

62.4 **ARTICLE 7**62.5 **TEACHERS**

62.6 Section 1. Minnesota Statutes 2014, section 120B.11, as amended by Laws 2015, First  
62.7 Special Session chapter 3, article 3, section 5, is amended to read:

62.8 **120B.11 SCHOOL DISTRICT PROCESS FOR REVIEWING CURRICULUM,**

62.9 **INSTRUCTION, AND STUDENT ACHIEVEMENT; STRIVING FOR THE**

62.10 **WORLD'S BEST WORKFORCE.**

62.11 Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10,

62.12 the following terms have the meanings given them.

62.13 (a) "Instruction" means methods of providing learning experiences that enable

62.14 a student to meet state and district academic standards and graduation requirements

62.15 including applied and experiential learning.

62.16 (b) "Curriculum" means district or school adopted programs and written plans for

62.17 providing students with learning experiences that lead to expected knowledge and skills

62.18 and career and college readiness.

62.19 (c) "World's best workforce" means striving to: meet school readiness goals; have

62.20 all third grade students achieve grade-level literacy; close the academic achievement gap

62.21 among all racial and ethnic groups of students and between students living in poverty

62.22 and students not living in poverty; have all students attain career and college readiness

62.23 before graduating from high school; ~~and~~ have all students graduate from high school; and

62.24 provide all enrolled students with equitable access to effective and more diverse teachers,

62.25 including teachers who are members of populations underrepresented among the licensed

62.26 teachers in the district or school, and who reflect the diversity of students under section

62.27 120B.35, subdivision 3, paragraph (b), clause (2), enrolled in the district or school.

62.28 (d) "Experiential learning" means learning for students that includes career

62.29 exploration through a specific class or course or through work-based experiences such as

62.30 job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships,

62.31 other cooperative work experience, youth apprenticeship, or employment.

62.32 Subd. 1a. **Performance measures.** Measures to determine school district and

62.33 school site progress in striving to create the world's best workforce must include at least:

63.1 (1) student performance on the National Assessment of Education Progress where

63.2 applicable;

63.3 (2) the size of the academic achievement gap, rigorous course taking under section

63.4 120B.35, subdivision 3, paragraph (c), clause (2), and enrichment experiences by student

63.5 subgroup;

63.6 (3) student performance on the Minnesota Comprehensive Assessments;

63.7 (4) high school graduation rates; ~~and~~

- 63.8 (5) career and college readiness under section 120B.30, subdivision 1; and
- 63.9 (6) the number and percent of teachers who are members of populations
- 63.10 underrepresented among the licensed teachers in the district or school and who reflect the
- 63.11 diversity of students under section 120B.35, subdivision 3, paragraph (b), clause (2),
- 63.12 enrolled in the district or school.
- 63.13 Subd. 2. **Adopting plans and budgets.** A school board, at a public meeting, shall
- 63.14 adopt a comprehensive, long-term strategic plan to support and improve teaching and
- 63.15 learning that is aligned with creating the world's best workforce and includes:
- 63.16 (1) clearly defined district and school site goals and benchmarks for instruction and
- 63.17 student achievement for all student subgroups identified in section 120B.35, subdivision 3,
- 63.18 paragraph (b), clause (2);
- 63.19 (2) a process for assessing and evaluating each student's progress toward meeting state
- 63.20 and local academic standards and identifying the strengths and weaknesses of instruction
- 63.21 in pursuit of student and school success and curriculum affecting students' progress and
- 63.22 growth toward career and college readiness and leading to the world's best workforce;
- 63.23 (3) a system to periodically review and evaluate the effectiveness of all instruction
- 63.24 and curriculum, taking into account strategies and best practices, student outcomes, school
- 63.25 principal evaluations under section 123B.147, subdivision 3, students' access to effective
- 63.26 teachers who are members of populations underrepresented among the licensed teachers
- 63.27 in the district or school and who reflect the diversity of enrolled students under section
- 63.28 120B.35, subdivision 3, paragraph (b), clause (2), and teacher evaluations under section
- 63.29 122A.40, subdivision 8, or 122A.41, subdivision 5;
- 63.30 (4) strategies for improving instruction, curriculum, and student achievement,
- 63.31 including the English and, where practicable, the native language development and the
- 63.32 academic achievement of English learners;
- 63.33 (5) education effectiveness practices that integrate high-quality instruction, rigorous
- 63.34 curriculum, technology, and a collaborative professional culture that develops and
- 63.35 supports teacher quality, performance, and effectiveness; and
- 63.36 (6) an annual budget for continuing to implement the district plan.

64.1 Subd. 3. **District advisory committee.** Each school board shall establish an  
64.2 advisory committee to ensure active community participation in all phases of planning  
64.3 and improving the instruction and curriculum affecting state and district academic  
64.4 standards, consistent with subdivision 2. A district advisory committee, to the extent  
64.5 possible, shall reflect the diversity of the district and its school sites, include teachers,  
64.6 parents, support staff, students, and other community residents, and provide translation  
64.7 to the extent appropriate and practicable. The district advisory committee shall pursue  
64.8 community support to accelerate the academic and native literacy and achievement of  
64.9 English learners with varied needs, from young children to adults, consistent with section  
64.10 124D.59, subdivisions 2 and 2a. The district may establish site teams as subcommittees  
64.11 of the district advisory committee under subdivision 4. The district advisory committee  
64.12 shall recommend to the school board rigorous academic standards, student achievement  
64.13 goals and measures consistent with subdivision 1a and sections 120B.022, subdivisions 1a  
64.14 and 1b, and 120B.35, district assessments, means to improve students' equitable access to  
64.15 effective and more diverse teachers, and program evaluations. School sites may expand  
64.16 upon district evaluations of instruction, curriculum, assessments, or programs. Whenever  
64.17 possible, parents and other community residents shall comprise at least two-thirds of  
64.18 advisory committee members.

