



Anoka-Hennepin Clock Hour Requirements

[Continuing Education and Relicensure Committee](#)

Updated 10-30-25

Renewal of a tier 4 teaching/related services license requires the completion of 125 clock hours of professional development. Renewal of a tier 3 teaching/related services license requires the completion of 75 clock hours of professional development. All clock hours completed must be approved through the local school district's continuing education committee.

Please note:

1. *Clock hours cannot be earned for meeting attendance* (staff meetings, department meetings, department leader meetings, grade-level meetings, team meetings, etc.). Professional development is completely separate from these activities.
2. *Not all sessions within Infobase are approved* for one of the seven required specific re-licensure areas. Before completing a session, check the [updated list of approved courses](#).
3. Remember that *not all districts or entities require the same number of hours for each licensure area* (for instance, MEA often provides sessions that are fewer or more hours than the AH11 requirements).

There are eight specific (8) re-licensure requirements outlined through Minnesota State Statute:

1 - Positive Behavioral Intervention Strategies

Clock Hours Required: 2 (session must be at least 2 hours)

Presenter Credentials: Behavior Intervention Specialist (BIS), School Psychologist, or another presenter with training and experience in positive behavior intervention strategies, with prior approval of the CEU committee.

In order to qualify, the two hours of learning cannot include work time, curriculum writing time, CT time, PLC time. This professional development must be separate from these activities.

Training must include the following components:

- ☐ Address positive behavioral intervention strategies
- ☐ The importance of relationship-building as a basis for teaching
- ☐ The importance of school climate
- ☐ Creating opportunities for restitution
- ☐ Behavior as purposeful communication
- ☐ Behavior as a learned skill that must be taught

2 - Reading Preparation Scientifically Based

Clock Hours Required: 2 (session must be at least 2 hours)

Presenter Credentials: Licensed reading specialist, licensed reading teacher, or another literacy specialist with prior approval of the CEU committee.

In order to qualify, the two hours of learning cannot include work time, curriculum writing time, CT time, PLC time. This professional development must be separate from these activities.

Training should include at least 3 of the following components:

- ☐ instruction and practice in phonemic awareness, phonics and other word-recognition skills
- ☐ guided oral reading for beginning readers, as well as extensive silent reading
- ☐ vocabulary instruction
- ☐ instruction in comprehension
- ☐ 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, speech pathologists, school social workers, audiovisual directors and coordinators, recreation personnel.*

3 - Accommodation, Modification & Adaptation of Curriculum Material and Instruction

Clock Hours Required: 2 (session must be at least 2 hours)

Presenter credentials: The presenter should have training and experience in Special Education, English as a Second Language, similar experience, or have prior approval from the CEU committee.

In order to qualify, the two hours of learning cannot include work time, curriculum writing time, CT time, PLC time. This professional development must be separate from these activities.

Training should include all of the following components:

- ☐ A specific subset of students must be targeted in the training (SPED, EL, TD, or students receiving tier 2 or 3 interventions)
- ☐ Identify what was/will be learned in terms of accommodation or adaptations of instruction or curriculum (not changing rigor) or modifications (changing rigor)
- ☐ Differentiation strategies at multiple grade levels and across subject areas

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

Clock Hours Required: 2 (session must be at least 2 hours)

Presenter credentials: Student Support Services personnel such as school psychologist, school counselor, school social worker, or other staff trained in children's mental health issues, interagency/community-based mental health professionals that work with children and adolescents or have prior approval from the CEU committee.

In order to qualify, the two hours of learning cannot include work time, curriculum writing time, CT time, PLC time. This professional development must be separate from these activities.

Training should include the following components:

- ☐ Continuum of mental health and mental illnesses for children and adolescents
- ☐ Education professional's role and responsibility for early identification
- ☐ Causes and etiology of mental health disorders

- ☐ Normal development as a context for understanding
- ☐ Key warning signs and symptoms (not exclusive but training should cover these specifically)
- ☐ Depressed mood
- ☐ Excessive fears and anxieties, irritability etc.
- ☐ Changes in behavior and performance (frequency, duration and intensity)
- ☐ Impaired concentration and thinking
- ☐ Educational implications
- ☐ Potential connection to substance use
- ☐ Knowledge of next steps-knows options and provides examples of the processes and procedures at local level
- ☐ Coordination of mental health services at local level
- ☐ Partnering with parents/guardians-understanding the home/school connection
- ☐ How do cultural variables fit into mental illness symptoms?
- ☐ Confidentiality and privacy concerns

4s - Suicide Prevention Training

Clock Hours Required: 1 (session must be at least 1 hour *in addition* to the mental health requirement)

Presenter credentials: Student Support Services personnel such as school psychologist, school counselor, school social worker, or other staff trained in children's mental health issues, interagency/community-based mental health professionals that work with children and adolescents or have prior approval from the CEU committee.

