TEACHER
	A short call sub teacher is one who teaches on a day to day basis not to exceed 15 consecutive school days in the same classroom. A short call sub teacher must hold a MN license valid for full time employment or a MN short call sub license. These licenses are valid for functioning as a short call teacher at all grade levels and in all fields.		
210000	DRIVER EDUCATION	080700	DRIVER & TRAFFIC SAFETY CLASSROOM
		080710	DRIVER & TRAFFIC SAFETY BEHIND-THE-WHEEL
300000	COMMUNICATIONS TECHNOLOGY CAREERS	170700	COMMERCIAL ART
		170900	COMMERCIAL PHOTOGRAPHY
		171502	COMMUNICATIONS MEDIA TECH OCCUPATIONS
		171508	MEDIA PRODUCTION

		171510	BROADCAST/MEDIA OCCUPATIONS
		171515	COMMUNICATIONS MEDIA OCCUP
		171600	COMMUNICATION TECH. CAREERS
		171900	GRAPHIC ARTS
300100	CONSTRUCTION CAREERS	101701	TECHNICAL DRAWING/DRAFTING
		171000	CONSTRUCTION OCCUPATIONS
		171016	CONSTRUCTION OCCUP/FINISHING TRADES
			CONSTRUCTION OCCUP/PLANNING &
		171020	MANAGEMENT
		171100	CONSTRUCTION CAREERS
		173601	CABINET MAKING
		301800	CAD (COMPUTER ASSISTED DESIGN)DRAFTING
300200	MANUFACTURING CAREERS	101701	TECHNICAL DRAWING/DRAFTING
		170321	METAL REPAIRING/REFINISHING/WELDING
			ELECTROMECHANICAL TECHNOLOGY
		171310	OCCUPATIONS
		171700	MANUFACTURING CAREERS
		171710	MANUFACTURING TECHNOLOGY
		171720	PRINCIPLES OF TECHNOLOGY
		171730	MECHANICAL TECHNOLOGY OCCUPATIONS
		172300	METAL/MATERIAL PROCESSING OCCUPATIONS
		172302	MACHINE SHOP OPERATIONS
		172306	WELDING OCCUPATIONS
		172350	METALS FABRICATION
		179990	FLUID POWER MECHANICS
		301800	CAD (COMPUTER ASSISTED DESIGN)DRAFTING
300300	MEDICAL CAREERS	070101	DENTAL ASSISTING
		070208	HEALTH LABORATORY OCCUPATIONS
		070300	HEALTH CARE CAREERS
		070303	NURSING ASSISTING
		070907	EMERGENCY MEDICAL TECHNICIAN
		072100	MEDICAL CAREERS
		079090	TEACHER-COORD HEALTH OCCUP CO-OP PROG
		079091	TEACHER-COORD PUBLIC AFFAIRS/COMM SVC
300400	CREATIVE DESIGN CAREERS	090204	HOUSING OCCUPATIONS
		090214	FASHION/APPAREL/TEXTILE OCCUPATIONS
		090300	CREATIVE DESIGN CAREERS
		093500	UPHOLSTERY OCCUPATIONS
300500	EARLY CHILDHOOD CAREERS	090200	EARLY CHILDHOOD CAREERS
		090201	VOC-CHILD CARE/GUIDANCE & ED OCCUPATION
300600	HOSPITALITY SERVICE CAREERS	090320	TOURISM OCCUPATIONS

		092900	HOSPITALITY SERVICES CAREERS
		092902	FOODS OCCUPATIONS
300700	TRANSPORTATION CAREERS	170300	TRANSPORTATION CAREERS
		170301	AUTO BODY REPAIR OCCUPATIONS
		170302	AUTO MECHANICS
		170303	VEHICLE SERVICES OCCUPATIONS
		170312	SERVICE STATION MECHANICS
		170322	AUTO/TRUCK DISMANTLING OCCUPATIONS
		170400	AVIATION OCCUPATIONS
		171200	TRUCK/DIESEL MECHANICS
		173100	SMALL ENGINE MECHANICS
		173101	RECREATIONAL VEHICLE REPAIR
		177601	INDUSTRIAL EQUIPMENT MAINT & SERVICE
