



Continuing Education Handbook & Bylaws

Procedures for:
Continuing Education Renewal Units
For Teacher Relicensing

(Proposed 2025.10.08)

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Questions regarding information contained in this handbook may be directed to any committee member or to Patrick Beierman, Committee Chair at 605-385-4536.

I. Introduction to Continuing Education

- a. This booklet was put together by the local Continuing Education Committee to assist you with the continuing education and relicensure process.
- b. All teachers who hold a five-year teaching license are required to earn 125 continuing education clock hours within the five-year license period. Teachers must also meet the additional requirements outlined in section VI. This must be completed prior to renewing their license.
- c. All licensed staff should refer to PELSB for specific requirements and to review their specific license

II. Committee Membership

- a. Five members of the licensed teaching faculty employed in the Red Wing School District.
- b. One licensed school administrator employed in the Red Wing School District to serve as committee chair.
- c. One resident of the school district who is not under a teaching contract by the school district and to be designated by the Committee Chair.
- d. Members: Chair, Administrator: Patrick Beierman
Secretary: Heather Finholm
Teachers: Kim Albers
Jeff Finholm
Kim Thompson
Renee Warrington
Community: Chris Palmatier (retired)

III. Meeting Schedule

- a. Continuing Education Committee meetings will be held quarterly. All meetings will be at 4:00p.m. and will be held at the Red Wing Public School District Office (Door #36).
- b. Special Meetings may be called by the committee chair.
- c. The meetings for the current school year will be held on. October 8, 2025, January 14, 2026, March 11, 2026 and May 13, 2026.
- d. A quorum shall consist of any four members of the committee.

- e. As required by the Minnesota Board of Teaching an open hearing has been scheduled for 30 minutes prior to the first meeting of the committee. At this time any person under the committee's jurisdiction may review the committee's guidelines.

IV. Committee Responsibilities

- a. Set operating procedures in accordance with the Minnesota Department of Education guidelines.
- b. Determine the number of renewal units to be granted for professional growth activities.
- c. Process requests for renewal units.
- d. Review renewal unit denial requests from individuals and notify the individual of the appeal system at various levels as provided or EDU 548 – Right of Appeal
- e. Endorse renewal application forms for continuing licensure.
- f. Recommend in-service needs.
- g. Submit membership roster annually to the State.
- h. Submit guidelines every five years to the State.
- i. Hold an Annual Open Hearing each year. (This is done at the October meeting)

V. Application Procedure for Renewal Units

- a. Request for renewal unit approval shall be submitted on the “Red Wing Continuing Education Renewal Unit Application Form.” This form is available on the district web page, District Office and in the principal's office.
(NOTE: Renewal units for travel and work experience must be pre-approved by the Continuing Education Committee. Submit the “Pre-Approval of Travel and/or Work Experience” form prior to the activity.
- b. Attach a copy of a college transcript or other pertinent, signed documentation of your participation to the renewal form.
- c. Indicate actual time spent when applying for in-service hours or individual experience renewal units.
- d. Requests for renewal unit approval should be submitted within one year after completion of the experience. Only hours earned after the last renewal date and before the expiration date will be approved.
- e. All renewal unit application forms shall be turned in to the Continuing Education Committee, in the Red Wing Schools District Office
- f. After the committee has processed your renewal request, the approved hours shall be entered into the PELSB licensing on-line system within thirty (30) days. The approved

renewal unit application form and supporting documentation will be kept on file in the district office.

- g. There is no need to submit hours beyond what is required to renew your license.

VI. Clock Hours Requirements (*Information from Minnesota Board of Teaching – Adopted Permanent Rules Relating to Continuing of Professional Teacher License Issuance and Renewal (8700-11008700.2300) Adopted fall of 2000*)

