

House Education Policy Committee

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Teacher Residency Pilot Program (HF 1138)

Section 1: Establishes a state pilot to support 400 teacher candidates completing a robust teacher residency program.

Prioritizes teacher candidates of color and candidates enrolled in programs that fill shortage areas.

- \$3,000 for tuition
- \$40,000 for teacher candidate (living wage)
- \$3,500 for teacher mentor
- One-time funding for technical and administrative support for grantees (\$50,000)

Section 2: Appropriations language



A residency program provides a year-long clinical experience integrating learning opportunities and student teaching. It also pairs candidates, often referred to as residents, with cooperating teachers.

Supporting Heritage Language Teachers (HF 1137)

A heritage language and culture teacher is a teacher with a connection to a community's language and culture who uses this connection and language proficiency to support students as they learn academic content or the language and culture of that community.

Section 1: Establishes a pathway specifically for heritage language teachers that embeds support and mentorship into the licensure via portfolio process in order to increase the number of heritage language teachers who hold a world language license. Additionally, allows for cultural expertise and language proficiency to meet content standards.

Section 2: Funding to support 50 teachers a year through the portfolio process (fees, substitutes teachers, mentorship), as well as a staff liaison.

Minnesota's Students Need These Teachers

- Districts reported that their students have over 300 primary home languages (Oct. 2022).



Removing Barriers to Licensure (HF 1257)

Section 1: Removes the requirement that individuals holding an Innovative Program Permission renew annually.

Sections 2, 5, 6-8: Provides BA exemption for visual and performing arts, as well as native speakers of world languages.

Sections 3 & 4: Clarify the Tier 1 & 2 application process, allowing districts to be joint applicants, facilitating better communication and processing.

Section 9: Allows out-of-state teachers to use out-of-state teaching experience to obtain a Tier 4 license.

Sections 10-11: Remove licensure exam requirements for individuals who completed teacher preparation in Minnesota and remove requirements for teacher preparation providers to provide tutoring.

Section 12: Short-call sub pilot making AAs and ESPs eligible for short-call sub licenses.

Sections 13-15: Modifications to grant processes allowing more time for data collection and grant implantation.

Licensure Exams



Please refer to the handout highlight peer-reviewed research on licensure exams as a barrier.

Operational Excellence (HF 1268)

Highlights:

- Clarifies licensing procedures and terms
- Removes redundant district reporting
- Adds teacher members to PELSB



Section 1: Clarifies board duties (teacher licensure)

Sections 2 - 10: Updates terminology (definitions)

Section 11: Modifies board membership in order to obtain additional teacher members

Section 12: Office space

Sections 13 - 15: Clarifies board duties (provider approval; register of licensed teachers; rulemaking)

Section 16: Updates terminology (i.e., applicant)

Sections 17 - 18: Streamlines data and reporting requirements

Sections 19 - 21: Updates terminology (i.e., school speech-language pathologist)

Section 22: Corrects citation

Section 23: Updates terminology

Section 24: Clarifies board duties (STAR reporting)

Sections 25 - 37: Updates terminology, process

Modifications to Tiered Licensure (HF 1224)

Section 1: Modifies eligibility for Tier 2 to align with enrollment in teacher prep (current requirement) and expertise (current requirement).

Section 2: Removes pathway to a full professional license based on experience alone, ensuring all professionally licensed teachers have met state standards through teacher preparation or portfolio.

*Teachers who held a Tier 2 license and have met all the requirements for a Tier 3 license pursuant to 122A.183 as of June 30, 2023 are still eligible for a Tier 3 license.

Section 3: Provides funding for districts to support teachers impacted by these changes by enrolling them in teacher preparation or helping them obtain licensure via portfolio.

Maintaining the Standards of the Profession



PELSB is currently completing a 3 ½ year-long rulemaking project that updates the standards of the profession.

These standards are defined by Minnesota's teachers and have undergone several rounds of revision based on feedback from hundreds of teachers and stakeholders.

Modifications to Tiered Licensure (HF 1224)

Common Misconceptions

Misconception 1: These changes will remove teachers from the classroom.

Fact: While these changes may impact which license an educator holds, it does not remove their ability to get licensed and stay in the classroom. Additionally, the majority of Tier 1 educators work in shortage areas, which are allowed unlimited renewals.

Misconception 2: These changes harm teachers of color.

Fact: The majority of Minnesota's teachers of color and Indigenous teachers hold a Tier 3 or Tier 4 license. PELSB supports removing barriers that keep some qualified educators of color from receiving their professional licenses, such as testing, while also affirming the capacity of all people of color to meet the standards of the profession through performance-based assessments.

Misconception 3: These changes fail to consider district hiring concerns.

Fact: This bill does not remove a district's ability to hire Tier 1 or Tier 2 educators. In fact, it proposes funding to help retain these educators in the profession by enrolling them in teacher preparation or aiding them in obtaining licensure via the portfolio process.

Modifications to Tiered Licensure (HF 1224)

Statewide Teacher Shortage Areas Permitting Additional Tier 1 Renewals

Licensure Area
Agricultural Education
American Indian Language, History, and Culture
Business
Computer, Keyboarding, and Related Technology Applications
Dance
Dance and Theatre
Early Childhood Education
English as a Second Language
Family and Consumer Sciences
Work Based Learning
Technology
Theatre Arts
Visual Arts

CTE Licensure Areas
Communications Technology Careers
Construction Careers
Cosmetology
Creative Design Careers
Early Childhood Careers
Hospitality Service Careers
Law Enforcement
Manufacturing Careers
Medical Careers
Transportation Careers

World Language and Cultures Licensure Areas
American Sign Language (ASL)
Arabic
Chinese
Dakota
German
Hebrew
Hmong
Japanese
Korean
Latin
Ojibwe
Somali
Spanish

Special Education Licensure Areas
Academic Behavioral Strategist
Autism Spectrum Disorders
Blind or Visually Impaired
Deaf or Hard of Hearing
Developmental Disabilities
Early Childhood (ECSE)
Emotional Behavior Disorders
Oral/Aural Deaf Education

Science Licensure Areas
Chemistry
Earth & Space Science
Life Sciences
Physics
Science (Grades 5-8)

There are additional regional shortage areas

Individuals that help close the gap between student and teacher diversity are also considered as filling a shortage, pursuant to 122A.06

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