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

64.27 Subd. 5. **Report.** Consistent with requirements for school performance reports  
64.28 under section 120B.36, subdivision 1, the school board shall publish a report in the local  
64.29 newspaper with the largest circulation in the district, by mail, or by electronic means on  
64.30 the district Web site. The school board shall hold an annual public meeting to review, and  
64.31 revise where appropriate, student achievement goals, local assessment outcomes, plans,  
64.32 strategies, and practices for improving curriculum and instruction and cultural competency  
64.33 and all students' increased and equitable access to effective and more diverse teachers, and  
64.34 to review district success in realizing the previously adopted student achievement goals  
64.35 and related benchmarks and the improvement plans leading to the world's best workforce.  
65.1 The school board must transmit an electronic summary of its report to the commissioner in  
65.2 the form and manner the commissioner determines.

65.3 Subd. 7. **Periodic report.** Each school district shall periodically survey affected  
65.4 constituencies, in their native languages where appropriate and practicable, about their  
65.5 connection to and level of satisfaction with school. The district shall include the results of  
65.6 this evaluation in the summary report required under subdivision 5.

65.7 Subd. 9. **Annual evaluation.** (a) The commissioner must identify effective  
65.8 strategies, practices, and use of resources by districts and school sites in striving for the  
65.9 world's best workforce. The commissioner must assist districts and sites throughout the  
65.10 state in implementing these effective strategies, practices, and use of resources, and in  
65.11 providing all enrolled students, including low-income students, American Indian students,  
65.12 and students of color with improved and equitable access to effective and more diverse  
65.13 teachers.

65.14 (b) The commissioner must identify those districts in any consecutive three-year  
65.15 period not making sufficient progress toward improving teaching and learning for all  
65.16 students, including English learners with varied needs, consistent with section 124D.59,  
65.17 subdivisions 2 and 2a, and striving for the world's best workforce. The commissioner, in  
65.18 collaboration with the identified district, may require the district to use up to two percent  
65.19 of its basic general education revenue per fiscal year during the proximate three school  
65.20 years to implement commissioner-specified strategies and practices, consistent with  
65.21 paragraph (a), to improve and accelerate its progress in realizing its goals under this  
65.22 section. In implementing this section, the commissioner must consider districts' budget  
65.23 constraints and legal obligations.

65.24 (c) The commissioner shall report by January 25 of each year to the committees of  
65.25 the legislature having jurisdiction over kindergarten through grade 12 education the list of  
65.26 school districts that have not submitted their report to the commissioner under subdivision  
65.27 5 and the list of school districts not achieving their performance goals established in  
65.28 their plan under subdivision 2.

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

65.31 Sec. 2. Minnesota Statutes 2014, section 120B.11, subdivision 5, is amended to read:

65.32 Subd. 5. **Report.** (a) Consistent with requirements for school performance reports  
65.33 under section 120B.36, subdivision 1, and paragraph (b), the school board shall publish  
65.34 a report in the local newspaper with the largest circulation in the district, by mail, or  
65.35 by electronic means on the district Web site. The school board shall hold an annual  
66.1 public meeting to review, and revise where appropriate, student achievement goals,  
66.2 local assessment outcomes, plans, strategies, and practices for improving curriculum  
66.3 and instruction and cultural competency, and to review district success in realizing  
66.4 the previously adopted student achievement goals and related benchmarks and the  
66.5 improvement plans leading to the world's best workforce. The school board must transmit  
66.6 an electronic summary of its report to the commissioner in the form and manner the  
66.7 commissioner determines.

66.8 (b) Each school board must include in its annual report under paragraph (a) data on:

66.9 (1) the number of licensed teachers employed by the district who self-identify as  
66.10 non-Caucasian and who are members of a population underrepresented among licensed  
66.11 teachers in the district;

66.12 (2) the number of community experts providing instruction in the district during the  
66.13 school year and the subject areas they teach;

66.14 (3) the school year testing schedule for the district showing grade levels and  
66.15 assessments and the time allotted for each assessment; and

66.16 (4) the class sizes for the district's prekindergarten through grade 6 classrooms.

66.17 The format for reporting the data must comply with the model data-reporting format  
66.18 developed by the commissioner.

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

66.21 Sec. 3. Minnesota Statutes 2014, section 120B.35, subdivision 3, is amended to read:

66.22 Subd. 3. **State growth target; other state measures.** (a) The state's educational  
66.23 assessment system measuring individual students' educational growth is based on  
66.24 indicators of achievement growth that show an individual student's prior achievement.  
66.25 Indicators of achievement and prior achievement must be based on highly reliable  
66.26 statewide or districtwide assessments.

66.27 (b) The commissioner, in consultation with a stakeholder group that includes  
66.28 assessment and evaluation directors, district staff, experts in culturally responsive teaching,  
66.29 and researchers, must implement a model that uses a value-added growth indicator ~~and~~  
66.30 ~~includes criteria for identifying schools and school districts that demonstrate medium and~~  
66.31 ~~high growth under section 120B.299, subdivisions 8 and 9, and may recommend other~~  
66.32 value-added measures under section 120B.299, subdivision 3. The model may be used  
66.33 to advance educators' professional development and replicate programs that succeed in  
67.1 meeting students' diverse learning needs. Data on individual teachers generated under the  
67.2 model are personnel data under section 13.43. The model must allow users to:

67.3 (1) report student growth consistent with this paragraph; and

67.4 (2) for all student categories, report and compare aggregated and disaggregated state  
67.5 growth data using the ~~nine~~ student categories identified under the federal 2001 ~~No Child~~  
67.6 ~~Left Behind Act and two student gender categories of male and female, respectively~~  
67.7 Elementary and Secondary Education Act, as most recently reauthorized, following  
67.8 appropriate reporting practices to protect nonpublic student data.

