

1.1 A bill for an act  
1.2 relating to education; teacher preparation programs; requiring a year-long teacher  
1.3 candidate clinical experience; requiring a report; amending Minnesota Statutes  
1.4 2024, section 122A.092, as amended; proposing coding for new law in Minnesota  
1.5 Statutes, chapter 122A.

1.6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.7 Section 1. Minnesota Statutes 2024, section 122A.092, as amended by Laws 2025 ... , is  
1.8 amended to read:

1.9 **122A.092 TEACHER PREPARATION PROGRAMS.**

1.10 Subdivision 1. **Rules.** The board must adopt rules to approve teacher preparation  
1.11 programs, including alternative teacher preparation programs under section 122A.2451,  
1.12 nonconventional programs, and Montessori teacher training programs.

1.13 Subd. 2. **Requirements for board approval.** Teacher preparation programs must  
1.14 demonstrate the following to obtain board approval:

1.15 (1) the program has implemented a research-based, results-oriented curriculum that  
1.16 focuses on the skills teachers need in order to be effective;

1.17 (2) the program provides a student teaching program;

1.18 (3) the program demonstrates effectiveness based on proficiency of graduates in  
1.19 demonstrating attainment of program outcomes;

1.20 (4) the program includes a common core of teaching knowledge and skills. This common  
1.21 core shall meet the standards developed by the Interstate New Teacher Assessment and

2.1 Support Consortium for beginning teacher licensing and development. Amendments to  
2.2 standards adopted under this clause are subject to chapter 14;

2.3 (5) the program includes instruction on the knowledge and skills needed to provide  
2.4 appropriate instruction to English learners to support and accelerate their academic literacy,  
2.5 including oral academic language and achievement in content areas in a regular classroom  
2.6 setting; ~~and~~

2.7 (6) the program includes culturally competent training in instructional strategies consistent  
2.8 with section 120B.30, subdivision 8; and

2.9 (7) for applications submitted on or after July 1, 2030, the program includes a year-long  
2.10 student teaching program in accordance with subdivision 7.

2.11 Subd. 3. **Specialized credentials.** The board must adopt rules creating flexible,  
2.12 specialized teaching licenses, credentials, and other endorsement forms to increase students'  
2.13 participation in language immersion programs, world language instruction, career  
2.14 development opportunities, work-based learning, early college courses and careers, career  
2.15 and technical programs, Montessori schools, and project- and place-based learning, among  
2.16 other career and college readiness learning offerings.

2.17 Subd. 4. **Teacher educators.** The board must adopt rules requiring teacher educators  
2.18 to work directly with elementary or secondary school teachers in elementary or secondary  
2.19 schools to obtain periodic exposure to the elementary and secondary teaching environments.

2.20 Subd. 5. **Reading strategies.** (a) A teacher preparation provider approved by the  
2.21 Professional Educator Licensing and Standards Board to prepare persons for classroom  
2.22 teacher licensure must include in its teacher preparation programs evidence-based best  
2.23 practices in reading, consistent with sections 120B.118 to 120B.124, including instruction  
2.24 on phonemic awareness, phonics, vocabulary development, reading fluency, and reading  
2.25 comprehension. Instruction on reading must enable the licensure candidate to teach reading  
2.26 in the candidate's content areas. Teacher candidates must be instructed in using students'  
2.27 native languages as a resource in creating effective differentiated instructional strategies  
2.28 for English learners developing literacy skills.

2.29 (b) Board-approved teacher preparation programs for teachers of elementary education  
2.30 must require instruction in applying evidence-based, structured literacy reading instruction  
2.31 programs that:

3.1 (1) teach students to read using foundational knowledge, practices, and strategies  
3.2 consistent with sections 120B.118 to 120B.124, with emphasis on mastery of foundational  
3.3 reading skills so that students achieve continuous progress in reading; and

3.4 (2) teach specialized instruction in reading strategies, interventions, and remediations  
3.5 that enable students of all ages and proficiency levels, including multilingual learners and  
3.6 students demonstrating characteristics of dyslexia, to become proficient readers.

3.7 (c) Board-approved teacher preparation programs for teachers of elementary education,  
3.8 early childhood education, special education, and reading intervention must include  
3.9 instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation  
3.10 programs may consult with the Department of Education, including the dyslexia specialist  
3.11 under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia  
3.12 must be modeled on practice standards of the International Dyslexia Association, and must  
3.13 address:

3.14 (1) the nature and symptoms of dyslexia;

3.15 (2) resources available for students who show characteristics of dyslexia;

3.16 (3) evidence-based instructional strategies for students who show characteristics of  
3.17 dyslexia, including the structured literacy approach; and

3.18 (4) outcomes of intervention and lack of intervention for students who show  
3.19 characteristics of dyslexia.