- a. Period for earning clock hours. An applicant requesting renewal of a license to teach must earn a minimum of 125 clock hours during each five-year period preceding application for license renewal. An applicant may not bank clock hours for purposes of re-licensure, but clock hours earned after an application for renewal has been submitted may be applied to the next renewal period. (See section X,H)
- b. Applicants must include in their 125 clock hours instruction or other professional development activities which address the following topics:
 - 1. Positive Behavioral Intervention Strategies *This category includes the renewal requirement of evidencing accommodating, modifying, and adapting curricula, materials, and strategies to appropriately meet the needs of individual students and ensure adequate progress toward the state's graduation rule.*
 - 2. Reading Preparation
 - 3. Key Warning Signs for Early-Onset Mental Illness in Children and Adolescents
 - 4. Suicide Prevention
 - 5. English Learners
 - 6. Cultural Competency
 - 7. American Indian History and CultureSee Appendix B for more specifics. Also refer to the Renew My License section on the Minnesota Professional Educator Licensing and Standards Board website at <https://mn.gov/pelsb/current-educators/renew/>
- c. Teaching Experience for clock hour credit. Except for subpart VII. Item H, sub item (1), teaching experiences for which licensure is required shall not qualify for clock hour credit.
- d. Renewal of license for two or more areas. An applicant who seeks renewal of a continuing license for two or more areas should allocate at least 30 clock hours to each of the licensure areas for a total of no fewer than 125 clock hours, with priority given to work in areas where the candidate is employed during the licensure period. An applicant who holds an administrative license or license may allocate clock hours for the renewal of teaching licensure under this subject.

- e. Denial of clock hours. A committee shall **not** grant clock hours for experiences that are primarily for personal rather than professional improvement or for experiences that duplicate other granted clock hour experiences without new or enhanced professional development value.

VII. Categories for Clock Hour Allocation. Verification of completion of experiences must be submitted by the applicant to the local committee. Clock hours must be earned in two or more of the categories A-I.

- a. Relevant coursework completed at accredited colleges and universities;
- b. Educational workshops, conferences, institutes seminars, or lectures in areas appropriate to licenses held;
- c. Staff development activities, in-service meetings, and courses;
- d. Site, district, regional, state, national or international curriculum development;
- e. Engagement informal peer coaching or mentorship relationships with colleagues.
- f. Professional services in the following areas:
 - 1. Supervision of clinical experiences of persons enrolled in teacher preparation programs;
 - 2. Participation on national, state, and local committee involved with licensure, teacher education, or professional standards; or
 - 3. Participation in national, regional, or state accreditation;
- g. Leadership in experience in the following areas:
 - 1. Development of new or broader skills and sensitivities to the school, community, or profession;
 - 2. Publication of professional articles in a professional journal in an appropriate field; or
 - 3. Volunteer work in professional organizations related to the areas of licensure held;
- h. Opportunities to enhance knowledge and understanding of diverse educational settings in the following areas:
 - 1. Experiences with students of another age, ability, culture, or socioeconomic level; or
 - 2. Systematic, purposeful observation during visits to schools and to related business and industry; and

- i. Preapproved travel or preapproved work experience; (note that a pre-approved sheet must be completed and approved in order to receive the clock hours).
 1. Travel for purposes of improving instructional capabilities **related** of the field of licensure; or
 2. Work experience in business or industry appropriate to the field of licensure.

VIII. Clock Hour Allocation Effective for all experiences completed after June 20, 2000, the local continuing education/re-licensure committee shall grant clock hours on the following basis:

- a. Relevant coursework under subpart 3, item A, must be granted
 - 16 clock hours for each quarter credit** earned
 - 20 clock hours for each trimester credit** earned and
 - 24 clock hours for each semester credit** earned.
- b. Successful completion of activities under subpart 3, items B to I, must be granted **one clock hour for each hour of participation** with the **following exceptions**:
 1. Supervision of clinical experiences of persons enrolled in teacher licensure programs for **one quarter equals 16 clock hours, and one semester equals 24 clock hours. No more than 30 clock hours may be granted in a five-year re-licensure period for supervision.**
 2. One week of preapproved travel or work experience for **purposes** of improving instructional capabilities **equal ten clock hours. No more than 30 clock hours may be granted in a five-year re-licensure period for travel or work experience.** The limit of 30 clock hours may be waived when the local committee determines that the preapproved travel or work experience is critical to the teacher's advanced or current skills for the teacher's assignment; for example, travel to experience language or cultural immersion by a teacher of world language.
 3. Clock hours for volunteer work in the community will be limited to 30 hours in a five- year re-licensure period. The limit of 30 hours may be waived when the local committee determines the additional hours demonstrate new or enhanced professional development value.
 4. Clock hours for curriculum writing will be limited to 30 hours for each year long class. No more than 60 clock hours may be granted in a five-year re-licensure period for curriculum writing.
 5. Clock hours for work experience will be limited to 30 hours in a five-year re-licensure period, unless there is support materials that indicate that the work experience was varied enough to garner more clock hours.
 6. Clock hours for engagement in formal peer coaching or mentor relationship with peer colleagues will be limited to 30 hours in a five-year re-licensure period.

