The Negative and Disparate Impact of MN Teacher Licensing Exams

"…teacher knowledge is important. But the knowledge and skills needed for effective teaching are varied and complex, and research has clearly shown that the teacher licensure exams do not measure this knowledge in a way that helps us know who will succeed as a teacher and who will not."

--Barrios, De La Cruz López, Ivy, Maguire and Utt-Schumacher

StarTribune Counterpoint 2-26-23

Presentation prepared by Paul Spies, PhD, Legislative Action Team Lead
The **Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota**   **www.tocaimn.com**
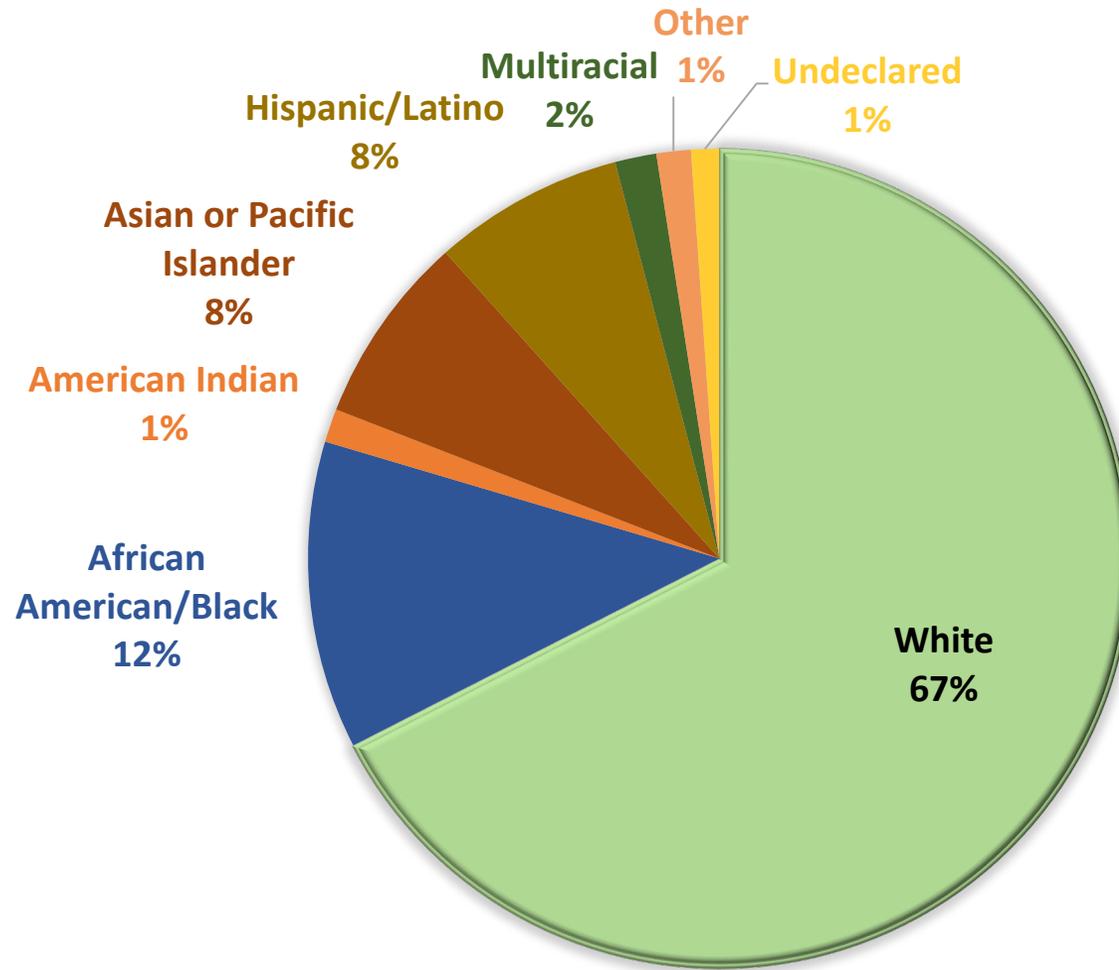
Proportion of All Teacher Candidates Who Failed MTLE Exams by Race/Ethnicity

Sept. 1, 2020-Aug. 31, 2021

TOTAL # WHO DIDN'T PASS

ALL EXAMS = 3,633

# of Whites who didn't pass = **2,451**

# of BIPOC who didn't pass = **1,093**

Other 1%
Multiracial 2%
Undeclared 1%
Hispanic/Latino 8%
Asian or Pacific Islander 8%
American Indian 1%
African American/Black 12%
White 67%

Raw Data Source:
2020-21 MTLE Technical Report

Percentage of Teacher Candidates within Racial/Ethnic Groups
Not Passing MTLE Exams