67.9 The commissioner must report measures of student growth, consistent with this  
67.10 paragraph, including the English language development, academic progress, and oral  
67.11 academic development of English learners and their native language development if the  
67.12 native language is used as a language of instruction.

67.13 (c) When reporting student performance under section 120B.36, subdivision 1, the  
67.14 commissioner annually, beginning July 1, 2011, must report two core measures indicating  
67.15 the extent to which current high school graduates are being prepared for postsecondary  
67.16 academic and career opportunities:

67.17 (1) a preparation measure indicating the number and percentage of high school  
67.18 graduates in the most recent school year who completed course work important to  
67.19 preparing them for postsecondary academic and career opportunities, consistent with  
67.20 the core academic subjects required for admission to Minnesota's public colleges and  
67.21 universities as determined by the Office of Higher Education under chapter 136A; and

67.22 (2) a rigorous coursework measure indicating the number and percentage of high  
67.23 school graduates in the most recent school year who successfully completed one or more  
67.24 college-level advanced placement, international baccalaureate, postsecondary enrollment  
67.25 options including concurrent enrollment, other rigorous courses of study under section  
67.26 120B.021, subdivision 1a, or industry certification courses or programs.

67.27 When reporting the core measures under clauses (1) and (2), the commissioner must also  
67.28 analyze and report separate categories of information using the nine student categories  
67.29 identified under the federal 2001 ~~No Child Left Behind Act~~ and two student gender  
67.30 ~~categories of male and female, respectively~~ Elementary and Secondary Education Act, as  
67.31 most recently reauthorized, following appropriate reporting practices to protect nonpublic  
67.32 student data.

67.33 (d) When reporting student performance under section 120B.36, subdivision 1, the  
67.34 commissioner annually, beginning July 1, 2014, must report summary data on school  
67.35 safety and students' engagement and connection at school. The summary data under this  
67.36 paragraph are separate from and must not be used for any purpose related to measuring  
68.1 or evaluating the performance of classroom teachers. The commissioner, in consultation  
68.2 with qualified experts on student engagement and connection and classroom teachers,  
68.3 must identify highly reliable variables that generate summary data under this paragraph.  
68.4 The summary data may be used at school, district, and state levels only. Any data on  
68.5 individuals received, collected, or created that are used to generate the summary data  
68.6 under this paragraph are nonpublic data under section 13.02, subdivision 9.

68.7 (e) For purposes of statewide educational accountability, the commissioner must  
68.8 identify and report measures that demonstrate the success of learning year program  
68.9 providers under sections 123A.05 and 124D.68, among other such providers, in improving  
68.10 students' graduation outcomes. The commissioner, beginning July 1, 2015, must annually  
68.11 report summary data on:

- 68.12 (1) the four- and six-year graduation rates of students under this paragraph;
- 68.13 (2) the percent of students under this paragraph whose progress and performance
- 68.14 levels are meeting career and college readiness benchmarks under section 120B.30,
- 68.15 subdivision 1; and
- 68.16 (3) the success that learning year program providers experience in:
- 68.17 (i) identifying at-risk and off-track student populations by grade;
- 68.18 (ii) providing successful prevention and intervention strategies for at-risk students;
- 68.19 (iii) providing successful recuperative and recovery or reenrollment strategies for
- 68.20 off-track students; and
- 68.21 (iv) improving the graduation outcomes of at-risk and off-track students.
- 68.22 The commissioner may include in the annual report summary data on other education
- 68.23 providers serving a majority of students eligible to participate in a learning year program.
- 68.24 (f) The commissioner, in consultation with recognized experts with knowledge and
- 68.25 experience in assessing the language proficiency and academic performance of English
- 68.26 learners, must identify and report appropriate and effective measures to improve current
- 68.27 categories of language difficulty and assessments, and monitor and report data on students'
- 68.28 English proficiency levels, program placement, and academic language development,
- 68.29 including oral academic language.
- 68.30 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and
- 68.31 later.

66.22 Sec. 29. Minnesota Statutes 2014, section 122A.07, subdivision 2, is amended to read:

66.23 Subd. 2. **Eligibility; board composition.** Except for the representatives of higher

66.24 education, school administrators, and the public, to be eligible for appointment to the

66.25 Board of Teaching a person must be a teacher currently teaching in a Minnesota school

66.26 and fully licensed for the position held and have at least five years teaching experience in

66.27 Minnesota, including the two years immediately preceding nomination and appointment.

66.28 Each nominee, other than a public nominee, must be selected on the basis of professional

66.29 experience and knowledge of teacher education, accreditation, and licensure. The board

66.30 must be composed of:

66.31 (1) six teachers who are currently teaching in a Minnesota school or who were

66.32 teaching at the time of the appointment and who do not qualify under clause (2) or (3), at

66.33 least four of whom must be teaching in a public school;

69.1 Sec. 4. Minnesota Statutes 2014, section 122A.09, as amended by Laws 2015, chapter  
69.2 69, article 2, section 3, and Laws 2015, First Special Session chapter 3, article 2, sections  
69.3 9 to 11, is amended to read:

69.4 **122A.09 DUTIES.**

69.5 Subdivision 1. **Code of ethics.** The Board of Teaching must develop by rule a code  
69.6 of ethics covering standards of professional teaching practices, including areas of ethical  
69.7 conduct and professional performance and methods of enforcement.

69.8 Subd. 2. **Advise members of profession.** The board must act in an advisory  
69.9 capacity to members of the profession in matters of interpretation of the code of ethics.

69.10 Subd. 3. **Election of chair and officers.** The board shall elect a chair and such  
69.11 other officers as it may deem necessary.

67.1 (2) one higher education representative, who must be a faculty member preparing  
67.2 teachers;

67.3 (3) one school administrator; and

67.4 (4) three members of the public, two of whom must be present or former members  
67.5 of school boards.