903000	SUPERVISOR OF BUSINESS EDUC(NON VOC)	903000	SUPERVISOR OF BUSINESS EDUC
905000	SUPERVISOR/LANGUAGE ARTS	905000	SUPV - ENGLISH/LANGUAGE ARTS
906020	SUPERVISOR-MODERN FOREIGN LANGUAGES	906020	SUPV - FOREIGN LANGUAGES
906030	SUPERVISOR OF ESL	906030	SUPERVISOR, ENGLISH AS A SECOND LANGUAGE
908000	SUPERVISOR OF HEALTH & PHYSICAL ED	908000	SUPERVISOR OF HEALTH & PHY ED
908010	SUPERVISOR OF HEALTH	908010	SUPERVISOR OF HEALTH
908030	SUPERVISOR OF DRIVER EDUCATION	908030	SUPERVISOR OF DRIVER EDUCATION
908040	SUPERVISOR OF PHYSICAL EDUCATION	908040	SUPERVISOR OF PHY ED
909000	SUPV OF HOME ECONOMICS (NON VOC)	909000	SUPERVISOR OF HOME ECONOMICS
910000	SUPERVISOR OF INDUSTRIAL ARTS	910000	SUPERVISOR OF INDUSTRIAL ARTS
911000	SUPERVISOR OF MATHEMATICS	911000	SUPERVISOR OF MATHEMATICS
912000	SUPERVISOR OF MUSIC	912000	SUPERVISOR OF MUSIC
913000	SUPERVISOR OF SCIENCE	913000	SUPERVISOR OF NATURAL SCIENCES
915000	SUPERVISOR OF SOCIAL STUDIES	915000	SUPERVISOR OF SOCIAL STUDIES
916000	MEDIA SUPERVISOR	916000	MEDIA SUPERVISOR
		940400	LIBRARIAN
		941000	MEDIA GENERALIST
		950300	AUDIO-VISUAL COORDINATOR
917000	SUPERVISOR OF SPECIAL EDUCATION	917000	SUPERVISOR OF SPECIAL EDUCATION
		917010	SUPV OF VISUALLY HANDICAPPED
		917020	SUPERVISOR MILD TO MODERATE MENTALLY HCP
		917030	SUPV OF PHYSICALLY HANDICAPPED
		917040	SUPERVISOR OF EARLY ED/SPECIAL ED
		917050	SUPV OF HEARING IMPAIRED
			SUPERVISOR MODERATE TO SEVERE MENTAL
		917060	HCP
		917080	SUPV OF SPEECH CORRECTION

		917095	SUPERVISOR OF SCHOOL SOCIAL WORK
		918000	SUPERVISOR OF EBD
		919000	SUPERVISOR OF LD
		960300	SPECIAL EDUCATION DIRECTOR
917010	SUPERVISOR OF VISUALLY HANDICAPPED	917010	SUPV OF VISUALLY HANDICAPPED
917020	SUPERVISOR OF MILD TO MODERATE HDCP	917020	SUPERVISOR MILD TO MODERATE MENTALLY HCP
917030	SUPERVISOR OF PHYSICALLY HANDICAPPED	917030	SUPV OF PHYSICALLY HANDICAPPED
917040	SUPV OF EARLY ED/SPECIAL ED	917040	SUPERVISOR OF EARLY ED/SPECIAL ED
917050	SUPERVISOR OF HEARING IMPAIRED	917050	SUPV OF HEARING IMPAIRED
917060	SUPERVISOR OF MODERATE TO SEVERE MEN	917060	SUPERVISOR MODERATE TO SEVERE MENTAL HCP
917070	SUPERVISOR OF ADAPTIVE PHYSICAL ED	917070	SUPERVISOR, ADAPTED PHYSICAL ED
917080	SUPV OF COMMUNICATION DISORDERS	917080	SUPV OF SPEECH CORRECTION
917090	SUPERVISOR OF SCHOOL PSYCHOLOGY	917090	SUPERVISOR, SCHOOL PSYCHOLOGY
917095	SUPERVISOR OF SCHOOL SOCIAL WORK	917095	SUPERVISOR OF SCHOOL SOCIAL WORK
918000	SUPERVISOR OF EMOTIONALLY DISTURBED	918000	SUPERVISOR OF EBD
919000	SUPERVISOR OF LEARNING DISABLED	919000	SUPERVISOR OF LD
920000	DISTRICT SUPERINTENDENT	920001	SUPERINTENDENT
930000	PRINCIPAL ANY SCHOOL	900088	AREA LEARNING CENTER ADMINISTRATOR
		931001	PRINCIPAL, ELEMENTARY