- c. Exception for national board certification. A local continuing education committee shall accept verification that a teacher has earned National Board of Professional Standards Certification or other national professional teaching certification approved by the Board of Teaching at the time of renewal as equivalent to fulfilling all clock hour requirements for continuing license renewal. A local continuing education committee shall accept verification that a teacher has earned National Board or other approved certification as equivalent to all clock hour requirements during the life of the certificate. If the certificate expires during the five-year renewal period, the local committee shall prorate hours completed under this exception and require completion of a prorated number of clock hours for the years the certificate is not in effect.
- d. Exception of local option. The Board of Teaching shall approve requests submitted by local committees that, through their school district master contracts or other official agreements between the local school board and its teachers wish to substitute development and implementation of individualized professional development plans for some or all of the clock hour requirements for renewal of continuing licenses, provided that each individualized professional development plan:
 - 1. is designed primarily to enhance the teacher's ability to effect increased student learning;
 - 2. focuses on standards in MN Administrative Rule #870.2000 (Standards of Effective Practice) and specific content knowledge required for the teacher's assignment;
 - 3. includes management and monitoring of student learning, including positive behavioral interventions and adaptation and modification of curriculum, instruction, and assessment to assist varied student learners in achieving graduation standards;
 - 4. includes a focus on research-based best practice;
 - 5. identifies the procedures and criteria by which successful development and implementation of the individualized professional development plan will be validated and communicated with the local continuing education committee; and
 - 6. requires that each teacher's individualized professional development plan equal or exceed 125 hours of professional development activities during the five-year period.
- e. Speech/Language Pathologists. For Speech/Language Pathologists who have their ASHA Certification, please see the details below regarding approval of this licensure toward clock hours:
 - 1. In keeping with other area district CEU Committee practices, the CEU Committee will allow the following for Speech-Language Pathologists who also maintain an ASHA Certification within their licensure window.
 - a) Once per 5-year license cycle, the teacher may submit proof/copy of their ASHA Certification (must be attached to a CEU Application form)

and may receive up to 25 clock hours per year (maximum of 125 clock hours per 5-year license cycle).

- b) If the ASHA Certification was not in place for all 5 years of the license cycle, the teacher is responsible for completing and submitting additional clock hours to reach the required amount as set by PELSB.
- c) Speech-Language Pathologists are also required to submit verification of completed mandatory requirements (Suicide Prevention, PBIS, etc...) with proof of completion attached to a CEU Application per PELSB Licensing Requirements.

IX. Appeal Procedure (MN Administrative Rule #8710.7600)

- a. When an applicant has not been granted the requested number of renewal units by a local committee within twenty working days after notification of the decision of the local committee. Failure to file a written request with the local committee for an appeal within twenty working days constitutes a waiver of the individual's right to appeal.
- b. Decisions by a local a local committee for continuing education re-licensure denying the appeal may be appealed to PELSB by the applicant according to the provisions of 8710.0900.
- c. In cases where the applicant has not been granted the required number of renewal units for re-licensure, local committees shall not endorse the application for renewal of the continuing license.
- d. Licensure extension during appeal. The Minnesota Professional Educators Licensing and Standards Board shall extend the previous continuing license until all avenues of administrative appeal have been exhausted.

X. Procedure for Relicensure:

- a. You can renew your license on-line by going to the PESLB website, there is a button right on the main page that says Renew My License. <https://mn.gov/pelsb/> Follow the prompts to enter the system and renew your license.
- b. Applications for renewal are accepted after January 1 of the year of expiration. Applicants are encouraged to renew early as the processing time in the summer/fall months is between 12 to 14 weeks.
- c. Inquiries regarding the processing of your application should be directed to the licensing office, (651) 539-4200.

- d. Once your license has been renewed, your Continuing Education forms will be returned to you. We recommend you retain these copies until you receive your new license. After that point, you are free to dispose of them or retain them as you wish. On the date you apply for your new license, we will start a new Continuing Education Log for you. At that time, you are welcome to start submitting clock hours for continuing education approval.

XI. Lane Changes

- a. The CEU Committee does ***NOT*** have authorization or any guarantee of lane changes for completed coursework. All lane change requests and approvals must be submitted to Human Resources.

XII. CEU Documentation

- a. Employees of Red Wing Public School can locate CEU related information and documents in the Staff Resources “important links” documents.
- b. The public can locate these items at <http://www.rwps.org/> *Our District, Departments, Human Resources*.

