

# Board of Teaching

## FY16-17 Biennial Budget Request

### Maintenance of Service

Fiscal Impact (\$000s)	FY 2016	FY 2017	FY 2018	FY 2019
General Fund				
Expenditures (Above \$618 base)	125	300	300	300
Revenues		0	0	0
Other Funds				
Expenditures	0	0	0	0
Revenues	0	0	0	0
Net Fiscal Impact = (Expenditures – Revenues)	125	300	300	300
<b>FTEs</b>	<b>1.2</b>	<b>2.78</b>	<b>2.78</b>	<b>2.78</b>

### Request:

The request for \$425,000 across the next biennium reflects an annual appropriation that maintains current service. Over the last 5 years the work of the Board of Teaching has been impacted by: inflation of all costs, a subsequent declining number of staff, and a mandated 3% increase to salary and fringe benefits for existing staff in FY 2014/15. A flat annual allocation of \$618,000 no longer allows sufficient operating costs to meet all statutory obligations.

### Background/Rationale:

The Board of Teaching's primary mission is to assure that Minnesota students are served by licensed teachers who are equipped to deliver effective instruction and meet the instructional needs of all learners. To that end, over the course of the last 40 years, the Board of Teaching has been charged with establishing and maintaining licensure standards and requirements, approving institutions and licensure programs to prepare Minnesota teachers, and establishing and enforcing the Code of Ethics for Minnesota teachers to ensure the safety and wellbeing of all students. The current authority and responsibilities of the Board of Teaching are delineated primarily in Minnesota Statutes §122A.05 – §122A.09, §122A.18, §214, and Minnesota Rules, Chapters 8700 and 8710.

The Board of Teaching is charged with investigating complaints against all individuals that it licenses and reviews over 200 cases each year. This includes teachers, school nurses, school counselors, school social workers and school psychologists. Complaints relate to alleged violations of statutes or rules that the Legislature has empowered the Board to enforce, such as the Code of Ethics for Minnesota Teachers. The Board's Disciplinary Committee reviews numerous cases on a monthly basis. It is difficult to estimate or anticipate how many matters will involve a contested case hearing over the course of any given year. Funds must be made available to see that these matters are resolved in the most expedient manner for the safety and protection of MN students.

The Board of Teaching is responsible for adopting rules and implementing processes and requirements for approving licensure programs in Minnesota. ([Minnesota Statute §122A.09, Subdivisions 4\(c\) and 4\(d\)](#)) An institution that wishes to prepare teachers must go through a rigorous approval process specific to their institution or organization (Unit Approval) and then to each licensure field (Program Approval) according to [Minnesota Rule 8700.7600](#). As of September 2014, there were over 750 approved licensure programs in Minnesota across 32 Minnesota colleges and universities.

Multiple new initiatives have been requested by the legislature between 2008 and 2014 (see timeline below) in addition to an existing set of responsibilities for oversight. In addition, inflation of all costs, a declining number of staff and a flat annual allocation of \$618,000 does not allow sufficient operating costs to allow meeting all statutory obligations. This being the case, annual increases in staffing costs are not able to be absorbed by an already insufficient operating budget, further exacerbating an already tenuous situation.

BOT - FY 16 Deficit Projection	
Salaries & benefits	\$ 604,069
Rent	\$ 49,925*
Operations	\$ 19,775
Disciplinary matters	\$ 15,000
Site visits	\$ 19,975
Program reviews	\$ 2,000
Rulemaking	\$ 10,000
Professional memberships	\$ 21,000
<b>TOTAL Expenses:</b>	<b>\$ 741,744</b>
<b>Appropriation:</b>	<b>\$ 618,000</b>
<b>TOTAL Deficit:</b>	<b>\$ 123,744</b>

The MN Department of Education is charged with supporting the transaction of business of the Board of Teaching ([MN §122A.09](#)) as well as providing for offices and other operational services ([MN §214.04](#)). **Recent state budgetary changes for agency staffing as well as rising facility costs will continue to impact the ability of the agency to support the Board of Teaching.** Nearly 10% of the BOT's annual appropriation is paid to MDE for support.

### Changes in Resources & Responsibilities

**2009** – Board of Teaching operating budget set at \$632,000 and supports 7 staff members.

- 122A.18 subd 2a and 122A.06 subd 4: Requires that classroom teaching licensure programs include “reading methods” standards in their preparation programs. A full review of all existing MN programs was done.

**2010** – Board of Teaching operating budget is reduced to \$618,000. Staff reorganization and cuts bring staff member total to 6.