In order to qualify, the hour of learning cannot include work time, curriculum writing time, CT time, PLC time. This professional development must be separate from these activities.

Training should include the following components:

- ☐ Suicide is a serious public health problem
- ☐ Current research on adolescent brain development
- ☐ What research shows about suicide: Risk factors, protective factors, Research-based warning signs for youth suicide (www.youthsuicidewarningsigns.org)
- ☐ Teen suicide (myths vs. facts) including self-harm vs. suicidal behavior
- ☐ Teens and mental health (normal adolescence vs. warning signs and early-onset mental illness) including communicating with teens
- ☐ What to do if someone is at risk (how to ask about suicide, how to respond and what to do next) including: Support circles and networks, treatment for teens, treatment compliance issues, issues for chronically suicidal adolescents, working with special populations (bullying and suicide, LGBTQ and suicide), Cultural considerations
- ☐ Suicide prevention in schools (prevention, intervention, postvention and reintegration)

5 - Technology Integration: This requirement is no longer needed for MN relicensure.

6 - Reflective Statement of Professional Accomplishments: Addressed through Q Comp.

7 - Evidence of growth in best teaching practices for meeting the needs of English learners

Clock Hours Required: 2 (session must be 2 hours)

Presenter Credential: Must have EL (multilingual) licensure or have the prior approval of the CEU committee.

In order to qualify, the two hours of learning cannot include work time, curriculum writing time, CT time, PLC time. This professional development must be separate from these activities.

Training should include the following components:

- ☐ Use of best practices and techniques and their applications to student learning
- ☐ Culturally relevant teaching
- ☐ Effective vocabulary strategies for ELL Learners
- ☐ Teaching reading to English Learners: How is it different?
- ☐ Using ACCESS data to inform instruction of ELs
- ☐ EL subgroups, i.e., SLIFE students, Long-Term English Learners, New-to-Country, dually identified students
- ☐ Increasing oral language production for EL and all learners
- ☐ Effective writing strategies for ELs
- ☐ Inclusive practices of EL Learners
- ☐ Collaboration/Co-teaching with mainstream/content teachers
- ☐ Best practices in serving dually identified EL / SpEd learners
- ☐ Scaffolding core / mainstream curriculum and instruction to meet the needs of ELs
- ☐ Understanding the proficiency levels and what that means in terms of classroom need
- ☐ Application of WIDA / MN ELD standards
- ☐ Teaching content-specific academic language

8 - Cultural Competency Training:

Clock Hours Required: 2 (session must be 2 hours)

Presenter Credential: Must be part of a building Culturally Responsive Teaching Committee or have prior approval from the CEU Committee.

In order to qualify, the two hours of learning cannot include work time, curriculum writing time, CT time, PLC time. This professional development must be separate from these activities.

Training should include the following components:

Cultural Competency Training must include a *broad* understanding of the following groups *in a format fostering self-reflection and discussion* where the focus is on deepening the teacher's own frames of reference, potential bias in these frames, and the impact of these frames on students, students' families, and the school communities:

- Racial, cultural, and socioeconomic groups;
- American Indian and Alaskan native students;
- Religious diversity;
- Gender identity, including transgender students;
- Sexual orientation;
- Language diversity;
- Individuals with disabilities and mental health concerns; and
- Systemic racism.

9 - American Indian History and Culture:

Clock hours Required: 1 (session must be 1 full hour)

Presenter Credential: Must have prior approval from the CEU Committee.

Course content should cultivate knowledge about Native people and nations. Renewal training must cover cultural heritage and contemporary contributions of American Indians, with particular emphasis on Minnesota Tribal Nations. *In order to qualify, the hour of learning cannot include work time, curriculum writing time, CT time, PLC time. This professional development must be separate from these activities.*

Anoka Hennepin Employee Professional Development Resources:

Infobase (formerly Hoonuit)

How to access Infobase for CEUs

[Updated list of approved courses in Infobase / Hoonuit](#)

Anoka Hennepin Education Minnesota (AHM)

CEU classes are offered by AHM at no charge to members. Contact AHM for current courses and registration.

Anoka Hennepin Community Education

[AH Community Education Link](#)

Minnesota Department of Education

[American Indian History and Culture](#)

AH11 Mental Health Sessions

[Mental Health Options through AH11](#)