

1.1 moves to amend H.F. No. 3858, the delete everything amendment
1.2 (A16-1062), as follows:

1.3 Page 14, line 19, after the second comma, insert "students' access to effective
1.4 teachers who are members of populations underrepresented among the licensed teachers
1.5 in the district or school and who reflect the diversity of enrolled students under section
1.6 120B.35, subdivision 3, paragraph (b), clause (2),"

1.7 Page 14, after line 30, insert:

1.8 "Sec. 9. Minnesota Statutes 2014, section 120B.11, subdivision 3, is amended to read:

1.9 Subd. 3. **District advisory committee.** Each school board shall establish an
1.10 advisory committee to ensure active community participation in all phases of planning
1.11 and improving the instruction and curriculum affecting state and district academic
1.12 standards, consistent with subdivision 2. A district advisory committee, to the extent
1.13 possible, shall reflect the diversity of the district and its school sites, include teachers,
1.14 parents, support staff, students, and other community residents, and provide translation
1.15 to the extent appropriate and practicable. The district advisory committee shall pursue
1.16 community support to accelerate the academic and native literacy and achievement of
1.17 English learners with varied needs, from young children to adults, consistent with section
1.18 124D.59, subdivisions 2 and 2a. The district may establish site teams as subcommittees
1.19 of the district advisory committee under subdivision 4. The district advisory committee
1.20 shall recommend to the school board rigorous academic standards, student achievement
1.21 goals and measures consistent with subdivision 1a and sections 120B.022, subdivisions 1a
1.22 and 1b, and 120B.35, district assessments, means to improve students' equitable access to
1.23 effective and more diverse teachers, and program evaluations. School sites may expand
1.24 upon district evaluations of instruction, curriculum, assessments, or programs. Whenever
1.25 possible, parents and other community residents shall comprise at least two-thirds of
1.26 advisory committee members.

2.1 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and
 2.2 later.

2.3 Sec. 10. Minnesota Statutes 2014, section 120B.11, subdivision 4, is amended to read:

2.4 Subd. 4. **Site team.** A school may establish a site team to develop and implement
 2.5 strategies and education effectiveness practices to improve instruction, curriculum,
 2.6 cultural fluencies and competencies, including cultural awareness and cross-cultural
 2.7 communication, and student achievement at the school site, consistent with subdivision
 2.8 2. The team advises the board and the advisory committee about developing the
 2.9 annual budget and revising an instruction and curriculum improvement plan that aligns
 2.10 curriculum, assessment of student progress, and growth in meeting state and district
 2.11 academic standards and instruction.

2.12 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and
 2.13 later."

2.14 Page 15, line 4, after "distribute" insert "diverse,"

2.15 Page 31, after line 1, insert:

2.16 "Sec. 24. Minnesota Statutes 2015 Supplement, section 122A.40, subdivision 8,
 2.17 is amended to read:

2.18 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**
 2.19 **teachers.** (a) To improve student learning and success, a school board and an exclusive
 2.20 representative of the teachers in the district, consistent with paragraph (b), may develop
 2.21 a teacher evaluation and peer review process for probationary and continuing contract
 2.22 teachers through joint agreement. If a school board and the exclusive representative of the
 2.23 teachers do not agree to an annual teacher evaluation and peer review process, then the
 2.24 school board and the exclusive representative of the teachers must implement the state
 2.25 teacher evaluation plan under paragraph (c). The process must include having trained
 2.26 observers serve as peer coaches or having teachers participate in professional learning
 2.27 communities, consistent with paragraph (b).

2.28 (b) To develop, improve, and support qualified teachers and effective teaching
 2.29 practices ~~and~~, improve student learning and success, and provide all enrolled students
 2.30 in a district or school, including low-income students, American Indian students, and
 2.31 students of color with improved and equitable access to more diverse teachers, the annual
 2.32 evaluation process for teachers:

2.33 (1) must, for probationary teachers, provide for all evaluations required under
 2.34 subdivision 5;

3.1 (2) must establish a three-year professional review cycle for each teacher that
3.2 includes an individual growth and development plan, a peer review process, and at least
3.3 one summative evaluation performed by a qualified and trained evaluator such as a school
3.4 administrator. For the years when a tenured teacher is not evaluated by a qualified and
3.5 trained evaluator, the teacher must be evaluated by a peer review;