XIII. PLC (Professional Learning Communities)

Licensed educators may receive up to 6 clock hours per year for PLC attendance/participation, for years that they are employed by Red Wing Public Schools. The total limit of PLC Clock Hours per 5-year license cycle is 30 clock hours. Educators are encouraged to complete and submit the PLC Clock Hours form in the year in which they will renew their license.

License Renewal Conditions

Mandatory Renewal Requirements for the Renewal of Tier 3 and Tier 4 Licenses

The renewal of Tier 3 teaching and related services (non-teaching) licenses requires the completion of 75 clock hours and the renewal of Tier 4 teaching and related services (non-teaching) licenses requires the completion of 125 clock hours of professional development. An applicant seeking renewal must earn a minimum of 75 clock hours during each three-year period preceding a Tier 3 renewal and a minimum of 125 clock hours during each five-year period preceding a Tier 4 renewal. As part of the 75 and 125 professional development hours, the Minnesota Legislature, by statute, currently requires ALL teachers to evidence the mandatory requirement areas shown below. All hours completed must be approved through the local school district's continuing education committee.

Each school district, through its continuing education committee, is charged with determining the requirements to meet this condition. The legislation intentionally provides latitude so that districts can determine the requirement based on local goals and needs. Teachers should work through their local continuing education committee for guidance about what is expected and where to obtain the professional development.

Online professional development opportunities may be used to meet the requirements, as long as they meet the rule requirements. Educators (teaching and non-teaching) should work through their local continuing education committee for guidance about what is expected and where to obtain the professional development.

Positive Behavioral Intervention Strategies

Applicants must include in their professional development activities which address positive behavioral intervention strategies. ***This category includes the renewal requirement of evidencing accommodating, modifying, and adapting curricula, materials, and strategies to appropriately meet the needs of individual students and ensure adequate progress toward the state's graduation rule.***

Reading Preparation

Teachers must have in-service preparation in scientifically-based reading instruction, which the law identifies as: "instruction and practice in phonemic awareness, phonics and other word-recognition skills, and guided oral reading for beginning readers, as well as extensive silent reading, vocabulary instruction, instruction in comprehension, and instruction that fosters understanding and higher-order thinking for readers of all ages and proficiency levels."

Note: the following licensure fields are exempt from evidencing the reading preparation renewal requirement: school counselors, school psychologists, school nurses, school social workers, audiovisual directors and coordinators, recreation personnel.

Key Warning Signs for Early-Onset Mental Illness in Children and Adolescents

Applicants must include in their professional development activities which provide an understanding of key warning signs for early-onset mental illness in children and adolescents.

Suicide Prevention

Evidence of a minimum of one hour of Suicide Prevention Best Practices must be completed and may be a separate part of the renewal for Early Onset Mental Illness in Children and Adolescents. English Learners Evidence of growth in best teaching practices through district-approved training for meeting the varied needs of English learners from children to adults. Minnesota statute requires this training align with Interstate Teacher Assessment and Support Consortium (InTASC) standards for English learners. This requirement may be evidenced in the summative evaluation.

Cultural Competency

Cultural competency training should promote self-reflection and discussion including, but not limited to the following topics: racial, cultural, and socioeconomic groups; American Indian and Alaskan native students; religion; systemic racism; gender identity, including transgender students; sexual orientation; language diversity; and individuals with disabilities and mental health concerns. Training programs must be designed to deepen teachers' understanding of their own frames of reference, the potential bias in these frames, and their impact on expectations for and relationships with students, students' families, and the school communities.

American Indian History and Culture

Renewal training must cover cultural heritage and contemporary contributions of American Indians, with particular emphasis on Minnesota Tribal Nations.

Note: Minnesota Administrative Rule for Clock Hours; Requirements for Renewal of Professional Licenses. Administrative Rules 8710.7200 <https://www.revisor.mn.gov/rules/?id=8710.7200>

Appendix B

Directions for Accessing Classes in the Infobase

Red Wing Public Schools is excited to introduce you to our online learning resource, **Infobase**.

Infobase certificates need an 80% or higher passing score in order to be submitted to the CEU Committee for credits. Only Certificates with an 80% or higher passing rate will be accepted.

In the event of a Normal School Closure (additional information will be forthcoming), you will access the Infobase learning system to complete online staff development modules. In an effort to offer courses that support administrative and teacher license renewal, a list of courses that meet requirements for mandatory training requirements is listed below. Attached is the <https://mn.gov/pelsb/current-educators/renew/> from the MDE website.