67.6 **EFFECTIVE DATE.** This section is effective the day following final enactment  
67.7 and applies to all board appointments made after that date.

67.8 Sec. 30. Minnesota Statutes 2014, section 122A.09, is amended by adding a  
67.9 subdivision to read:

67.10 Subd. 3a. **Board of Teaching; duties and responsibilities clarified.** Consistent  
67.11 with sections 15.039 and 16B.37, the Board of Teaching is responsible for licensing  
67.12 teachers and issuing special permissions to teach and must perform all licensure-related  
67.13 duties and meet all licensure-related responsibilities under this section, among other  
67.14 statutory licensure-related requirements. At the direction of the board, the department  
67.15 may perform administrative functions related to issuing teacher licenses. To the extent a  
67.16 conflict exists between this section and another section governing teacher licensing, the  
67.17 provisions of this section prevail.

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

67.19 Sec. 31. Minnesota Statutes 2015 Supplement, section 122A.09, subdivision 4, is  
67.20 amended to read:



69.12 Subd. 4. **License and rules.** (a) The board must adopt rules to license public school  
69.13 teachers and interns subject to chapter 14.

69.14 (b) The board must require all candidates for teacher licensure to demonstrate a  
69.15 passing score on a board-adopted skills examination in reading, writing, and mathematics,  
69.16 as a requirement for an initial ~~teacher licensure~~ professional five-year teaching license,  
69.17 except that the board may issue up to four ~~temporary, initial professional~~ one-year teaching  
69.18 licenses to an otherwise qualified candidate who has not yet passed the board-adopted  
69.19 skills exam. The board must require colleges and universities offering a board-approved  
69.20 teacher preparation program to provide remedial assistance to persons who did not achieve  
69.21 a qualifying score on the board-adopted skills examination, including those for whom  
69.22 English is a second language. The requirement to pass a board-adopted reading, writing,  
69.23 and mathematics skills examination does not apply to nonnative English speakers, as  
69.24 verified by qualified Minnesota school district personnel or Minnesota higher education  
69.25 faculty, who, after meeting the content and pedagogy requirements under this subdivision,  
69.26 apply for a teaching license to provide direct instruction in their native language or world  
69.27 language instruction under section 120B.022, subdivision 1. The Board of Teaching and  
69.28 the entity administering the content, pedagogy, and skills examinations must allow any  
69.29 individual who produces documentation of a disability in the form of an evaluation, 504  
69.30 plan, or individual education program (IEP) to receive the same testing accommodations  
69.31 on the content, pedagogy, and skills examinations that the applicant received during their  
69.32 secondary or postsecondary education.

69.33 (c) The board must adopt rules to approve teacher preparation programs. The board,  
69.34 upon the request of a postsecondary student preparing for teacher licensure or a licensed  
69.35 graduate of a teacher preparation program, shall assist in resolving a dispute between the  
69.36 person and a postsecondary institution providing a teacher preparation program when the  
70.1 dispute involves an institution's recommendation for licensure affecting the person or the  
70.2 person's credentials. At the board's discretion, assistance may include the application  
70.3 of chapter 14.

70.4 (d) The board must provide the leadership and adopt rules for the redesign of teacher  
70.5 education programs to implement a research based, results-oriented curriculum that  
70.6 focuses on the skills teachers need in order to be effective. Among other components,  
70.7 teacher preparation programs may use the Minnesota State Colleges and Universities  
70.8 program model to provide a school-year-long student teaching program that combines  
70.9 clinical opportunities with academic coursework and in-depth student teaching  
70.10 experiences to offer students ongoing mentorship, coaching, and assessment, help to  
70.11 prepare a professional development plan, and structured learning experiences. The board  
70.12 shall implement new systems of teacher preparation program evaluation to assure program  
70.13 effectiveness based on proficiency of graduates in demonstrating attainment of program  
70.14 outcomes. Teacher preparation programs including alternative teacher preparation  
70.15 programs under section 122A.245, among other programs, must include a content-specific,  
70.16 board-approved, performance-based assessment that measures teacher candidates in three

67.21 Subd. 4. **License and rules.** (a) The board must adopt rules to license public school  
67.22 teachers and interns subject to chapter 14.

67.23 (b) The board must require all candidates for teacher licensure to demonstrate a  
67.24 passing score on a board-adopted skills examination in reading, writing, and mathematics,  
67.25 as a requirement for initial teacher licensure, except that the board may issue up to four  
67.26 temporary, one-year teaching licenses to an otherwise qualified candidate who has not yet  
67.27 passed the board-adopted skills exam. The board must require colleges and universities  
67.28 offering a board-approved teacher preparation program to provide remedial assistance to  
67.29 persons who did not achieve a qualifying score on the board-adopted skills examination,  
67.30 including those for whom English is a second language. The requirement to pass a  
67.31 board-adopted reading, writing, and mathematics skills examination does not apply to  
67.32 nonnative English speakers, as verified by qualified Minnesota school district personnel  
67.33 or Minnesota higher education faculty, who, after meeting the content and pedagogy  
68.1 requirements under this subdivision, apply for a teaching license to provide direct  
68.2 instruction in their native language or world language instruction under section 120B.022,  
68.3 subdivision 1. The Board of Teaching and the entity administering the content, pedagogy,  
68.4 and skills examinations must allow any individual who produces documentation of a  
68.5 disability in the form of an evaluation, 504 plan, or individual education program (IEP) to  
68.6 receive the same testing accommodations on the content, pedagogy, and skills examinations  
68.7 that the applicant received during their secondary or postsecondary education.

68.8 (c) The board must adopt rules to approve teacher preparation programs. The board,  
68.9 upon the request of a postsecondary student preparing for teacher licensure or a licensed  
68.10 graduate of a teacher preparation program, shall assist in resolving a dispute between the  
68.11 person and a postsecondary institution providing a teacher preparation program when the  
68.12 dispute involves an institution's recommendation for licensure affecting the person or the  
68.13 person's credentials. At the board's discretion, assistance may include the application  
68.14 of chapter 14.