3.6 (3) must be based on professional teaching standards established in rule;

3.7 (4) must coordinate staff development activities that improve cultural fluency
3.8 and competency under sections 122A.60 and 122A.61 with this evaluation process and
3.9 teachers' evaluation outcomes;

3.10 (5) may provide time during the school day and school year for peer coaching and
3.11 teacher collaboration;

3.12 (6) may include job-embedded learning opportunities such as professional learning
3.13 communities;

3.14 (7) may include mentoring and induction programs for teachers, including teachers
3.15 who are members of populations underrepresented among the licensed teachers in
3.16 the district or school and who reflect the diversity of students under section 120B.35,
3.17 subdivision 3, paragraph (b), clause (2), who are enrolled in the district or school;

3.18 (8) must include an option for teachers to develop and present a portfolio
3.19 demonstrating evidence of reflection and professional growth, consistent with section
3.20 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment
3.21 based on student work samples and examples of teachers' work, which may include video
3.22 among other activities for the summative evaluation;

3.23 (9) must use data from valid and reliable assessments aligned to state and local
3.24 academic standards and must use state and local measures of student growth and literacy
3.25 that may include value-added models or student learning goals to determine 35 percent of
3.26 teacher evaluation results;

3.27 (10) must use longitudinal data on student engagement and connection, and other
3.28 student outcome measures explicitly aligned with the elements of culturally responsive
3.29 curriculum for which teachers are responsible, including academic literacy, oral academic
3.30 language, and achievement of content areas of English learners;

3.31 (11) must require qualified and trained evaluators such as school administrators to
3.32 perform summative evaluations and ensure school districts and charter schools provide for
3.33 effective evaluator training specific to teacher development and evaluation;

3.34 (12) must give teachers not meeting professional teaching standards under clauses
3.35 (3) through (11) support to improve through a teacher improvement process that includes
3.36 established goals and timelines; and

4.1 (13) must discipline a teacher for not making adequate progress in the teacher
4.2 improvement process under clause (12) that may include a last chance warning,
4.3 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or
4.4 other discipline a school administrator determines is appropriate.

4.5 Data on individual teachers generated under this subdivision are personnel data
4.6 under section 13.43. The observation and interview notes of peer coaches may only be
4.7 disclosed to other school officials with the consent of the teacher being coached.

4.8 (c) The department, in consultation with parents who may represent parent
4.9 organizations and teacher and administrator representatives appointed by their respective
4.10 organizations, representing the Board of Teaching, the Minnesota Association of School
4.11 Administrators, the Minnesota School Boards Association, the Minnesota Elementary
4.12 and Secondary Principals Associations, Education Minnesota, and representatives of
4.13 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota
4.14 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise
4.15 in teacher evaluation, must create and publish a teacher evaluation process that complies
4.16 with the requirements in paragraph (b) and applies to all teachers under this section and
4.17 section 122A.41 for whom no agreement exists under paragraph (a) for an annual teacher
4.18 evaluation and peer review process. The teacher evaluation process created under this
4.19 subdivision does not create additional due process rights for probationary teachers under
4.20 subdivision 5.

4.21 (d) Consistent with the measures of teacher effectiveness under this subdivision:

4.22 (1) for students in kindergarten through grade 4, a school administrator must not
4.23 place or approve the placement of a student in the classroom of a teacher who is in the
4.24 improvement process referenced in paragraph (b), clause (12), or has not had a summative
4.25 evaluation if, in the prior year, that student was in the classroom of a teacher who received
4.26 discipline pursuant to paragraph (b), clause (13), unless no other teacher at the school
4.27 teaches that grade; and

4.28 (2) for students in grades 5 through 12, a school administrator must not place
4.29 or approve the placement of a student in the classroom of a teacher who is in the
4.30 improvement process referenced in paragraph (b), clause (12), or has not had a summative
4.31 evaluation if, in the prior year, that student was in the classroom of a teacher who received
4.32 discipline pursuant to paragraph (b), clause (13), unless no other teacher at the school
4.33 teaches that subject area and grade.

4.34 All data created and used under this paragraph retains its classification under chapter 13.

4.35 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and
4.36 later."