- [Minnesota Rule 8710.9000](#) is adopted, requiring the design and implementation of the paraprofessional credential as a means of recognizing additional training and preparation in working with Minnesota students.
- MN Rule 8710.5000 is adopted, requiring new special education rules effective in 2012, requiring all special education programs to be re-approved
- State adopted MN Teacher Licensure Exams as approved licensure exam

**2011** – Board of Teaching operating budget remains at \$618,000 and now supports 5.6 FTEs.

- Through §122A.24, the Minnesota Legislature directed the Board of Teaching to develop a process for approving alternative teacher preparation programs. Unstated in the statute, but necessary to the implementation of the alternative pathways law, the Board of Teaching required a new process to approve non-higher education teacher licensure program providers of these new programs. After conducting targeted research nationally, data analysis, and community engagement, the Board adopted the Guidelines for the Approval of Alternative Teacher Preparation Providers on January 13, 2012.
- 122A.09 subd 4d requires adoption of a Board approved Teacher Performance Assessment (now edTPA) effective 2013-14 school year. MN has been one of seven states leading the nation in the implementation of this performance based assessment tool. Funding is needed to support implementation in MN programs and oversee edTPA with the help of a teacher preparation provider task force, in addition to supporting data collection for program efficacy review.
- 122A.09 sub 4b and 122A.18 sub 2: MN Legislature requires basic skills to be passed prior to being issued a license.

**2012** – Board of Teaching operating budget remains at \$618,000 and supports 5.6 FTEs.

- 2013 122A.23 subdivision 2 The MN Legislature amended this rule to require the Board to streamline the licensure review process for out of state applicants. A pilot was conducted; recommendations were forwarded to and adopted by the Board. These recommendations cannot be implemented without qualified staff to attend to this type of candidate review.
- 122A.23 sub 2: requires out of state applicants to pass basic skills prior to being issued a teaching license

**2013** - Board of Teaching operating budget remains at \$618,000 and supports 5.6 FTEs

- 122A.23 sub 2: Legislature removes requirement to pass basic skills prior to obtaining a license
- Passing scores for many content MTLE exams were reset by the current Board of Teaching
- A new exam for all special education teachers was normed and passing score is to be set December 2013. The exam was introduced in January 2014.

**2014** - Board of Teaching operating budget remains at \$618,000 and supports 3.8 FTEs

- The 2014 Legislature appropriated an additional \$100,000 as a one-time supplement, allowing for operations to continue FY15
- New requirements were introduced for teacher preparation to address the needs of English Language Learners
- The ACT/SAT were introduced as an alternate skills assessment for teacher licensure, requiring a cut score from the BOT
- Student teacher residency program models were introduced

## Impact of Declining Resources

- Staff Turnover – Resignation of Executive Secretary and Office Manager, September 2013
  - Vacancies left open to budget for operating costs in FY 2014
- Electronic reporting system was launched without report generating capabilities due to funding shortage.
- Rulemaking initiatives have slowed due to the inability to fund hearing costs
- Professional Memberships have gone unpaid
  - The MN Board of Teaching and its staff are not able to be active in national policy conversations nor have access to best practice models without membership in our national organizations.
  - Half of the approved MN higher education institutions that prepare teachers voluntarily seek and have obtained national accreditation by the Council for the Accreditation of Educator Preparation (CAEP). This requires that the state education agency (MDE/BOT) enter into an agreement with CAEP, which requires the payment of dues. Without an agreement in place, MN institutions of higher education will need to complete additional reporting requirements for national accreditation and will need to pay all associated fees.

## Results:

- Lack of funding will mean staff reduction and the inability to maintain close oversight of 750+ programs, 32 teacher preparation institutions and the timely discipline of MN teachers who have breached the MN Teacher Code of Ethics
- Increased funding will provide:
- Continued assurance that teachers holding MN licenses are complying with the Teacher Code of Ethics and that those who breach this code or engage in criminal activity will have their licenses revoked or suspended. The safety of children in Minnesota Schools is a priority.
  - Improved BOT oversight of teacher preparation programs in order to ensure program accountability.
  - Continued negotiation with border states for teacher mobility to address shortages while maintaining high standards
  - Allow for new collaborations to improve the recruitment and retention of qualified teacher candidates prepared to teach in 21<sup>st</sup> century Minnesota classrooms
  - Provide more individually-tailored feedback and support to institutions to improve their teacher preparation programs.
  - Ensure that programs are responsive to current standards and policies designed to improve quality of instruction for Minnesota children.