		931002	ASSISTANT PRINCIPAL, ELEMENTARY
		932001	PRINCIPAL, SECONDARY
		932002	ASSISTANT PRINCIPAL, SECONDARY
		933000	PRINCIPAL, K-12 BUILDING
		933001	PRINCIPAL, MIDDLE SCHOOL
		933002	ASSISTANT PRINCIPAL, MIDDLE SCHOOL
		933010	ASSISTANT PRINCIPAL, K-12 BUILDING
		950600	CURRICULUM COORDINATOR
		960400	SECONDARY EDUCATION DIRECTOR
		960500	ELEMENTARY EDUCATION DIRECTOR
		990900	DEAN OF STUDENTS
931000	ELEMENTARY SCHOOL PRINCIPAL	931001	PRINCIPAL, ELEMENTARY
		931002	ASSISTANT PRINCIPAL, ELEMENTARY
		933001	PRINCIPAL, MIDDLE SCHOOL
		933002	ASSISTANT PRINCIPAL, MIDDLE SCHOOL

		933010	ASSISTANT PRINCIPAL, K-12 BUILDING
		950600	CURRICULUM COORDINATOR
		960500	ELEMENTARY EDUCATION DIRECTOR
		990900	DEAN OF STUDENTS
931010	ELEM PRINCIPAL 10 OR LESS TEACHERS	933001	PRINCIPAL, MIDDLE SCHOOL
		990900	DEAN OF STUDENTS
931015	ELEM PRINCIPAL 15 OR LESS TEACHERS	933001	PRINCIPAL, MIDDLE SCHOOL
		990900	DEAN OF STUDENTS
932000	SECONDARY SCHOOL PRINCIPAL	900088	AREA LEARNING CENTER ADMINISTRATOR
		932001	PRINCIPAL, SECONDARY
		932002	ASSISTANT PRINCIPAL, SECONDARY
		933001	PRINCIPAL, MIDDLE SCHOOL
		933002	ASSISTANT PRINCIPAL, MIDDLE SCHOOL
		933010	ASSISTANT PRINCIPAL, K-12 BUILDING
		950600	CURRICULUM COORDINATOR
		960400	SECONDARY EDUCATION DIRECTOR
		990900	DEAN OF STUDENTS
932010	SEC PRINCIPAL 10 OR LESS TEACHERS	933001	PRINCIPAL, MIDDLE SCHOOL
		990900	DEAN OF STUDENTS
933000	PRINCIPAL K-12	900088	AREA LEARNING CENTER ADMINISTRATOR
	MN Statue 123B.147 sub 1- If pupils in kindergarten through grade 12 attend school in one building, one principal may supervise the building. This means the individual must hold a valid Elementary and/or Secondary Principal license. The building must be registered with MDE as a designated K-12 building.	931001	PRINCIPAL, ELEMENTARY
		931002	ASSISTANT PRINCIPAL, ELEMENTARY
		932001	PRINCIPAL, SECONDARY
		932002	ASSISTANT PRINCIPAL, SECONDARY
		933000	PRINCIPAL, K-12 BUILDING
		933001	PRINCIPAL, MIDDLE SCHOOL
		933002	ASSISTANT PRINCIPAL, MIDDLE SCHOOL
		933010	ASSISTANT PRINCIPAL, K-12 BUILDING
		950600	CURRICULUM COORDINATOR
		960400	SECONDARY EDUCATION DIRECTOR
		960500	ELEMENTARY EDUCATION DIRECTOR
		990900	DEAN OF STUDENTS
940300	SECONDARY GUIDANCE AND COUNSELING	940300	GUIDANCE AND COUNSELING, SECONDARY
		990900	DEAN OF STUDENTS
940301	MIDDLE SCHOOL GUIDANCE & COUNSELING	940301	GUIDANCE AND COUNSELING, MIDDLE SCHOOL
		990900	DEAN OF STUDENTS
940302	ELEMENTARY GUIDANCE & COUNSELING	940302	GUIDANCE AND COUNSELING, ELEMENTARY
		990900	DEAN OF STUDENTS
940300	A combination of the following two licenses can act as: SECONDARY GUIDANCE AND COUNSELING	940301	GUIDANCE AND COUNSELING, MIDDLE SCHOOL

940302	ELEMENTARY GUIDANCE & COUNSELING		