5.1 Page 31, after line 14, insert:

5.2 "Sec. 25. Minnesota Statutes 2015 Supplement, section 122A.41, subdivision 5,
5.3 is amended to read:

5.4 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**
5.5 **teachers.** (a) To improve student learning and success, a school board and an exclusive
5.6 representative of the teachers in the district, consistent with paragraph (b), may develop an
5.7 annual teacher evaluation and peer review process for probationary and nonprobationary
5.8 teachers through joint agreement. If a school board and the exclusive representative of
5.9 the teachers in the district do not agree to an annual teacher evaluation and peer review
5.10 process, then the school board and the exclusive representative of the teachers must
5.11 implement the state teacher evaluation plan developed under paragraph (c). The process
5.12 must include having trained observers serve as peer coaches or having teachers participate
5.13 in professional learning communities, consistent with paragraph (b).

5.14 (b) To develop, improve, and support qualified teachers and effective teaching
5.15 practices and improve student learning and success, and provide all enrolled students
5.16 in a district or school, including low-income students, American Indian students, and
5.17 students of color with improved and equitable access to more diverse teachers, the annual
5.18 evaluation process for teachers:

5.19 (1) must, for probationary teachers, provide for all evaluations required under
5.20 subdivision 2;

5.21 (2) must establish a three-year professional review cycle for each teacher that
5.22 includes an individual growth and development plan, a peer review process, and at least
5.23 one summative evaluation performed by a qualified and trained evaluator such as a school
5.24 administrator;

5.25 (3) must be based on professional teaching standards established in rule;

5.26 (4) must coordinate staff development activities that improve cultural fluency
5.27 and competency under sections 122A.60 and 122A.61 with this evaluation process and
5.28 teachers' evaluation outcomes;

5.29 (5) may provide time during the school day and school year for peer coaching and
5.30 teacher collaboration;

5.31 (6) may include job-embedded learning opportunities such as professional learning
5.32 communities;

5.33 (7) may include mentoring and induction programs for teachers, including teachers
5.34 who are members of populations underrepresented among the licensed teachers in
5.35 the district or school and who reflect the diversity of students under section 120B.35,
5.36 subdivision 3, paragraph (b), clause (2), who are enrolled in the district or school;

6.1 (8) must include an option for teachers to develop and present a portfolio
6.2 demonstrating evidence of reflection and professional growth, consistent with section
6.3 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment
6.4 based on student work samples and examples of teachers' work, which may include video
6.5 among other activities for the summative evaluation;

6.6 (9) must use data from valid and reliable assessments aligned to state and local
6.7 academic standards and must use state and local measures of student growth and literacy
6.8 that may include value-added models or student learning goals to determine 35 percent of
6.9 teacher evaluation results;

6.10 (10) must use longitudinal data on student engagement and connection and other
6.11 student outcome measures explicitly aligned with the elements of culturally responsive
6.12 curriculum for which teachers are responsible, including academic literacy, oral academic
6.13 language, and achievement of English learners;

6.14 (11) must require qualified and trained evaluators such as school administrators to
6.15 perform summative evaluations and ensure school districts and charter schools provide for
6.16 effective evaluator training specific to teacher development and evaluation;

6.17 (12) must give teachers not meeting professional teaching standards under clauses
6.18 (3) through (11) support to improve through a teacher improvement process that includes
6.19 established goals and timelines; and

6.20 (13) must discipline a teacher for not making adequate progress in the teacher
6.21 improvement process under clause (12) that may include a last chance warning,
6.22 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or
6.23 other discipline a school administrator determines is appropriate.

6.24 Data on individual teachers generated under this subdivision are personnel data
6.25 under section 13.43. The observation and interview notes of peer coaches may only be
6.26 disclosed to other school officials with the consent of the teacher being coached.

6.27 (c) The department, in consultation with parents who may represent parent
6.28 organizations and teacher and administrator representatives appointed by their respective
6.29 organizations, representing the Board of Teaching, the Minnesota Association of School
6.30 Administrators, the Minnesota School Boards Association, the Minnesota Elementary
6.31 and Secondary Principals Associations, Education Minnesota, and representatives of
6.32 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota
6.33 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise
6.34 in teacher evaluation, must create and publish a teacher evaluation process that complies
6.35 with the requirements in paragraph (b) and applies to all teachers under this section and
6.36 section 122A.40 for whom no agreement exists under paragraph (a) for an annual teacher

7.1 evaluation and peer review process. The teacher evaluation process created under this
7.2 subdivision does not create additional due process rights for probationary teachers under
7.3 subdivision 2.

