



**Diocese of Winona-Rochester
Catholic Schools**
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**CONTINUING EDUCATION/RELICENSURE
Clock Hour Approval Application**

Clock Hour Approval Application Form

This form is to be submitted with each request for clock hours to the local continuing education committee according to rules established by the local committee. View the Minnesota Administrative Rules 8710.7200 Clock Hours; Requirements for Renewal of Professional Licenses.

Name:	License Number
License Held:	Expiration Date:
Title of Class Held:	Date:
email:	School:

Request For: Preapproval of clock hours subject to actual completion
 Final approval of clock hours for professional activity completed

Requesting approval for: ___ CEU Credits ___ Pre-approval (form will be sent to you if it is pre-approved)

A B C D* E* F1* F2* F3* G1* G2* G3* H1* H2* I1* , ** I2* , **

*Maximum of 30 clock hours. **Must Be Pre-approved. See back of page for details regarding categories.

SELECT REQUIREMENT - we are only able to apply one requirement per approval application

Number of Clock Hours Requested: _____

This Activity addresses:

- Positive behavior intervention strategies.
- Further reading preparation as defined in Minnesota Statute 122A.06, Subd.4

([https:// www.revisor.mn.gov/stat utes/?id=122A.06#st at.12 2A.06.2](https://www.revisor.mn.gov/statutes/?id=122A.06#st.at.12.2A.06.2)). This requirement applies to all professional licenses issued by the Minnesota Professional Educator Licensing and Standards Board except school counselors, school psychologists, school nurses, school social workers, audiovisual directors and coordinators, and recreation personnel.

- Key warning signs of early-onset mental illness in children and adolescents, two hours including a minimum of one hour of suicide prevention and one-hour mental illness
- Evidence of instructor growth in English Language Learner Institution as evident in the summative evaluation or district approved training that aligns with Interstate Teacher assessment and Support Consortium (In TASC) standards for English learners
- Cultural Competent C1 Training evidenced for renewals beginning in 2020 and thereafter. 2 Hours needed.

If you are requesting approval for a requirement please complete the information below:
If this is not completed the form will need to be resubmitted.

Describe how you incorporated this into your classroom: _____

For use by Diocese of Winona-Rochester CEU Committee.

Local Committee Action

Approved # of Clock Hours:

Not Approved Reason:

Committee Signature: _____ Date: _____

Definition: "Clock Hour" An hour of actual instruction, or planned group or individual professional development activity as approved by the local continuing education/relicensure committee

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 in items A to I:

A. Relevant coursework completed at accredited colleges and universities:

(1 quarter credit = 16 Clock Hours, 1 semester credit = 24 Clock Hours -- Maximum: 124 clock hours in a five-year block)

B. Educational workshops, conferences, institutes, seminars, or lectures in areas appropriate to licenses held

(1 hour of participation = 1 Clock Hour -- Maximum: 124 Clock Hours in a five-year block)

C. Staff development activities, in-service meetings, and courses; does not include regular faculty meetings or beginning of year workshop hours

(1 hour of participation = 1 Clock Hour -- Maximum: 124 Clock Hours in a five-year block)

D. Site, district, regional, state, national, or international curriculum development

(1 hour of participation = 1 Clock Hour --Maximum of 30 Clock Hours)

E. Engagement in formal peer coaching or mentorship relationships with colleagues that addresses one or more of the standards in part 8710.2000;

(1 hour of participation = 1 Clock Hour -- Maximum of 30 Clock Hours)

F. Professional service in the following areas:

(1) supervision of clinical experiences of persons enrolled in teacher participation programs;

(1 quarter = 16 Clock Hours, 1 semester = 24 Clock Hours -- Maximum of 30 Clock Hours)

(2) participation on national, state and local committees involved with licensure, teacher education, or professional standards

(1 hour of participation = 1 Clock Hour -- Maximum of 30 Clock Hours)

(3) participation in national regional, or state accreditation;

(1 hour of participation = 1 Clock Hour -- Maximum of 30 Clock Hours)

G. Leadership experiences in the following areas:

(1) development of new or broader skills and sensitive to the school, community, or profession;

(1 hour of participation = 1 Clock Hour -- Maximum of 30 Clock Hours)

(2) publication of professional articles in a professional journal in an appropriate field

(Manuscript required -- Maximum of 30 Clock Hours)

(3) volunteer work in professional organizations related to the areas of licensure held

(Maximum of 30 Clock Hours)

H. Opportunities to enhance knowledge and understanding of diverse educational settings in the following areas:

(1) experiences with student of another age, ability, culture, or socioeconomic level

(1 hour of participation = 1 Clock Hour -- Maximum of 30 Clock Hours)

(2) systematic, purposeful observation during visits to schools and to related business and industry;

(1 hour of participation = 1 Clock Hour -- Maximum of 30 Clock Hours)

I. Preapproved travel or work experience:

(1) travel for purposes of improving instructional capabilities related to the field of licensure

(1 week of pre-approved travel = 10 Clock Hours; Maximum of 30 Clock Hours)

(2) work experience in business or industry appropriate to the field of licensure

(1 week of pre-approved work experience = 10 Clock Hours -- Maximum of 30 Clock Hours)

Reading Preparation Requirements

Instruction and practice in phonemic awareness
Phonics and other word-recognition skills
Guided oral reading for beginning readers
Vocabulary instruction
Instruction in fostering and understanding & higher order thinking for all ages
Reading in content areas
Specific reading strategies to impact comprehension
Current research and best practices in reading research & instruction

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

Which may include:

Depressed mood
Excessive fears & anxieties
Changes in behavior & performance
Failure to develop peer relationships
Impaired concentration and thinking
Suicidal gestures
Potential connection to substance abuse