940310	SCHOOL COUNSELOR	940300	GUIDANCE AND COUNSELING, SECONDARY
		940301	GUIDANCE AND COUNSELING, MIDDLE SCHOOL
		940302	GUIDANCE AND COUNSELING, ELEMENTARY
940400	LIBRARIAN	940400	LIBRARIAN
940500	SCHOOL PSYCHOLOGIST I	940500	SCHOOL PSYCHOLOGIST
		990500	PROGRAM COORDINATOR, SP ED
940600	SCHOOL PSYCHOLOGIST	940500	SCHOOL PSYCHOLOGIST
		990500	PROGRAM COORDINATOR, SP ED
940700	SCHOOL SOCIAL WORKER I	940700	SCHOOL SOCIAL WORKER
		990500	PROGRAM COORDINATOR, SP ED
940701	SCHOOL SOCIAL WORKER II	940700	SCHOOL SOCIAL WORKER
940710	SCHOOL SOCIAL WORKER	940700	SCHOOL SOCIAL WORKER
		990500	PROGRAM COORDINATOR, SP ED
940800	PUBLIC SCHOOL NURSE	940800	SCHOOL NURSE
940900	READING CONSULTANT	050194	ELEMENTARY READING
		050199	SECONDARY READING
941000	LIBRARY MEDIA SPECIALIST	021509	TV/FILM PRODUCTION
		050372	MASS MEDIA COMMUNICATIONS
		102500	MEDIA PRODUCTION
		301400	COMPUTER HARDWARE TECHNOLOGY
		301600	COMPUTER COMMUNICATIONS & THE INTERNET
		301700	WEB PAGE DESIGN
		940400	LIBRARIAN
		941000	MEDIA GENERALIST
		950300	AUDIO-VISUAL COORDINATOR
941100	AUDIO VISUAL EDUCATION	301600	COMPUTER COMMUNICATIONS & THE INTERNET
		950300	AUDIO-VISUAL COORDINATOR
	A combination of the following two licenses can act as:	941000	MEDIA GENERALIST
940400	LIBRARIAN		
941100	AUDIO VISUAL EDUCATION		
950600	CURRICULUM COORDINATOR	950300	AUDIO-VISUAL COORDINATOR
960100	DIRECTOR OF AUDIO VISUAL EDUCATION	950300	AUDIO-VISUAL COORDINATOR
		960100	AUDIO-VISUAL DIRECTOR
960300	DIRECTOR OF SPECIAL EDUCATION	917000	SUPERVISOR OF SPECIAL EDUCATION
		917010	SUPV OF VISUALLY HANDICAPPED
		917020	SUPERVISOR MILD TO MODERATE MENTALLY HCP
		917030	SUPV OF PHYSICALLY HANDICAPPED
		917040	SUPERVISOR OF EARLY ED/SPECIAL ED
		917050	SUPV OF HEARING IMPAIRED

		917060	SUPERVISOR MODERATE TO SEVERE MENTAL HCP
		917080	SUPV OF SPEECH CORRECTION
		917095	SUPERVISOR OF SCHOOL SOCIAL WORK
		918000	SUPERVISOR OF EBD
		919000	SUPERVISOR OF LD
		960300	SPECIAL EDUCATION DIRECTOR
		960301	ASSISTANT DIRECTOR, SPECIAL EDUCATION
		990500	PROGRAM COORDINATOR, SP ED
		990900	DEAN OF STUDENTS
960600	DIRECTOR OF GUIDANCE	960600	GUIDANCE DIRECTOR
960700	COMMUNITY EDUCATION DIRECTOR	960700	COMMUNITY EDUCATION DIRECTOR
960800	READING DIRECTOR	050194	ELEMENTARY READING
		050199	SECONDARY READING
999990	EXPERIMENTAL PROGRAM	890410	EXP PROG TEACHER-ALTERNATIVE PROGRAM
		890411	EXP PROG TEACHER-CARE & TREATMENT
	Districts may request an Experimental Program wiaver for individuals teaching multiple subjects in a State Approved Alternative Program, Care & Treatmet facilities, or programs using a "project-based" curriculum.	890412	EXP PROG TEACHER-PROJECT BASED CURRICULU
000110	LOCAL VOCATIONAL PROGRAM DIRECTOR	000110	DIRECTOR, SECONDARY LOCAL VOC PROGRAM