7.4 (d) Consistent with the measures of teacher effectiveness under this subdivision:

7.5 (1) for students in kindergarten through grade 4, a school administrator must not
7.6 place or approve the placement of a student in the classroom of a teacher who is in the
7.7 improvement process referenced in paragraph (b), clause (12), or has not had a summative
7.8 evaluation if, in the prior year, that student was in the classroom of a teacher who received
7.9 discipline pursuant to paragraph (b), clause (13), unless no other teacher at the school
7.10 teaches that grade; and

7.11 (2) for students in grades 5 through 12, a school administrator must not place
7.12 or approve the placement of a student in the classroom of a teacher who is in the
7.13 improvement process referenced in paragraph (b), clause (12), or has not had a summative
7.14 evaluation if, in the prior year, that student was in the classroom of a teacher who received
7.15 discipline pursuant to paragraph (b), clause (13), unless no other teacher at the school
7.16 teaches that subject area and grade.

7.17 All data created and used under this paragraph retains its classification under chapter 13.

7.18 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and
7.19 later."

7.20 Page 36, after line 25, insert:

7.21 "Sec. 34. Minnesota Statutes 2014, section 123B.147, subdivision 3, is amended to read:

7.22 Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative,
7.23 supervisory, and instructional leadership services, under the supervision of the
7.24 superintendent of schools of the district and according to the policies, rules, and
7.25 regulations of the school board, for the planning, management, operation, and evaluation
7.26 of the education program of the building or buildings to which the principal is assigned.

7.27 (b) To enhance a principal's leadership skills and support and improve teaching
7.28 practices, school performance, and student achievement for diverse student populations,
7.29 including at-risk students, children with disabilities, English learners, and gifted students,
7.30 among others, a district must develop and implement a performance-based system for
7.31 annually evaluating school principals assigned to supervise a school building within the
7.32 district. The evaluation must be designed to improve teaching and learning by supporting
7.33 the principal in shaping the school's professional environment and developing teacher
7.34 quality, performance, ~~and effectiveness,~~ and cultural fluency and competency. The annual
7.35 evaluation must:

8.1 (1) support and improve a principal's instructional leadership, organizational
8.2 management, and professional development, and strengthen the principal's capacity in the
8.3 areas of instruction, supervision, evaluation, and teacher development by, among other
8.4 things, hiring, supporting, and retaining a diverse teaching staff that reflects the diversity
8.5 of students under section 120B.35, subdivision 3, paragraph (b), clause (2), who are
8.6 enrolled in the district or school;

8.7 (2) include formative and summative evaluations based on multiple measures of
8.8 student progress toward career and college readiness;

8.9 (3) be consistent with a principal's job description, a district's long-term plans and
8.10 goals, and the principal's own professional multiyear growth plans and goals, all of which
8.11 must support the principal's leadership behaviors and practices, rigorous curriculum,
8.12 school performance, students' improved and equitable access to effective and more diverse
8.13 teachers, and high-quality instruction;

8.14 (4) include on-the-job observations and previous evaluations;

8.15 (5) allow surveys to help identify a principal's effectiveness, leadership skills and
8.16 processes, and strengths and weaknesses in exercising leadership in pursuit of school
8.17 success;

8.18 (6) use longitudinal data on student academic growth as 35 percent of the evaluation
8.19 and incorporate district achievement goals and targets;

8.20 (7) be linked to professional development that emphasizes improved teaching and
8.21 learning, curriculum and instruction, student learning, ~~and~~ a collaborative professional
8.22 culture, and students' increased and equitable access to effective and more diverse
8.23 teachers, consistent with attaining the world's best workforce under section 120B.11,
8.24 subdivision 1, paragraph (c); and

8.25 (8) for principals not meeting standards of professional practice or other criteria
8.26 under this subdivision, implement a plan to improve the principal's performance and
8.27 specify the procedure and consequence if the principal's performance is not improved.

8.28 The provisions of this paragraph are intended to provide districts with sufficient
8.29 flexibility to accommodate district needs and goals related to developing, supporting,
8.30 and evaluating principals.

8.31 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and
8.32 later."