# Board of Teaching Operations by the 2015 Numbers

- ✓ Oversight of MN Teacher Licensure Exams on cycling 5 year contract
- ✓ Licensure Appeals and Contested Case Hearings
- ✓ Coordination of Licensure Policy Implementation with MDE
- ✓ Oversight and daily support for **33 teacher preparation program providers**  
Written reports with an onsite reviews every 5-7 years
- ✓ Requests for Initial Program Approval – Approximately **15-20 annually**
- ✓ Ongoing Program Review (biannual requests for continuing approval):
  - **750+** specific **content** licensure programs
  - Additional **125 SEP (pedagogy)** program sequences
- ✓ One Alternative program approved under MN §122A.245  
Annual end of year report with PERCA reports for all programs  
U of M: TFA
- ✓ Seven Nonconventional (Higher Education Based Alternative Programs)  
Annual reporting with PERCA report as well
  - St. Cloud State: Mandarin Chinese
  - Winona: Elementary at Rochester Schools
  - Twin Cities Collaborative (TC2 - 6 colleges): Secondary fields
  - Bemidji: Secondary & Elementary SEP programs
  - U of M & District #916: Special Education Licensure for Paraprofessionals
  - Winona: Secondary Fields in Rochester Schools – Internship Program

### States ranked by staff to provider ratio

State	Devoted Staff	# Units / Providers	# Programs undergraduate/post-baccalaureate	Institution : Staff Ratio
Wyoming	1	1	7 / 3	1 : 1
Washington	5	21	1367 total	4 : 1
Kentucky	6	33	706 / 514	6 : 1
Vermont	2	14	89 / 89	7 : 1
Oklahoma	2	23	252	12 : 1
Hawaii	1	14	38 / 138	14 : 1
California	6	256 (89 institutions, 167 districts)	990 institution-based, 319 district based	15 : 1
Oregon	1	19	120	19 : 1
Minnesota	.85	32	549 / 223	32 : 1

# Board of Teaching Operations by the 2015 Numbers

## Disciplinary Actions by Minnesota Board of Teaching

The Board's Disciplinary Committee meets on a monthly basis and is supported by 1 full time Teacher Ethics Specialist.

Summary Data: FY13 & FY14						
Board Response / Disposition	Complaint Category					
	Immoral character or conduct	Code of Ethics violation	Failure to fulfill contract	Gross inefficiency / Willful neglect of duty	Fraud or Misrepresentation in obtaining a license new applicants and renewals	Investigation of prior conviction of a crime new applicants and renewals
No Jurisdiction/Dismissed	1	29	1		1	
License suspended	13	4	2	6		0
License revoked	2	0	0	1		6
License denied	11	0	0	0	18	9
License surrendered	3	1	0	0		0
Application withdrawn	1	1	0	0		3
Allegation unsubstantiated/No action	19	76	2	30	11	192
<b>Total per category</b>	<b>50</b>	<b>111</b>	<b>5</b>	<b>37</b>	<b>30</b>	<b>210</b>
<b>Total Caseload</b>						<b>443</b>

As of January 2015 (FY15), there are **90 investigations pending**, **4 new matters set for hearing at OAH** and approximately **50 licenses suspended per Department of Revenue and Department of Human Services notification**. When looking at sheer number of teachers compared to staff responsible for investigating their ethics, Minnesota ranks lowest in the nation.

### States ranked by teacher to ethics staff ratio

State	# Teachers under purview*	Staff	Teachers : Staff
Wyoming	7,127	2	3,564
Oregon	28,109	7	4,016
Kentucky	42,042	7	6,006
California	260,806	31	8,413
Georgia	112,460	13	8,650
Delaware	8,933	1	8,933
Hawaii	11,396	1	11,396
Iowa	34,642	3	11,547
Minnesota	52,672	1	52,672

# Board of Teaching Operations by the Numbers

2015

School Year	Permissions					
	08-09	09-10	10-11	11-12	12-13	13-14
Variance	1,915	1,661	1,565	1,515	1,645	1,582
Appeal Variance	45	56	52	34	32	42
Discretionary Variance	9	8	9	26	46	55
Community Expert	364	326	344	367	399	466
Waiver	2,128	2,194	2,335	2,510	2,745	2,416
Limited	4,755	5,298	5,122	4,702	4,747	4,819
Non Renewable	257	239	209	221	232	249

### Paraprofessional Credential

- ✓ first portfolio submission in Nov. 2011
- ✓ 139 Portfolios reviewed with 130 Credentials Issued



# Minnesota Board of Teaching

## 2015 Legislative Priorities

The Board of Teaching has provided leadership in initial and ongoing teacher education over the course of the last 40 years, by establishing and maintaining licensure standards and requirements, approving institutions, alternative providers and licensure programs to prepare highly effective educators, and by establishing and enforcing the Code of Ethics for Minnesota teachers.