		000111	ASSISTANT DIRECTOR, LOCAL VOC PROGRAM
		000115	DIRECTOR, SECONDARY VOCATIONAL CENTER
		990900	DEAN OF STUDENTS
000670	SUPPORT SERVICE FACILITATOR	000670	SUPPORT SERVICE FACILITATOR
000680	SUPERVISOR OF SPECIAL NEEDS PROGRAMS	000680	SUPERVISOR/SPECIAL NEEDS PROGRAM
000710	VOCATIONAL EVALUATOR	000710	VOCATIONAL EVALUATOR
000740	TEACHER-COORD WORK EXP DISADV/HDCP	000745	TEACHER-COORD WORK EXP DISADVANTAGED
		000750	TEACHER-COORD WORK EXP/HANDICAPPED
		000755	TCH-COORD WORK EXP/CAREER EXPLOR(WECEP)
000745	TEACHER-COORD WORK EXP DISADVANTAGED	000745	TEACHER-COORD WORK EXP DISADVANTAGED
		000755	TCH-COORD WORK EXP/CAREER EXPLOR(WECEP)
		160000	TECHER/COORD. WORK BASED LEARNING
		160200	CAREER EXPLORATION
000750	TEACHER/COORD WORK EXP HANDICAPPED	000745	TEACHER-COORD WORK EXP DISADVANTAGED
		000750	TEACHER-COORD WORK EXP/HANDICAPPED
		000755	TCH-COORD WORK EXP/CAREER EXPLOR(WECEP)
		160000	TECHER/COORD. WORK BASED LEARNING
		160200	CAREER EXPLORATION
000790	SUPPLEMENTAL SUPPORT/TECHNICAL TUTOR	000790	VOC SUPPL SUPPORT/TECHNICAL TUTOR

001050	EMPLOYMENT PLACEMENT SPECIALIST	001050	EMPLOYMENT PLACEMENT SPECIALIST
		160200	CAREER EXPLORATION
010000	VOCATIONAL AGRICULTURE	010001	AGRICULTURE EXPLORATION
	This particular license can teach down to the 7th grade level	010100	PRODUCTION AGRICULTURE
	Starting the 05-06 school year individuals who hold this license will no longer be eligible to teach Environmental Science	010200	AGRICULTURE SUPPLIES SALES/SERVICES
		010300	AGRICULTURE EQUIPMENT MECHANICS
		010400	AGRICULTURE PRODUCTS PROCESSING & MKTG
		010500	HORTICULTURE OR SPECIALTY CROPS
		010600	NATURAL RESOURCES MANAGEMENT
		010700	FORESTRY
		019090	TEACHER-COORD OF AG CO-OP PROG/NON-FARM
		019901	AGRICULTURE/COMBINED PROGRAM
		019910	ANIMAL CARE OCCUPATIONS
		100400	ELECTRICITY
		130502	ENVIRONMENTAL SCIENCE
		160200	CAREER EXPLORATION
		200100	INTRODUCTION TO AGRICULTURE
		200300	HORTICULTURE/ANIMAL OR CROP PRODUCTION
		200501	AGRICULTURAL MANAGEMENT
		200505	NATURAL RESOURCES MANAGEMENT
010500	HORTICULTURE OR SPECIALTY CROPS	019901	AGRICULTURE/COMBINED PROGRAM
019090	TEACHER-COORD AG CO-OP PROG/NONFARM	009095	TEACHER-COORD DIVERSIFIED OCC CO-OP PROG
		019090	TEACHER-COORD OF AG CO-OP PROG/NON-FARM
040200	FASHION MERCHANDISING	040800	MARKETING OCCUPATIONS
040800	MARKETING OCCUPATIONS	040800	MARKETING OCCUPATIONS
041200	PROF/INDUSTRIAL/WHOLESALE MARKETING	040800	MARKETING OCCUPATIONS
041220	PURCHASING/INDUST & INSTITUT BUYING	040800	MARKETING OCCUPATIONS
041900	TRAFFIC/TRANSPORTATION MANAGEMENT	040800	MARKETING OCCUPATIONS
049090	TEACHER-COORD MARKETING OCC CO-OP PR	009095	TEACHER-COORD DIVERSIFIED OCC CO-OP PROG
		049090	TEACHER-COORD MARKETING OCC CO-OP PROG