8.33 Page 40, after line 23, insert:

8.34 "Sec. 37. Minnesota Statutes 2014, section 124D.861, as amended by Laws 2015,
8.35 chapter 21, article 1, section 20, is amended to read:

9.1 **124D.861 ACHIEVEMENT AND INTEGRATION FOR MINNESOTA.**

9.2 Subdivision 1. **Program to close the academic achievement and opportunity gap;**
9.3 **revenue uses.** (a) The "Achievement and Integration for Minnesota" program is established
9.4 to pursue racial and economic integration and increase student academic achievement,
9.5 create equitable educational opportunities, and reduce academic disparities based on
9.6 students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

9.7 (b) For purposes of this section and section 124D.862, "eligible district" means a
9.8 district required to submit a plan to the commissioner under Minnesota Rules governing
9.9 school desegregation and integration, or be a member of a multidistrict integration
9.10 collaborative that files a plan with the commissioner.

9.11 (c) Eligible districts must use the revenue under section 124D.862 to pursue
9.12 academic achievement and racial and economic integration through:

9.13 (1) integrated learning environments that give students improved and equitable
9.14 access to effective and more diverse teachers, prepare all students to be effective citizens
9.15 and enhance social cohesion;

9.16 (2) policies and curricula and trained, culturally fluent and competent instructors,
9.17 administrators, school counselors, and other advocates to support and enhance integrated
9.18 learning environments under this section, including through magnet schools, innovative,
9.19 research-based instruction, differentiated instruction, improved and equitable access to
9.20 effective and diverse teachers, and targeted interventions to improve achievement; and

9.21 (3) rigorous career and college readiness programs and effective and more diverse
9.22 instructors for underserved student populations, consistent with section 120B.30,
9.23 subdivision 1; integrated learning environments to increase student academic achievement;
9.24 cultural fluency, competency, and interaction; graduation and educational attainment rates;
9.25 and parent involvement.

9.26 Subd. 2. **Plan implementation; components.** (a) The school board of each eligible
9.27 district must formally develop and implement a long-term plan under this section. The plan
9.28 must be incorporated into the district's comprehensive strategic plan under section 120B.11.
9.29 Plan components may include: innovative and integrated prekindergarten through grade 12
9.30 learning environments that offer students school enrollment choices; family engagement
9.31 initiatives that involve families in their students' academic life and success; professional
9.32 development opportunities for teachers and administrators focused on improving the
9.33 academic achievement of all students, including teachers and administrators who are
9.34 members of populations underrepresented among the licensed teachers or administrators
9.35 in the district or school and who reflect the diversity of students under section 120B.35,
9.36 subdivision 3, paragraph (b), clause (2), who are enrolled in the district or school;

10.1 increased programmatic opportunities and effective and more diverse instructors focused
10.2 on rigor and college and career readiness for underserved students, including students
10.3 enrolled in alternative learning centers under section 123A.05, public alternative programs
10.4 under section 126C.05, subdivision 15, and contract alternative programs under section
10.5 124D.69, among other underserved students; or recruitment and retention of teachers and
10.6 administrators with diverse racial and ethnic backgrounds. The plan must contain goals for:

10.7 (1) reducing the disparities in academic achievement and in equitable access to
10.8 effective and more diverse teachers among all students and specific categories of students
10.9 under section 120B.35, subdivision 3, paragraph (b), excluding the student categories of
10.10 gender, disability, and English learners; and

10.11 (2) increasing racial and economic diversity and integration in schools and districts.

10.12 (b) Among other requirements, an eligible district must implement effective,
10.13 research-based interventions that include formative assessment practices to reduce the
10.14 disparities in student academic performance among the specific categories of students as
10.15 measured by student progress and growth on state reading and math assessments and
10.16 as aligned with section 120B.11.

10.17 (c) Eligible districts must create efficiencies and eliminate duplicative programs
10.18 and services under this section, which may include forming collaborations or a single,
10.19 seven-county metropolitan areawide partnership of eligible districts for this purpose.

10.20 **Subd. 3. Public engagement; progress report and budget process.** (a) To
10.21 receive revenue under section 124D.862, the school board of an eligible district must
10.22 incorporate school and district plan components under section 120B.11 into the district's
10.23 comprehensive integration plan.