68.15 (d) The board must provide the leadership and adopt rules for the redesign of teacher  
68.16 education programs to implement a research based, results-oriented curriculum that  
68.17 focuses on the skills teachers need in order to be effective. Among other components,  
68.18 teacher preparation programs may use the Minnesota State Colleges and Universities  
68.19 program model to provide a school-year-long student teaching program that combines  
68.20 clinical opportunities with academic coursework and in-depth student teaching  
68.21 experiences to offer students ongoing mentorship, coaching, and assessment, help to  
68.22 prepare a professional development plan, and structured learning experiences. The board  
68.23 shall implement new systems of teacher preparation program evaluation to assure program  
68.24 effectiveness based on proficiency of graduates in demonstrating attainment of program  
68.25 outcomes. Teacher preparation programs including alternative teacher preparation  
68.26 programs under section 122A.245, among other programs, must include a content-specific,  
68.27 board-approved, performance-based assessment that measures teacher candidates in three

70.17 areas: planning for instruction and assessment; engaging students and supporting learning;  
 70.18 and assessing student learning. The board's redesign rules must include creating flexible,  
 70.19 specialized teaching licenses, credentials, and other endorsement forms to increase  
 70.20 students' participation in language immersion programs, world language instruction,  
 70.21 career development opportunities, work-based learning, early college courses and careers,  
 70.22 career and technical programs, Montessori schools, and project and place-based learning,  
 70.23 among other career and college ready learning offerings.

70.24 (e) The board must adopt rules requiring candidates for ~~initial~~ initial professional  
 70.25 five-year teaching licenses to pass an examination of general pedagogical knowledge  
 70.26 and examinations of licensure-specific teaching skills. The rules shall be effective by  
 70.27 September 1, 2001. The rules under this paragraph also must require candidates for initial  
 70.28 licenses to teach prekindergarten or elementary students to pass, as part of the examination  
 70.29 of licensure-specific teaching skills, test items assessing the candidates' knowledge,  
 70.30 skill, and ability in comprehensive, scientifically based reading instruction under section  
 70.31 122A.06, subdivision 4, and their knowledge and understanding of the foundations of  
 70.32 reading development, the development of reading comprehension, and reading assessment  
 70.33 and instruction, and their ability to integrate that knowledge and understanding.

70.34 (f) The board must adopt rules requiring teacher educators to work directly with  
 70.35 elementary or secondary school teachers in elementary or secondary schools to obtain  
 70.36 periodic exposure to the elementary or secondary teaching environment.

71.1 (g) The board must grant licenses to interns and to candidates for ~~initial~~ initial professional  
 71.2 five-year teaching licenses based on appropriate professional competencies that are  
 71.3 aligned with the board's licensing system and students' diverse learning needs. All teacher  
 71.4 candidates must have preparation in English language development and content instruction  
 71.5 for English learners in order to be able to effectively instruct the English learners in their  
 71.6 classrooms. The board must include these licenses in a statewide differentiated licensing  
 71.7 system that creates new leadership roles for successful experienced teachers premised on a  
 71.8 collaborative professional culture dedicated to meeting students' diverse learning needs  
 71.9 in the 21st century, recognizes the importance of cultural and linguistic competencies,  
 71.10 including the ability to teach and communicate in culturally competent and aware ways,  
 71.11 and formalizes mentoring and induction for newly licensed teachers provided through a  
 71.12 teacher support framework.

71.13 ~~(h) The board must design and implement an assessment system which requires a~~  
 71.14 ~~candidate for an initial license and first continuing license to demonstrate the abilities~~  
 71.15 ~~necessary to perform selected, representative teaching tasks at appropriate levels.~~

71.16 ~~(h)~~ (h) The board must receive recommendations from local committees as established  
 71.17 by the board for the renewal of teaching licenses. The board must require a licensed  
 71.18 teacher ~~teacher~~ who are is renewing a continuing license ~~professional five-year teaching~~  
 71.19 license to include in the renewal requirements further preparation in English language  
 71.20 development and specially designed content instruction in English for English learners.

68.28 areas: planning for instruction and assessment; engaging students and supporting learning;  
 68.29 and assessing student learning. The board's redesign rules must include creating flexible,  
 68.30 specialized teaching licenses, credentials, and other endorsement forms to increase  
 68.31 students' participation in language immersion programs, world language instruction,  
 68.32 career development opportunities, work-based learning, early college courses and careers,  
 68.33 career and technical programs, Montessori schools, and project and place-based learning,  
 68.34 among other career and college ready learning offerings.

68.35 (e) The board must adopt rules requiring candidates for initial licenses to pass an  
 68.36 examination of general pedagogical knowledge and examinations of licensure-specific  
 69.1 teaching skills. The rules shall be effective by September 1, 2001. The rules under this  
 69.2 paragraph also must require candidates for initial licenses to teach prekindergarten or  
 69.3 elementary students to pass, as part of the examination of licensure-specific teaching  
 69.4 skills, test items assessing the candidates' knowledge, skill, and ability in comprehensive,  
 69.5 scientifically based reading instruction under section 122A.06, subdivision 4, and their  
 69.6 knowledge and understanding of the foundations of reading development, the development  
 69.7 of reading comprehension, and reading assessment and instruction, and their ability to  
 69.8 integrate that knowledge and understanding.

69.9 (f) The board must adopt rules requiring teacher educators to work directly with  
 69.10 elementary or secondary school teachers in elementary or secondary schools to obtain  
 69.11 periodic exposure to the elementary or secondary teaching environment.