### Investing in Teacher Effectiveness

- Increase Board of Teaching funding to provide maintenance of existing statutory responsibilities and continued leadership for the profession
- Create student loan forgiveness programs to encourage teaching in geographically remote areas of the state and to diversify the teacher workforce
- Address shortages through increased access to training opportunities while maintaining high standards for granting a full time standard Minnesota teaching license
- Maintain ongoing collaboration with border states and enter into licensure agreements that promote the mobility of licensed teachers.

### Policy Making that Supports Professional Growth

- Support the use of college entrance exams as a measure of basic skills to reduce the financial burden of standardized testing (ACT, SAT, GRE) on teacher candidates.
- Improve teacher retention and effectiveness through the creation of state funded induction and mentoring programs
- Implement policies for teacher licensure renewal that recognize educators for pursuing targeted professional development that enhances their instructional skills and content knowledge, including National Board Certification.

### Ensuring Access to Educational Opportunities

- Recruit and retain more teachers of color to reflect the demographics of our changing student population.
- Support the development of mentoring programs to retain teachers of color in MN schools.
- Encourage the creation of new pathways for education support professionals to become licensed teachers.
- Reduce caseloads and paperwork for educators who work with students with special needs so they can give those students the extra attention they need.

## **Maintaining Safe Learning Environments for Students**

Addition of language to MN §122A.20, subdivision 1 (b) allowing the Board of Teaching to revoke a teacher's license to teach without the right to a hearing upon receiving a certified copy of a conviction showing that the teacher has been convicted of:

- Sex trafficking in the first degree
- Engaging in hiring, or agreeing to hire minor to engage in prostitution
- Solicitation of children to engage in sexual conduct; communication of sexually explicit materials to children
- Interference with privacy (minor victim)
- Stalking (minor victim)
- Any violation which requires registration as an offender under section 243.166, subdivision 1b, paragraph (a) or (b)”

### **For more information, contact:**

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\*The current authority and responsibilities of the Board of Teaching are delineated primarily in Minnesota Statutes §122A.05 – §122A.09, §122A.18, §122A.20, §122A.23, §214, and Minnesota Rules, Chapters 8700, 8705 and 8710.





# Minnesota Board of Teaching

## Facilitating Teacher Mobility in MN

January 2015

More candidates coming to MN from other states are being licensed than ever before.

### **2009/2010 Data:**

Total Licenses Issued: **8,368**

Total Licenses Issued to Out of State Applicants: **1,697 (20% of total)**

97% issued Full time licenses

3% issued as limited licenses

### **2013/2014 Data:**

Total Licenses Issued: **9,403**

Total Licenses Issued to Applicants trained in other states: **3,658 (39% of total)**

99% issued Full time licenses

1% issued as limited licenses

**MN Statute** mandates that candidates coming to MN complete the following items to be issued a full time standard 5 year license (if not already present at the time of application).

Many are issued a 1 year full time license to facilitate employment, while meeting these requirements.

- Training in the teaching of reading
- Training in multicultural education (Human Relations) and specifically training that addresses history, culture and language of Minnesota's American Indian population
- MN Basic Skills testing
- MN Pedagogy Testing
- MN Content (Subject area) Testing

It is common that candidates who receive a 1 year license with the above renewal conditions or anything less than a full 5 year license inaccurately report being "denied" licensure in Minnesota. As long as the statutory requirements are evidenced at the end of 1 year, a full 5 year license is issued.

Changes have taken place since 2013 regarding the licensing of teachers trained in other states and promotion of teacher mobility broadly.

### **Changes to Testing:**

- Immersion & World Language Teachers that are non-native English Speakers are not required to take the Basic Skills Exam
- The Board has adopted ACT and SAT scores to be used to meet the Basic Skills requirement
- Recommendations from the Board will be incorporated into FY15 RFP for FY 16 testing changes. The RFP is set to be released in February 2015.
- Testing recommendations going forward are being discussed with Legislators and MDE prior to and during the 2015 Session.
- edTPA is now required for all candidates in MN teacher preparation programs. Minnesota candidates may present composite scores to be recognized for licensure in select states.