10.24 (b) A school board must hold at least one formal annual hearing to publicly report
10.25 its progress in realizing the goals identified in its plan. At the hearing, the board must
10.26 provide the public with longitudinal data demonstrating district and school progress in
10.27 reducing the disparities in student academic performance among the specified categories
10.28 of students, in improving students' equitable access to effective and more diverse teachers,
10.29 and in realizing racial and economic diversity and integration, consistent with the district
10.30 plan and the measures in paragraph (a). At least 30 days before the formal hearing under
10.31 this paragraph, the board must post its plan, its preliminary analysis, relevant student
10.32 performance data, and other longitudinal data on the district's Web site. A district must
10.33 hold one hearing to meet the hearing requirements of both this section and section 120B.11.

10.34 (c) The district must submit a detailed budget to the commissioner by March 15 in
10.35 the year before it implements its plan. The commissioner must review, and approve or
10.36 disapprove the district's budget by June 1 of that year.

11.1 (d) The longitudinal data required under paragraph (b) must be based on student
 11.2 growth and progress in reading and mathematics, as defined under section 120B.30,
 11.3 subdivision 1, and student performance data and achievement reports from fully adaptive
 11.4 reading and mathematics assessments for grades 3 through 7 beginning in the 2015-2016
 11.5 school year under section 120B.30, subdivision 1a, and either (i) school enrollment
 11.6 choices, (ii) the number of world language proficiency or high achievement certificates
 11.7 awarded under section 120B.022, subdivision 1a, or the number of state bilingual and
 11.8 multilingual seals issued under section 120B.022, subdivision 1b, or (iii) school safety
 11.9 and students' engagement and connection at school under section 120B.35, subdivision 3,
 11.10 paragraph (d). Additional longitudinal data may be based on: students' progress toward
 11.11 career and college readiness under section 120B.30, subdivision 1; or rigorous coursework
 11.12 completed under section 120B.35, subdivision 3, paragraph (c), clause (2).

11.13 Subd. 4. **Timeline and implementation.** A board must approve its plan and submit
 11.14 it to the department by March 15. If a district that is part of a multidistrict council applies
 11.15 for revenue for a plan, the individual district shall not receive revenue unless it ratifies
 11.16 the plan adopted by the multidistrict council. Each plan has a term of three years. For
 11.17 the 2014-2015 school year, an eligible district under this section must submit its plan to
 11.18 the commissioner for review by March 15, 2014. For the 2013-2014 school year only,
 11.19 an eligible district may continue to implement its current plan until the commissioner
 11.20 approves a new plan under this section.

11.21 Subd. 5. **Evaluation.** The commissioner must evaluate the efficacy of district
 11.22 plans in reducing the disparities in student academic performance among the specified
 11.23 categories of students within the district, improving students' equitable access to effective
 11.24 and diverse teachers, and in realizing racial and economic diversity and integration.
 11.25 The commissioner shall report evaluation results to the kindergarten through grade 12
 11.26 education committees of the legislature by February 1 of every odd-numbered year.

11.27 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and
 11.28 later."

11.29 Page 65, after line 3, insert:

11.30 "Sec. 67. **CAREI; TEACHER DIVERSITY RECOMMENDATIONS AND**
 11.31 **REPORT.**

11.32 (a) The Center for Applied Research and Educational Improvement (CAREI) at the
 11.33 University of Minnesota, in consultation with the commissioner of the Office of Higher
 11.34 Education, the Board of Teaching, the Office of Educator Licensing at the Minnesota
 11.35 Department of Education, and other interested stakeholders, including councils and other

12.1 local organizations serving communities of color or American Indian communities, diverse
12.2 K-12 educator candidates and licensed educators, human resources personnel, parent
12.3 representatives, urban, suburban, and rural school district and school board associations
12.4 and organizations, teacher representatives, other organizations focused on teacher diversity
12.5 in education, public and nonpublic higher education systems and institutions, and local
12.6 ethnic-focused media, shall prepare and submit a report to the legislature recommending
12.7 how best to realize the goal of providing all students, including low-income students,
12.8 American Indian students, and students of color with improved and equitable access to
12.9 effective, more diverse teachers, consistent with this section. CAREI must consider the
12.10 substance of this section in developing the recommendations in the report.

