

## Legislative Agenda 2019

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January 11, 2018

Dear Legislators:

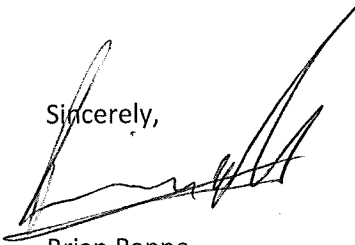
The Professional Educator Licensing and Standards Board completed a busy first year in existence. The work included adopting rule to implement tiered licensure, creating a legislative report on special education licensure, supporting alternative and transfer pathways to teacher preparation, and preparing the biennial Teacher Supply and Demand Report. The Board would like to thank legislators for creating this independent board, which is dedicated to ensuring that high-quality educators are working with Minnesota students.

A major task of the Board in 2018 was to implement tiered licensure and adopt rules that define terms and the processes for this licensure. Through this rigorous and stakeholder-intensive rulemaking process, the Board learned the law created many unintended consequences. PELSB is eager to work with legislators to find common-sense changes that clarify the statute and ensure districts, educators, and students are not harmed during implementation of the law.

The Board supported clarifying language to statute related to teacher ethics in the 2018 legislative session. The Board continues to support this legislation, which would better protect children by strengthening reporting requirements and Minnesota's Teacher Code of Ethics.

The Board has developed goals for 2019, including: (1) increasing support for educators, (2) incorporating educators not often included in policy conversations, (3) strengthening stakeholder relations, and (4) continuing to support effective alternative pathways to teacher preparation. While much work has been done in these areas by PELSB and its staff, we look forward to collaborating with legislators on ways to maintain high standards for all forms of teacher preparation and for the licensed educators in Minnesota schools.

Sincerely,



Brian Rappe  
Board Chair



Heidi Hahn  
Board Vice-Chair



Alex Liuzzi  
Executive Director

## LEGISLATIVE PROPOSALS 2019

### Professional Educator Licensing and Standards Board

The Board supports bill language to address these four issues:

1. Performance Assessment Option

In order to be eligible for a Tier 3 license, a candidate must obtain passing scores in content and pedagogy examinations. The board recommends adding language to statute to allow flexibility in using performance assessments, such as the edTPA, which is already required for teacher preparation candidates, in addition to multiple choice examinations to satisfy licensure requirements.

2. Tier 2 Enrollment Option

One way that a candidate is eligible for a Tier 2 license is by enrolling in an approved teacher preparation program in Minnesota. The board recommends allowing enrollment in a teacher preparation program approved in other states for areas where no Minnesota program exists, such as Blind and Visually Impaired.

3. Licensure Renewal Requirements

The board recommends clarifying licensure renewal requirements to ensure that a teacher cannot use a submitted summative evaluation to replace taking cultural competency training or meeting the needs of English learners for licensure renewal.

4. Board Composition

In order to complete the time-consuming teacher discipline and licensure work of the Board, the Board recommends adding three additional teachers to the Board composition to better spread out the work of the volunteer Board.

In order to support the implementation of tiered licensure, the Board has worked with other stakeholders regarding their legislative requests and encourages legislators to consider more funding opportunities in the following areas:

1. Funds for Mentorship

In order to effectively implement mentorship criteria for Tier 1 and other teachers, districts need funds to train teachers on effective mentorship, provide stipends or other incentives for mentor teachers, and other professional development for mentees.

2. Funds for Candidate Grants

In order for more candidates to obtain a Tier 3 or 4 license, more grant opportunities are needed. Given Minnesota's current demands for teachers, the board recommends focusing these candidate grants on teachers of color, licensure shortage areas, and candidates in greater Minnesota.

3. Funds for Innovative Teacher Preparation

In order to strengthen teacher preparation and build more pathways into teacher preparation, grant funds should be extended for alternative pathways and additional grant funds should be provided for teacher preparation programs utilizing residency or other innovative models.

4. Funds for Teacher Survey

In order to effectively recruit and retain teachers, collecting data directly from current and aspiring educators is needed. With minimal additional funds, the board could produce a Minnesota Teacher Survey in the opposite biennium of the Supply and Demand Report. This would provide data to help target recruitment efforts, retention efforts, and inform policy decisions impacting teachers.