

Minnesota Association of Colleges for Teacher Education

2024 Legislative Priorities

Laura Mogelson, Legislative Liaison
mogelson@umn.edu

Dr. Darrell Stolle, President
dstolle@cord.edu

Cari Maguire, Executive Director
maguire@umn.edu

Minnesota Teacher Diversity

- Support the investment and creation of the Minnesota Aspiring Teachers of Color Scholarship Program
- Support increases in funding to the Minnesota Underrepresented Student Teacher Grant program
- Support increases to the Collaborative Urban and Greater MN Educators of Color grant program
- Add IHE eligibility to the PELSB Teacher Mentorship and Retention of Effective Teachers Grant

Paid Student Teaching

- Fund [paid student teaching](#) for all Minnesota teacher candidates for 12 continuous weeks.

Tiered Licensure and Special Education Teachers

- Require Special Education teachers issued a Tier 3 license through the experience pathway¹ demonstrate evidence of the Standards of Effective Practice and Subject Matter Standards (through coursework or the portfolio process).
- Support advancement of all Tier 1 Special Education teachers to Tier 2 with onboarding and enrollment into an approved teacher preparation program.
- Limit special education licenses to Tiers 2, 3, and 4.
- Increase investments in special education teacher licensure teacher preparation.

Reading and Teacher Preparation

- Require elementary education, early childhood education, and special education teachers issued a Tier 3 license through the experience pathway demonstrate evidence of meeting the subject matter standards for reading in administrative rule and dyslexia standards (through coursework or the portfolio process).
- Require early literacy clinical experience in teacher preparation for all license areas with primary responsibility for reading instruction (elementary education, special education, early childhood).
- Planning and funding mechanisms that help create and support quality and reliable early literacy clinical placements for teacher candidates in schools with teachers trained in structured literacy approaches.
- Continued opportunities and funding for teacher education faculty development on structured literacy.

¹ Three years of teaching experience under a Tier 2 license and evidence of summative teacher evaluations that did not result in placing or otherwise keeping the teacher on an improvement process pursuant to section 122A.40, subdivision 8, or 122A.41, subdivision 5.