Sept. 1, 2020-Aug. 31, 2021

Discriminatory Impact of MTLE Licensure Exams

- White: **9.1%**
- African American/Black: **38.0%**
- American Indian: **25.4%**
- Asian or Pacific Islander: **23.4%**
- Hispanic/Latino: **24.6%**
- Multiracial: **9.6%**
- Other: **20.7%**
- Undeclared: **9.0%**
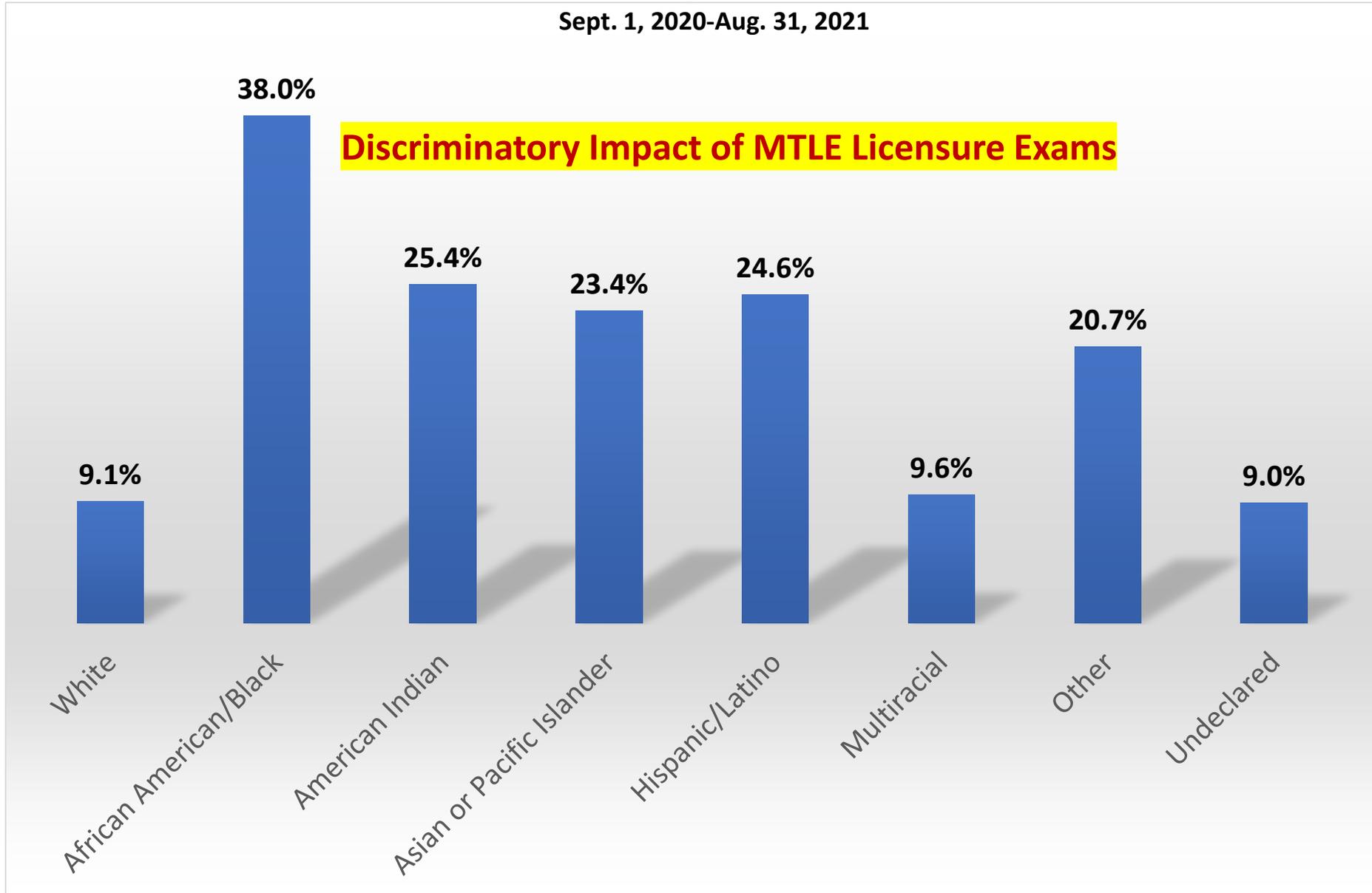
Source: MTLE Technical Report 2020-21

Six Main Problems with Teacher Licensing Exams

1. Not a valid predictor of teaching effectiveness

2. Not an accurate measure of all that teachers know, need to know or can do

3. Have not proven to increase preK-12 student achievement

4. Have been one of the major barriers to the profession for countless 1,000's of teacher candidates of ALL racial/ethnic groups over the past 20+ years who have otherwise proven effective while teaching on Tier 2 licenses, and/or successfully completing student teaching, clinical field experiences and standards-based coursework

5. Financial, time and emotional costs to teacher candidates

6. Although a majority of BIPOC candidates pass them, the exams disproportionately keep effective BIPOC teachers out of the profession. This is systemic racism.