69.12 (g) The board must grant licenses to interns and to candidates for initial licenses  
 69.13 based on appropriate professional competencies that are aligned with the board's licensing  
 69.14 system and students' diverse learning needs. All teacher candidates must have preparation  
 69.15 in English language development and content instruction for English learners in order to be  
 69.16 able to effectively instruct the English learners in their classrooms. The board must include  
 69.17 these licenses in a statewide differentiated licensing system that creates new leadership  
 69.18 roles for successful experienced teachers premised on a collaborative professional culture  
 69.19 dedicated to meeting students' diverse learning needs in the 21st century, recognizes the  
 69.20 importance of cultural and linguistic competencies, including the ability to teach and  
 69.21 communicate in culturally competent and aware ways, and formalizes mentoring and  
 69.22 induction for newly licensed teachers provided through a teacher support framework.

69.23 (h) The board must design and implement an assessment system which requires a  
 69.24 candidate for an initial license and first continuing license to demonstrate the abilities  
 69.25 necessary to perform selected, representative teaching tasks at appropriate levels.

69.26 (i) The board must receive recommendations from local committees as established  
 69.27 by the board for the renewal of teaching licenses. The board must require licensed teachers  
 69.28 who are renewing a continuing license to include in the renewal requirements further  
 69.29 preparation in English language development and specially designed content instruction  
 69.30 in English for English learners.

71.21 ~~(j)~~ (i) The board must grant ~~life~~ lifetime substitute licenses to those who qualify  
 71.22 according to board requirements established by the board, and suspend or revoke licenses  
 71.23 ~~pursuant to~~ under sections 122A.20 and 214.10. The board must not establish any  
 71.24 expiration date for application for life lifetime substitute licenses.

71.25 ~~(k)~~ (j) The board must adopt rules that require all licensed teachers who are renewing  
 71.26 their continuing license professional five-year teaching licenses to include in their renewal  
 71.27 requirements further preparation in the areas of using positive behavior interventions  
 71.28 and in accommodating, modifying, and adapting curricula, materials, and strategies to  
 71.29 appropriately meet the needs of individual students and ensure adequate progress toward  
 71.30 the state's graduation rule.

71.31 ~~(l)~~ (k) In adopting rules to license public school teachers who provide health-related  
 71.32 services for disabled children, the board shall adopt rules consistent with license or  
 71.33 registration requirements of the commissioner of health and the health-related boards who  
 71.34 license personnel who perform similar services outside of the school.

71.35 ~~(m)~~ (l) The board must adopt rules that require all licensed teachers who are  
 71.36 renewing their continuing license professional five-year teaching licenses to include in  
 72.1 their renewal requirements further reading preparation, consistent with section 122A.06,  
 72.2 subdivision 4. The rules do not take effect until they are approved by law. Teachers who  
 72.3 do not provide direct instruction including, at least, counselors, school psychologists,  
 72.4 school nurses, school social workers, audiovisual directors and coordinators, and  
 72.5 recreation personnel are exempt from this section.

72.6 ~~(n)~~ (m) The board must adopt rules that require all licensed teachers who are  
 72.7 renewing their continuing license professional five-year teaching licenses to include  
 72.8 in their renewal requirements at least one hour of suicide prevention best practices in  
 72.9 each licensure renewal period that are based on nationally recognized evidence-based  
 72.10 programs and practices and further preparation, first, in understanding the key warning  
 72.11 signs of early-onset mental illness in children and adolescents and then, during  
 72.12 subsequent licensure renewal periods, preparation may include providing a more in-depth  
 72.13 understanding of students' mental illness trauma, accommodations for students' mental  
 72.14 illness, parents' role in addressing students' mental illness, Fetal Alcohol Spectrum  
 72.15 Disorders, autism, the requirements of section 125A.0942 governing restrictive  
 72.16 procedures, and de-escalation methods, among other similar topics.

69.31 (j) The board must grant life licenses to those who qualify according to requirements  
 69.32 established by the board, and suspend or revoke licenses pursuant to sections 122A.20 and  
 69.33 214.10. The board must not establish any expiration date for application for life licenses.

69.34 (k) The board must adopt rules that require all licensed teachers who are renewing  
 69.35 their continuing license to include in their renewal requirements further preparation in  
 69.36 the areas of using positive behavior interventions and in accommodating, modifying, and  
 70.1 adapting curricula, materials, and strategies to appropriately meet the needs of individual  
 70.2 students and ensure adequate progress toward the state's graduation rule.

70.3 (l) In adopting rules to license public school teachers who provide health-related  
 70.4 services for disabled children, the board shall adopt rules consistent with license or  
 70.5 registration requirements of the commissioner of health and the health-related boards who  
 70.6 license personnel who perform similar services outside of the school.

70.7 (m) The board must adopt rules that require all licensed teachers who are renewing  
 70.8 their continuing license to include in their renewal requirements further reading  
 70.9 preparation, consistent with section 122A.06, subdivision 4. The rules do not take effect  
 70.10 until they are approved by law. Teachers who do not provide direct instruction including, at  
 70.11 least, counselors, school psychologists, school nurses, school social workers, audiovisual  
 70.12 directors and coordinators, and recreation personnel are exempt from this section.

70.13 (n) The board must adopt rules that require all licensed teachers who are renewing  
 70.14 their continuing license to include in their renewal requirements at least one hour of  
 70.15 suicide prevention best practices in each licensure renewal period that are based on  
 70.16 nationally recognized evidence-based programs and practices, among the continuing  
 70.17 education credits required to renew a license under this paragraph, and further preparation,  
 70.18 first, in understanding the key warning signs of early-onset mental illness in children  
 70.19 and adolescents and then, during subsequent licensure renewal periods, preparation may  
 70.20 include providing a more in-depth understanding of students' mental illness trauma,  
 70.21 accommodations for students' mental illness, parents' role in addressing students' mental  
 70.22 illness, Fetal Alcohol Spectrum Disorders, autism, the requirements of section 125A.0942  
 70.23 governing restrictive procedures, and de-escalation methods, among other similar topics.