For Normal School Closures, reports from within the Infobase system will be pulled for the required online training components to submit to the CEU committee to update your CEU hours and mandatory requirements. Staff will need to submit a certificate of completion attached to the CEU Program Completion Form for the required school closure courses completed in Infobase. If staff elect to complete courses outside of Normal School Closure dates for additional CEU credits they will need to print a Certificate of Completion, attach it to a CEU Program Completion Form, and submit them to the CEU Committee.

Infobase gives our school district leaders, educators, and staff access to a vast library of over 1200 online professional learning courses, available when and where we need them. This online resource provides you with personalized PD, helping you meet the unique and evolving needs of each of your students. Choose courses that YOU want to learn about, and with Infobase's outcome-based learning model, applying it to your classroom is a breeze.

Infobase Details for Teaching Staff Doc:

https://www.google.com/url?q=https://docs.google.com/document/d/1FM-t0sQWZL-JZItqwFRp8eFglcsAruD7WR1Tmo49Un4/edit?usp%3Dsharing&sa=D&source=docs&ust=1725634856682366&usg=AOvVaw1vWoHI_PDWD2TfFQ9g_fyy

For a list of highlighted content in each topic area <https://learningcloud.infobase.com/login>

Username: youremail@rwps.org

Password: learn (or what you changed your password to)

If you are unsure of how many hours you have and if you have met all the categories you can check on the [PESLB website](#).

Questions? Contact Director of Teaching and Learning or 651-385-4508.



Looking for ways to earn hours for your Minnesota Educator Re-licensure?

Infobase's Professional Development Resources provide online professional development opportunities that not only meet Minnesota requirements, but can easily be approved by your school district's continuing education committee. The best part? You can complete this online professional development at your own pace, easily track your progress, and access earned certificates of completion at any time.

Positive Behavior Intervention Strategies

An Effective RTI Process for Data Driven Instruction
 Classroom Management in Classrooms with Devices
 Classroom Management Strategies
 PBIS: An Overview and Introduction to the Prevention of Bullying Behaviors
 A PBIS-Compatible Framework for Changing Behavior to Increase School Effectiveness
 Strategies for Communication with Teens
 Developing a School Mediation Program
 Climate in the Classroom
 Active Supervision
 Responsible Decision-Making
 Developing Healthy Relationship Skills
 Developing Self-Aware Students
 Social Emotional Learning Essentials
 Developing Self-Management Skills
 Improving Social Awareness

Accommodation, Modification, and Adaption of Curriculum, Materials and Instruction

Differentiation Techniques and Basics
 Multiple Intelligences
 Supporting Gifted and Talented Learners
 Tech for Students with Learning Disabilities
 Universal Design for Learning
 SAMR
 Helping Students with Learning Disabilities Succeed in the Classroom - Differentiated Instruction
 Special Education Essential for Every Educator
 Depth of Knowledge
 Supporting, Standards, Supporting Students: How to Ensure They Learn - Are Student Learning Standards?
 Questioning Strategies
 KWL Strategy
 Socratic Seminars
 Pass/Send a Problem
 Think, Pair, Share
 Scaffolding for English Language Learners

Technology Integration Module Examples

Integrating the 4 Cs into Your Classroom
 TPACK

Students as Digital Creators
Applying the Genius Hour in the Classroom
Use Tech to Support & Fulfill Student Standards
Coding in the Classroom
Moving Forward: Coding Grades 3-8
Go Anywhere with Virtual Reality
Digital Storytelling & Creativity
Globally Connected Through Video Streaming
SAMR
SMART(er) Gaming
Digital Video in the Classroom
21st Century Skills Concepts

Key Warning Signs for Early-Onset Mental Illness in Children and Adolescents

Children's Mental Health Disorders: Bipolar, ADD, Behavior, & Autism
Children's Mental Health Disorders: Anxiety and Depression
Traumatization of Youth and Adolescents: Implications for Educator Practice & Student Success
Suicide Prevention & Managing the Aftermath of Student/Staff Death
The Importance of Understanding Children's Mental Health Disorders: Anxiety & Depression

Reading Preparation

Differentiating Reading Instruction
Essential Early Reading Components
How do I Challenge my Advanced Readers?
Reading in the Content Area
Teaching Reading – Evidence-Based Best Practices
Word Study: A Tool to Improve Spelling, Reading & Writing Teaching Reading: Evidence Based Practices
Marzano's 6 Step Vocabulary Process: An Instructional Guide