049956	PERFORMING ARTS OCCUPATIONS	049956	PERFORMING ARTS OCCUPATIONS
070002	PUBLIC AFFAIRS/COMMUNITY SVC OCCUP	070002	PUBLIC AFFAIRS/COMMUNITY SERVICE OCCUP
070101	DENTAL ASSISTING	070101	DENTAL ASSISTING
070203	MEDICAL LABORATORY TECHNICIAN	070300	HEALTH CARE CAREERS
070208	HEALTH LABORATORY OCCUPATIONS	070208	HEALTH LABORATORY OCCUPATIONS
070300	HEALTH CARE CAREERS	070300	HEALTH CARE CAREERS
		072100	MEDICAL CAREERS
070303	NURSING ASSISTING	070300	HEALTH CARE CAREERS
		070303	NURSING ASSISTING
070307	HOME HEALTH AIDE	070300	HEALTH CARE CAREERS

		070303	NURSING ASSISTING
070907	EMERGENCY MEDICAL TECHNICIAN	070907	EMERGENCY MEDICAL TECHNICIAN
079090	TEACHER-COORD HEALTH OCC CO-OP PROG	009095	TEACHER-COORD DIVERSIFIED OCC CO-OP PROG
		079090	TEACHER-COORD HEALTH OCCUP CO-OP PROG
079091	TEACHER-COORD PUBLIC AFFAIRS/COM SVC	009095	TEACHER-COORD DIVERSIFIED OCC CO-OP PROG
		079091	TEACHER-COORD PUBLIC AFFAIRS/COMM SVC
090101	CONSUMER AND HOMEMAKING OCCUPATIONS	090100	GENERAL FAMILY & CONSUMER SCIENCE
	This particular license can teach down to the 7th grade level	090101	VOC-CONSUMER HOMEMAKING OCCUPATIONS
		090102	CHILD DEVELOPMENT/PARENTING
		090103	CLOTHING & TEXTILES
		090104	PERSONAL FINANCE
		090106	FAMILY LIVING
		090107	FOODS & NUTRITION
		090109	HOUSING & HOME FURNISHINGS
		090112	VOC-CONSUMER HOMEMAKING OCC/OPTION 4
		090121	VOC-INDIVIDUAL/FAMILY LIFE & PARENTING
		160200	CAREER EXPLORATION
090112	CONSUMER AND HOMEMAKING/FAMILY LIFE	090100	GENERAL FAMILY & CONSUMER SCIENCE
	This particular license can teach down to the 7th grade level	090101	VOC-CONSUMER HOMEMAKING OCCUPATIONS
		090102	CHILD DEVELOPMENT/PARENTING
		090103	CLOTHING & TEXTILES
		090104	PERSONAL FINANCE
		090106	FAMILY LIVING
		090107	FOODS & NUTRITION
		090109	HOUSING & HOME FURNISHINGS
		090112	VOC-CONSUMER HOMEMAKING OCC/OPTION 4
		090121	VOC-INDIVIDUAL/FAMILY LIFE & PARENTING
		160200	CAREER EXPLORATION
090121	FAMILY LIFE EDUCATION	090121	VOC-INDIVIDUAL/FAMILY LIFE & PARENTING
090201	CHILD CARE/GUIDANCE & ED OCCUPATIONS	090201	VOC-CHILD CARE/GUIDANCE & ED OCCUPATION
090204	HOUSING OCCUPATIONS	090204	HOUSING OCCUPATIONS
		091100	BUILDING CARE/MAINTENANCE OCCUPATIONS
090214	FASHION/APPAREL/TEXTILE OCCUPATIONS	090214	FASHION/APPAREL/TEXTILE OCCUPATIONS
090320	TOURISM OCCUPATIONS	090320	TOURISM OCCUPATIONS
091100	BUILDING CARE/MAINTENANCE OCCUP	091100	BUILDING CARE/MAINTENANCE OCCUPATIONS
091101	HOUSEKEEPING AIDE OCCUPATIONS	091100	BUILDING CARE/MAINTENANCE OCCUPATIONS
092602	COSMETOLOGY OCCUPATIONS	092602	COSMETOLOGY OCCUPATIONS
092902	FOODS OCCUPATIONS	092902	FOODS OCCUPATIONS
093500	UPHOLSTERY OCCUPATIONS	093500	UPHOLSTERY OCCUPATIONS
099090	TEACHER-COORD SERVICE OCC CO-OP PROG	009095	TEACHER-COORD DIVERSIFIED OCC CO-OP PROG