### **Changes to licensing process:**

- Candidates that can provide recommendation for the same licensure field from a state approved program for 7-12 licensure in another state, passing MTLE exam scores, training in adolescent psychology/development, content specific pedagogy training and student teaching or equivalent experience can be granted the full MN 5-12 license.
- Middle level course options across MN teacher training programs are being provided for those needing to address deficiencies in their training in the areas of adolescent psychology or middle level pedagogy.
- The requirement for student teaching can be met through a supervised equivalent experience (e.g. residency program, district supported mentorship and induction program during teaching)
- Bi-weekly meetings are held with MDE/BOT staff to provide in-depth review of any applications that do not appear to meet qualifications prior to a denial being issued.

### **Changes for Institutions:**

- Out of state candidates needing course work but requiring less than 50% of a program's total requirements need not receive a recommendation for licensure from that institution to apply for licensure.
- Candidates can submit a transcript demonstrating that they have address any noted deficiencies to reapply for full MN licensure.
- Training regarding advising out of state candidates is being provided to all MN institutions and their licensure certification officers to provide clarification and consistency.

### **Changes for the BOT:**

- A licensure committee of the Board has been established to review licensure appeals for those who have been denied licensure.  
Candidates are asked to submit a written statement and any additional information that may not have been initially considered within the licensure process to meet identified deficiencies.
- Licensure Rules that are presenting barriers have been identified for specific fields. In December 2014, the Board began rule making to change the licensure rules for Developmental and Adaptive PE due to identified barriers to candidates from other states and to MN programs

### **Next Steps in 2015:**

- Streamlining Recommendations to be made by BOT/MDE Working group specific to Special Education licensure
- Interstate Agreements to be put in place  
Wisconsin – First meeting August 27, 2014 – Follow up November 2014 - next meeting February 2015  
Illinois - TBD – Waiting for efficiencies/model identified within WI contract. WI and IL already aligned.  
Iowa  
North Dakota  
South Dakota

# Reciprocal Agreements and Teacher Mobility in Minnesota

(January 2015)

The purpose of this document is to provide information about current policies and procedures, and describe the steps taken to provide a streamlined licensure application process for all candidates.

## AGREEMENTS IN PLACE

Minnesota has signed on to the *Interstate Agreement* created by the National Association of State Directors of Teacher Education (NASDTEC), a collection of 50 individual agreements by states. It outlines which types of licenses are required, which types of licenses will be accepted by an individual state, and accommodations for temporary licenses while candidates meet state specific requirements for full licensure they are missing.

There are 2 components to the NASDTEC agreement which Minnesota has signed:

- First is participation in the information clearinghouse for licensure requirements for each state. It is not a collection of reciprocity agreements.
- Second is participation in the Educator Information Clearinghouse to provide names of educators whose licenses have been suspended, revoked, etc.

In other words, Minnesota has a NASDTEC agreement in place which is used to facilitate licensure decisions by agreeing to review out of state candidates according to a set of agreed upon standards, and providing access to an information sharing resource. To help with educator mobility, the agreement does commit Minnesota to provide for initial licenses or temporary licensure authorizations to teach while candidates from out of state complete Minnesota specific requirements.

## CONTRACT PROCESS

Apart from the NASDTEC agreement, as a state we have a Board authorized option to also facilitate mobility of licensed teachers from certain states. We are working on establishing contracts with states to recognize the licensure requirements approved by that state as equivalent to Minnesota's. The contract process has nothing to do with the NASDTEC agreement and is not authorized by NASDTEC. The contract option (which the BOT and MDE are jointly carrying out to improve licensure mobility) further streamlines licensure processing and provides advance reassurance to candidates. Moreover, contracts assure that we have reviewed the requirements for other states' teacher preparation programs to determine if they are essentially equivalent, or not, in order to meet the standards for licensure established by the Legislature and the Board of Teaching. Many states have lower standards that required by Minnesota and even within states with similar licensure requirements some programs meet our standards while others don't. The state intent is to improve the licensure mobility without lowering professional licensure standards.

## ADDITIONAL PROCESSES

- Streamlining: the BOT has developed new policies and procedures to facilitate licensure mobility. Both Teacher Preparation programs and MDE licensing staff are undergoing training to ensure consistency across multiple reviews.
- MDE/Licensing is contracting with the Teacher Evaluation System (TES) to provide access to a national data base on college and university courses for candidates who have completed out of state programs, including military personnel, in order to evaluate coursework: this should significantly cut down on processing time.