3.20 (d) Nothing in this section limits the authority of a school district to select a school's  
3.21 reading program or curriculum.

3.22 Subd. 6. **Technology strategies.** All preparation providers approved by the Professional  
3.23 Educator Licensing and Standards Board to prepare persons for classroom teacher licensure  
3.24 must include in their teacher preparation programs the knowledge and skills teacher  
3.25 candidates need to engage students with technology and deliver digital and blended learning  
3.26 and curriculum.

3.27 Subd. 7. **Student teaching program.** (a) A teacher preparation program may provide  
3.28 a year-long student teaching program that combines clinical opportunities with academic  
3.29 coursework and in-depth student teaching experiences to offer students:

3.30 (1) ongoing mentorship;

3.31 (2) coaching;

3.32 (3) assessment;

4.1 (4) help to prepare a professional development plan; and

4.2 (5) structured learning experiences.

4.3 (b) Starting July 1, 2030, a teacher preparation program seeking board approval must  
 4.4 demonstrate that its program includes a year-long student teaching program in accordance  
 4.5 with paragraph (a). The mentorship program must meet the requirements of section  
 4.6 122A.0921, subdivision 2.

4.7 Subd. 8. **Existing programs.** The approval of teacher preparation programs approved  
 4.8 by the Board of Teaching before July 1, 2018, must remain in effect unless and until the  
 4.9 Professional Educator Licensing and Standards Board denies approval or reapproves the  
 4.10 program.

4.11 Subd. 9. **Ableism and disability justice.** A teacher preparation program is encouraged  
 4.12 to include instruction for teacher candidates on ableism and disability justice, provided by  
 4.13 a person with a disability and expertise related to ableism and disability justice.

4.14 **EFFECTIVE DATE.** This section is effective July 1, 2026.

4.15 Sec. 2. **[122A.0921] CLINICAL EXPERIENCES FOR TEACHER CANDIDATES.**

4.16 **Subdivision 1. Rulemaking.** The Professional Educator Licensing and Standards Board  
 4.17 must modify existing rules relating to clinical experiences for teacher candidates. The  
 4.18 amended rules must:

4.19 (1) require a candidate to complete a full school year participating in face-to-face student  
 4.20 teaching for at least 80 percent of the contracted school week under a Tier 2 license;

4.21 (2) identify knowledge and skills a teacher candidate must master to satisfy the clinical  
 4.22 experience requirement; and

4.23 (3) establish a process for teacher preparation programs and hosting schools or districts  
 4.24 to implement to evaluate whether a teacher candidate has mastered the required knowledge  
 4.25 and skills.

4.26 Subd. 2. **Mentorship and evaluation.** (a) The clinical experience must include:

4.27 (1) high-quality professional development that is sustained, intensive, and classroom  
 4.28 focused in order to have a positive and lasting impact on classroom instruction, before and  
 4.29 while teaching; and

4.30 (2) participation in a program of intensive supervision that consists of structured guidance  
 4.31 and regular ongoing support for the candidate.

5.1 (b) The mentorship and evaluation requirements under this section supersede the  
5.2 requirements under section 122A.182, subdivision 1, during the term of the clinical  
5.3 experience.

5.4 Subd. 3. **Teacher candidate.** (a) During the term of the clinical experience, the teacher  
5.5 candidate must receive a stipend or salary, and fringe benefits in accordance with any  
5.6 applicable collective bargaining agreement.

5.7 (b) Nothing in this section modifies the application requirements for a Tier 2 license  
5.8 under section 122A.182, subdivision 1.

5.9 Subd. 4. **Agreement.** A school or district that hosts one or more candidates for clinical  
5.10 experiences must enter into an agreement with the candidate's teacher preparation program  
5.11 that addresses:

5.12 (1) the mentorship requirement under subdivision 2;

5.13 (2) teacher candidate compensation in accordance with subdivision 3;

5.14 (3) compensation for a teacher of record or supervisor employed by the school or district  
5.15 hosting the clinical experience, in accordance with any applicable collective bargaining  
5.16 agreement; and

5.17 (4) other issues necessary to implement the clinical experience.

5.18 Subd. 5. **Guidance.** The Professional Educator Licensing and Standards Board must  
5.19 consult with teacher preparation program providers, school administrators, licensed teachers,  
5.20 and other stakeholders to identify statutory or regulatory changes that would facilitate  
5.21 transition from a 12-week clinical experience requirement to an academic year-long clinical  
5.22 experience requirement. The board must submit a report to the legislative committees with  
5.23 jurisdiction over kindergarten through grade 12 education with its findings and  
5.24 recommendations no later than January 15, 2028.

5.25 **EFFECTIVE DATE.** This section is effective July 1, 2026.