		099090	TEACHER-COORD SERVICE OCCUP CO-OP PROG
099091	TEACHER/COORD HOUSING OCC CO-OP PROG	009095	TEACHER-COORD DIVERSIFIED OCC CO-OP PROG
099092	TEACHER/COORD TOURISM OCC CO-OP PROG	009095	TEACHER-COORD DIVERSIFIED OCC CO-OP PROG
099093	TEACHER/COORD CLOTHIING OCC CO-OP	009095	TEACHER-COORD DIVERSIFIED OCC CO-OP PROG
099094	TEACHER/COORD FOODS OCC CO-OP PROG	009095	TEACHER-COORD DIVERSIFIED OCC CO-OP PROG
099096	TEACHER/COORD CHILD CARE OCC CO-OP	009095	TEACHER-COORD DIVERSIFIED OCC CO-OP PROG
140100	ACCOUNTING	140100	ACCOUNTING (VOC)
140103	ACCOUNTING/DATA PROCESSING	140100	ACCOUNTING (VOC)
		140200	DATA PROCESSING OCCUPATIONS
140120	BANKING & FINANCE	140120	BANKING AND FINANCE
140200	DATA PROCESSING OCCUPATIONS	140200	DATA PROCESSING OCCUPATIONS
140292	DATA ENTRY OCCUPATIONS	140292	DATA ENTRY OCCUPATIONS
140500	BUSINESS SIMULATION OCCUPATIONS	140500	BUSINESS SIMULATION OCCUPATIONS
140710	ADMINISTRATIVE SUPPORT OCCUPATIONS	140100	ACCOUNTING (VOC)
		140102	ACCOUNTING/BOOKKEEPING
		140301	OFFICE PROCEDURES
		140310	BUSINESS COMMUNICATIONS
		140710	ADMINISTRATIVE SUPPORT OCCUPATIONS
		160200	CAREER EXPLORATION
		301100	KEYBOARDING/BASIC COMPUTER OPERATIONS
		301200	GENERAL BUSINESS COMPUTER APPLICATIONS
140715	LEGAL SECRETARIAL OCCUPATIONS	140102	ACCOUNTING/BOOKKEEPING
		140301	OFFICE PROCEDURES
		140310	BUSINESS COMMUNICATIONS
		160200	CAREER EXPLORATION
		301100	KEYBOARDING/BASIC COMPUTER OPERATIONS
		301200	GENERAL BUSINESS COMPUTER APPLICATIONS
140730	GEN SEC/CLERICAL OCC WI SHORTHAND	140710	ADMINISTRATIVE SUPPORT OCCUPATIONS
140731	GEN SEC/CLERICAL OCC W/O SHORTHAND	140710	ADMINISTRATIVE SUPPORT OCCUPATIONS
149090	TEACHER-COORD BUSINESS OCC CO-OP PRO	009095	TEACHER-COORD DIVERSIFIED OCC CO-OP PROG
		149090	TEACHER-COORD BUSINESS OCC CO-OP PROG
170301	AUTO BODY REPAIR OCCUPATIONS	170301	AUTO BODY REPAIR OCCUPATIONS
170302	AUTO MECHANICS	170302	AUTO MECHANICS
		170312	SERVICE STATION MECHANICS
170303	VEHICLE SERVICES OCCUPATIONS	170302	AUTO MECHANICS
		170303	VEHICLE SERVICES OCCUPATIONS
		170312	SERVICE STATION MECHANICS
		171200	TRUCK/DIESEL MECHANICS
		173100	SMALL ENGINE MECHANICS
		173101	RECREATIONAL VEHICLE REPAIR

170312	SERVICE STATION MECHANICS	170312	SERVICE STATION MECHANICS
170322	AUTO/TRUCK DISMANTLING OCCUPATIONS	170322	AUTO/TRUCK DISMANTLING OCCUPATIONS
170400	AVIATION OCCUPATIONS	170400	AVIATION OCCUPATIONS
170700	COMMERCIAL ART	170700	COMMERCIAL ART
170900	COMMERCIAL PHOTOGRAPHY	170900	COMMERCIAL PHOTOGRAPHY
171000	CONSTRUCTION OCCUPATIONS	171000	CONSTRUCTION OCCUPATIONS
		171016	CONSTRUCTION OCCUP/FINISHING TRADES
			CONSTRUCTION OCCUP/PLANNING & MANAGEMENT
		171020	CONSTRUCTION OCC/PLANNING & MGMT