12.11 (b) CAREI's recommendations must address at least the following:

12.12 (1) ensuring transparency and accountability by requiring traditional and alternative
12.13 teacher preparation programs to publicly report enrollment and completion data for
12.14 diverse teacher licensure candidates and by requiring districts to publicly report data on
12.15 the demographic disparities between enrolled students and licensed teachers employed in
12.16 the district and its school;

12.17 (2) expanding pathways to licensure by encouraging districts to develop programs
12.18 with two- and four-year institutions and with community-based organizations to recruit
12.19 and support diverse populations of enrolled students, nonlicensed district employees, and
12.20 local community members in becoming licensed teachers in the district, facilitating the
12.21 ability of diverse, nontraditional teacher candidates to change careers and pursue licensure
12.22 through community college pathways, bachelor's degree programs or postbaccalaureate
12.23 teacher preparation programs, and creating statewide campaigns to encourage diverse
12.24 candidates to become licensed teachers;

12.25 (3) providing diverse teacher licensure candidates with the preparation and skills
12.26 needed to become effective teachers, removing inequitable barriers to licensure presented
12.27 by licensure exams, and for purposes of attaining a full professional license, allowing
12.28 candidates to demonstrate their skills proficiency through alternatives to teacher skills and
12.29 college entrance exams;

12.30 (4) providing financial assistance and incentives such as scholarships, student
12.31 teaching stipends, and loan forgiveness programs to encourage diverse individuals to attain
12.32 a teaching, counseling, or social work license or advanced degree, otherwise improve their
12.33 professional practice, or become school administrators, and using a hiring bonus to recruit
12.34 more diverse teachers into a district or school; and

12.35 (5) supporting induction and retention programs by funding teacher residency and
12.36 mentoring programs that support the retention and professional development of diverse

13.1 teachers and focusing teachers' professional development opportunities on cultural fluency
 13.2 and competency.

13.3 (c) CAREI must include in the report, as appropriate, any recommendations for
 13.4 amendments to the following statutes and any related statutes:

13.5 (1) the world's best work force under Minnesota Statutes, section 120B.11;

13.6 (2) regional centers of excellence under Minnesota Statutes, section 120B.115;

13.7 (3) Board of Teaching duties under Minnesota Statutes, section 122A.09,

13.8 subdivisions 4 and 4a;

13.9 (4) teacher continuing or employment contracts and peer review and mentorship
 13.10 under Minnesota Statutes, sections 122A.40 and 122A.41;

13.11 (5) the alternative teacher professional pay system agreement under Minnesota
 13.12 Statutes, section 122A.414, subdivision 2;

13.13 (6) staff development programs under Minnesota Statutes, section 122A.60;

13.14 (7) American Indian grants, scholarships, and loan programs under Minnesota
 13.15 Statutes, section 122A.63;

13.16 (8) teacher residency programs under Minnesota Statutes, section 122A.68;

13.17 (9) the ability of the Board of Teaching to arrange for student teachers under
 13.18 Minnesota Statutes, section 122A.69;

13.19 (10) the ability of school districts to develop mentoring programs for teachers of
 13.20 color under Minnesota Statutes, section 122A.70;

13.21 (11) the legislature's support of research on the effectiveness of teacher preparation
 13.22 programs under Minnesota Statutes, section 122A.71;

13.23 (12) teacher centers to help teachers learn, experiment, assess, and improve to meet
 13.24 students' needs under Minnesota Statutes, section 122A.72; and

13.25 (13) the teacher shortage loan forgiveness program under Minnesota Statutes,
 13.26 section 136A.1791.

13.27 (d) CAREI must submit the report to the education committees of the legislature by
 13.28 February 1, 2017.

13.29 **EFFECTIVE DATE.** This section is effective the day following final enactment."

13.30 Page 68, after line 4, insert:

13.31 **"Subd. 15. Appropriation; Center for Applied Research and Educational**
 13.32 **Improvement; teacher diversity recommendations and report.** For a grant to the
 13.33 Center for Applied Research and Educational Improvement (CAREI) at the University of
 13.34 Minnesota to allow CAREI to work with interested stakeholders to prepare and submit
 13.35 a report to the legislature recommending how best to provide all students, including

- 14.1 low-income students, American Indian students, and students of color with improved and
- 14.2 equitable access to effective, more diverse teachers:
- 14.3 \$ 100,000 2017"
- 14.4 Page 68, line 11, delete "\$4,500,000" and insert "\$4,400,000"
- 14.5 Renumber the sections in sequence and correct internal references