***Solution:** Support HF320/SF619 and HF1257/SF1473 which will eliminate licensure exams for candidates who have completed rigorous, standards-based, Board-approved prep programs

Percent Passing All MTLE Subtests by Gender and Ethnicity
September 1, 2020 - August 31, 2021

	N	N Pass	N Fail	% Pass
All MTLE Subtests	31,840	28,207	3,633	88.6%
No response	503	458	28	94.2%
Male	7,138	6,330	808	88.7%
Female	24,199	21,403	2,796	88.4%
African American/Black (not of Hispanic origin)	1,162	721	441	62.0%
American Indian or Alaskan Native	189	141	48	74.6%
Asian or Pacific Islander	1,164	892	272	76.6%
Hispanic	1,109	836	273	75.4%
White (not of Hispanic origin)	26,919	24,468	2,451	90.9%
Multiracial	614	555	59	90.4%
Other	237	188	49	79.3%
Undeclared	446	406	40	91.0%

Source: MTLE Technical Report 2020-21

Percent Passing All Content Subtests by Gender and Ethnicity
September 1, 2020 - August 31, 2021

	N	N Pass	N Fail	% Pass
All Content Subtests	15,788	14,256	1,532	90.3%
No response	267	251	16	94.0%
Male	3,344	3,056	288	91.4%
Female	12,177	10,949	1,228	89.9%
African American/Black (not of Hispanic origin)	533	332	201	62.3%
American Indian or Alaskan Native	91	66	25	72.5%
Asian or Pacific Islander	540	439	101	81.3%
Hispanic	506	389	117	76.9%
White (not of Hispanic origin)	13,504	12,490	1,014	92.5%
Multiracial	272	244	28	89.7%
Other	107	86	21	80.4%
Undeclared	235	210	25	89.4%

Percent Passing All Pedagogy Subtests by Gender and Ethnicity
September 1, 2020 - August 31, 2021

	N	N Pass	N Fail	% Pass
All Pedagogy Subtests	9,702	9,277	425	95.6%
No response	183	177	6	96.7%
Male	2,262	2,102	160	92.9%
Female	7,257	6,998	259	96.4%
African American/Black (not of Hispanic origin)	288	242	46	84.0%
American Indian or Alaskan Native	41	35	6	85.4%
Asian or Pacific Islander	315	282	33	89.5%
Hispanic	354	302	52	85.3%
White (not of Hispanic origin)	8,309	8,032	277	96.7%
Multiracial	186	184	2	98.9%
Other	71	65	6	91.5%
Undeclared	138	135	3	97.8%

Source: MTLE Technical Report 2020-21

Percent Passing All MN NES EAS Subtests by Gender and Ethnicity
September 1, 2020 - August 31, 2021

	N	N Pass	N Fail	% Pass
All MN NES EAS Subtests	3,562	2,757	805	77.4%
No response	36	30	6	83.3%
Male	799	664	135	83.1%
Female	2,727	2,063	664	75.7%
African American/Black (not of Hispanic origin)	131	54	77	41.2%
American Indian or Alaskan Native	40	31	9	77.5%
Asian or Pacific Islander	176	101	75	57.4%
Hispanic	155	107	48	69.0%
White (not of Hispanic origin)	2,924	2,351	573	80.4%
Multiracial	84	74	10	88.1%
Other	24	--	--	--
Undeclared	28	23	5	82.1%

Results over the years have not changed much →

Percent Passing All MTLE Subtests by Gender and Ethnicity
September 1, 2016 - August 31, 2017

	N	N Pass	N Fail	% Pass
All MTLE Subtests	34,479	29,930	4,549	86.8%
No response	317	277	36	88.5%
Male	7,809	6,733	1,076	86.2%
Female	26,353	22,916	3,437	87.0%
African American/Black (not of Hispanic origin)	1,366	810	556	59.3%
American Indian or Alaskan Native	212	167	45	78.8%
Asian or Pacific Islander	1,190	892	298	75.0%
Hispanic	1,020	705	315	69.1%
White (not of Hispanic origin)	29,060	26,005	3,055	89.5%
Multiracial	555	474	81	85.4%
Other	336	239	97	71.1%
Undeclared	740	638	102	86.2%