		173601	CABINET MAKING
171016	CONSTRUCTION OCC/FINISHING TRADES	171000	CONSTRUCTION OCCUPATIONS
		171016	CONSTRUCTION OCCUP/FINISHING TRADES
			CONSTRUCTION OCCUP/PLANNING & MANAGEMENT
171020	CONSTRUCTION OCC/PLANNING & MGMT	171020	CONSTRUCTION OCCUP/PLANNING & MANAGEMENT
171200	TRUCK/DIESEL MECHANICS	171200	TRUCK/DIESEL MECHANICS
			CONSTRUCTION OCCUP/PLANNING & MANAGEMENT
171300	DRAFTING OCCUPATIONS	171020	DRAFTING OCCUPATIONS
		171300	DRAFTING OCCUPATIONS
		171303	MECHANICAL DRAFTING
171303	MECHANICAL DRAFTING	171303	MECHANICAL DRAFTING
			ELECTROMECHANICAL TECHNOLOGY OCCUPATIONS
171310	ELECTROMECHANICAL TECHNOLOGY OCCUP	171310	ELECTROMECHANICAL TECHNOLOGY OCCUPATIONS
171500	ELECTRONICS OCCUPATIONS	171500	ELECTRONICS OCCUPATIONS
171502	COMMUNICATIONS/MEDIA TECHNICIAN	171502	COMMUNICATIONS MEDIA TECH OCCUPATIONS
171510	BROADCAST/MEDIA OCCUPATIONS	171508	MEDIA PRODUCTION
		171510	BROADCAST/MEDIA OCCUPATIONS
171515	COMMUNICATIONS/MEDIA OCCUPATIONS	170700	COMMERCIAL ART
		170900	COMMERCIAL PHOTOGRAPHY
		171502	COMMUNICATIONS MEDIA TECH OCCUPATIONS
		171515	COMMUNICATIONS MEDIA OCCUP
		171900	GRAPHIC ARTS
171705	INDUSTRIAL DESIGN TECHNOLOGY OCCUP	171705	INDUSTRIAL DESIGN TECHNOLOGY OCCUPATIONS
171710	MANUFACTURING TECHNOLOGY	171710	MANUFACTURING TECHNOLOGY
171720	PRINCIPLES OF TECHNOLOGY	171720	PRINCIPLES OF TECHNOLOGY
171730	MECHANICAL TECHNOLOGY OCCUPATIONS	171730	MECHANICAL TECHNOLOGY OCCUPATIONS
		177601	INDUSTRIAL EQUIPMENT MAINT & SERVICE
		179990	FLUID POWER MECHANICS
171900	GRAPHIC ARTS	171900	GRAPHIC ARTS
172300	METAL/MATERIAL PROCESSING OCCUP	170321	METAL REPAIRING/REFINISHING/WELDING
		172300	METAL/MATERIAL PROCESSING OCCUPATIONS
		172302	MACHINE SHOP OPERATIONS

		172305	SHEET METAL WORKING AND FABRICATION
		172306	WELDING OCCUPATIONS
		172350	METALS FABRICATION
172302	MACHINE SHOP OPERATIONS	172302	MACHINE SHOP OPERATIONS
172305	SHEET METAL WORKING & FABRICATION	172305	SHEET METAL WORKING AND FABRICATION
172306	WELDING OCCUPATIONS	172306	WELDING OCCUPATIONS
172350	METALS FABRICATION	172350	METALS FABRICATION
173100	SMALL ENGINE MECHANICS	173100	SMALL ENGINE MECHANICS
		173101	RECREATIONAL VEHICLE REPAIR
173101	RECREATIONAL VEHICLE REPAIR	173101	RECREATIONAL VEHICLE REPAIR
173601	CABINET MAKING	173601	CABINET MAKING
177601	INDUSTRIAL EQUIPMENT MAINT & SERVICE	177601	INDUSTRIAL EQUIPMENT MAINT & SERVICE
178803	TRUCK/BUS DRIVING OCCUPATIONS	178803	TRUCK/BUS DRIVING OCCUPATIONS
179090	TEACHER-COORD TRADE & INDUS CO-OP PR	009095	TEACHER-COORD DIVERSIFIED OCC CO-OP PROG
		179090	TEACHER-COORD TRADE & INDUST CO-OP PROG
179960	JEWELRY GOLDSMITHING/SILVERSMITHING	179960	JEWELRY GOLDSMITHING AND SILVERSMITHING
179990	FLUID POWER MECHANICS	179990	FLUID POWER MECHANICS