72.17 ~~(n)~~ (n) The board must adopt rules by January 1, 2016, to license applicants under  
 72.18 sections 122A.23 and 122A.245. The rules must permit applicants to demonstrate their  
 72.19 qualifications through the board's recognition of a teaching license from another state  
 72.20 in a similar content field, completion of a state-approved teacher preparation program,  
 72.21 teaching experience as the teacher of record in a similar licensure field, depth of content  
 72.22 knowledge, depth of content methods or general pedagogy, subject-specific professional  
 72.23 development and contribution to the field, or classroom performance as determined by  
 72.24 documented student growth on normed assessments or documented effectiveness on  
 72.25 evaluations. The rules must adopt criteria for determining a "similar content field" and  
 72.26 "similar licensure area."

72.27 Subd. 4a. **Teacher and administrator preparation and performance data;**  
 72.28 **report.** (a) The Board of Teaching and the Board of School Administrators, in cooperation  
 72.29 with the Minnesota Association of Colleges of Teacher Education and Minnesota colleges  
 72.30 and universities offering board-adopted teacher or administrator preparation programs,  
 72.31 annually must collect and report summary data on teacher and administrator preparation  
 72.32 and performance outcomes, consistent with this subdivision. The Board of Teaching  
 72.33 and the Board of School Administrators annually by June 1 must update and post the  
 72.34 reported summary preparation and performance data on teachers and administrators from  
 72.35 the preceding school years on a Web site hosted jointly by the boards.

73.1 (b) Publicly reported summary data on teacher preparation programs must include:  
 73.2 student entrance requirements for each Board of Teaching-approved program, including  
 73.3 grade point average for enrolling students in the preceding year; the average board-adopted  
 73.4 skills examination or ACT or SAT scores of students entering the program in the preceding  
 73.5 year; summary data on faculty qualifications, including at least the content areas of faculty  
 73.6 undergraduate and graduate degrees and their years of experience either as kindergarten  
 73.7 through grade 12 classroom teachers or school administrators; the average time resident  
 73.8 and nonresident program graduates in the preceding year needed to complete the program;  
 73.9 the current number and percent of students by program who graduated, received a standard  
 73.10 Minnesota teaching license, and were hired to teach full time in their licensure field in a  
 73.11 Minnesota district or school in the preceding year; the number of content area credits and  
 73.12 other credits by undergraduate program that students in the preceding school year needed  
 73.13 to complete to graduate; students' pass rates on skills and subject matter exams required for  
 73.14 graduation in each program and licensure area in the preceding school year; survey results  
 73.15 measuring student and graduate satisfaction with the program in the preceding school  
 73.16 year; a standard measure of the satisfaction of school principals or supervising teachers  
 73.17 with the student teachers assigned to a school or supervising teacher; and information  
 73.18 under paragraphs (d) and (e). Program reporting must be consistent with subdivision 11.

70.24 (o) The board must adopt rules by January 1, 2016, to license applicants under  
 70.25 sections 122A.23 and 122A.245. The rules must permit applicants to demonstrate their  
 70.26 qualifications through the board's recognition of a teaching license from another state  
 70.27 in a similar content field, completion of a state-approved teacher preparation program,  
 70.28 teaching experience as the teacher of record in a similar licensure field, depth of content  
 70.29 knowledge, depth of content methods or general pedagogy, subject-specific professional  
 70.30 development and contribution to the field, or classroom performance as determined by  
 70.31 documented student growth on normed assessments or documented effectiveness on  
 70.32 evaluations. The rules must adopt criteria for determining a "similar content field" and  
 70.33 "similar licensure area."

70.34 **EFFECTIVE DATE.** This section is effective the day following final enactment  
 70.35 and applies to teachers renewing their teaching licenses beginning August 1, 2017.

73.19 (c) Publicly reported summary data on administrator preparation programs

73.20 approved by the Board of School Administrators must include: summary data on faculty

73.21 qualifications, including at least the content areas of faculty undergraduate and graduate

73.22 degrees and their years of experience either as kindergarten through grade 12 classroom

73.23 teachers or school administrators; the average time program graduates in the preceding

73.24 year needed to complete the program; the current number and percent of students who

73.25 graduated, received a standard Minnesota administrator license, and were employed as an

73.26 administrator in a Minnesota school district or school in the preceding year; the number of

73.27 credits by graduate program that students in the preceding school year needed to complete

73.28 to graduate; survey results measuring student, graduate, and employer satisfaction with

73.29 the program in the preceding school year; and information under paragraphs (f) and (g).

73.30 Program reporting must be consistent with section 122A.14, subdivision 10.

73.31 (d) School districts annually by October 1 must report to the Board of Teaching

73.32 the following information for all teachers who finished the probationary period and

73.33 accepted a continuing contract position with the district from September 1 of the previous

73.34 year through August 31 of the current year: the effectiveness category or rating of the

73.35 teacher on the summative evaluation under section 122A.40, subdivision 8, or 122A.41,

73.36 subdivision 5; the licensure area in which the teacher primarily taught during the

74.1 three-year evaluation cycle; and the teacher preparation program preparing the teacher in

74.2 the teacher's primary areas of instruction and licensure.

74.3 (e) School districts annually by October 1 must report to the Board of Teaching the

74.4 following information for all probationary teachers in the district who were released or

74.5 whose contracts were not renewed from September 1 of the previous year through August

74.6 31 of the current year: the licensure areas in which the probationary teacher taught; and

74.7 the teacher preparation program preparing the teacher in the teacher's primary areas of

74.8 instruction and licensure.

74.9 (f) School districts annually by October 1 must report to the Board of School

74.10 Administrators the following information for all school principals and assistant principals

74.11 who finished the probationary period and accepted a continuing contract position with the

74.12 district from September 1 of the previous year through August 31 of the current year: the

74.13 effectiveness category or rating of the principal or assistant principal on the summative

74.14 evaluation under section 123B.147, subdivision 3; and the principal preparation program

74.15 providing instruction to the principal or assistant principal.

74.16 (g) School districts annually by October 1 must report to the Board of School

74.17 Administrators all probationary school principals and assistant principals in the district

74.18 who were released or whose contracts were not renewed from September 1 of the previous

74.19 year through August 31 of the current year.

74.20 Subd. 5. **Commissioner's representative to comment on proposed rule.** ~~Prior~~  
 74.21 ~~to the adoption by~~ Before the Board of Teaching ~~of~~ adopts any rule ~~which~~ that must be  
 74.22 submitted to public hearing, a representative of the commissioner shall appear before the  
 74.23 Board of Teaching and at the hearing required ~~pursuant to~~ under section 14.14, subdivision  
 74.24 1, to comment on the cost and educational implications of that proposed rule.

74.25 Subd. 6. **Register of persons licensed.** The executive secretary of the Board of  
 74.26 Teaching shall keep a record of the proceedings of and a register of all persons licensed  
 74.27 pursuant to the provisions of this chapter. The register must show the name, address,  
 74.28 license number and the renewal of the license. The board must on July 1, of each year  
 74.29 or as soon thereafter as is practicable, compile a list of such duly licensed teachers and  
 74.30 transmit a copy of the list to the board. A copy of the register must be available during  
 74.31 business hours at the office of the board to any interested person.

74.32 Subd. 7. **Commissioner's assistance; board money.** The commissioner shall  
 74.33 provide all necessary materials and assistance for the transaction of the business of the  
 74.34 Board of Teaching and all moneys received by the Board of Teaching shall be paid into  
 74.35 the state treasury as provided by law. The expenses of administering sections 122A.01,  
 74.36 122A.05 to 122A.09, 122A.15, 122A.16, 122A.17, 122A.18, 122A.20, 122A.21, 122A.22,  
 75.1 122A.23, 122A.26, 122A.30, 122A.40, 122A.41, 122A.42, 122A.45, 122A.49, 122A.54,  
 75.2 122A.55, 122A.56, 122A.57, and 122A.58 which are incurred by the Board of Teaching  
 75.3 shall be paid for from appropriations made to the Board of Teaching.

75.4 Subd. 8. **Fraud; gross misdemeanor.** A person who claims to be a licensed teacher  
 75.5 without a valid existing license issued by the board or any person who employs fraud or  
 75.6 deception in applying for or securing a license is guilty of a gross misdemeanor.

75.7 Subd. 9. **Board may adopt rules.** The Board of Teaching may adopt rules subject  
 75.8 to the provisions of chapter 14 to implement sections 122A.05 to 122A.09, 122A.16,  
 75.9 122A.17, 122A.18, 122A.20, 122A.21, and 122A.23.

75.10 Subd. 10. **Variancees Permissions.** (a) Notwithstanding subdivision 9 and section  
 75.11 ~~14.05, subdivision 4~~ 14.055, the Board of Teaching may grant ~~a variance~~ waivers to its  
 75.12 rules upon application by a school district for purposes of implementing experimental  
 75.13 programs in learning or management.

75.14 (b) To enable a school district to meet the needs of students enrolled in an alternative  
 75.15 education program and to enable licensed teachers instructing those students to satisfy  
 75.16 content area licensure requirements, the Board of Teaching annually may permit a licensed  
 75.17 teacher teaching in an alternative education program to instruct students in a content area  
 75.18 for which the teacher is not licensed, consistent with paragraph (a).

71.1 Sec. 32. Minnesota Statutes 2014, section 122A.09, subdivision 10, is amended to read:

71.2 Subd. 10. **Variancees Permissions.** (a) Notwithstanding subdivision 9 and  
 71.3 section 14.05, subdivision 4, the Board of Teaching may grant a variance to its rules  
 71.4 upon application by a school district or a charter school for purposes of implementing  
 71.5 experimental programs in learning or management.

71.6 (b) To enable a school district or a charter school to meet the needs of students  
 71.7 enrolled in an alternative education program and to enable licensed teachers instructing  
 71.8 those students to satisfy content area licensure requirements, the Board of Teaching  
 71.9 annually may permit a licensed teacher teaching in an alternative education program to  
 71.10 instruct students in a content area for which the teacher is not licensed, consistent with  
 71.11 paragraph (a).

75.19 (c) A special education license variance permission issued by the Board of Teaching  
75.20 for a primary employer's low-incidence region shall be valid in all low-incidence regions.

75.21 (d) The Board of Teaching may grant a one-year professional license under paragraph  
75.22 (a) restricted to allow a person holding a full credential from the American Montessori  
75.23 Society, a diploma from Association Montessori Internationale, or a certificate of  
75.24 completion from a program accredited by the Montessori Accreditation Council for Teacher  
75.25 Education to teach in a Montessori program operated by a school district or charter school.

71.12 (c) A special education license variance issued by the Board of Teaching for a  
71.13 primary employer's low-incidence region ~~shall be~~ is valid in all low-incidence regions.

71.14 (d) The Board of Teaching may issue a one-year professional license under  
71.15 paragraph (a), which the board may renew two times, to allow a person holding a full  
71.16 credential from the American Montessori Society, a diploma from Association Montessori  
71.17 Internationale, or a certificate of completion from a program accredited by the Montessori  
71.18 Accreditation Council for Teacher Education to teach in a Montessori program operated  
71.19 by a school district or charter school.

71.20 (e) The Board of Teaching may grant a one-year waiver, renewable two times,  
71.21 to allow individuals who hold a bachelor's degree from an accredited postsecondary  
71.22 institution, demonstrate occupational competency based on at least three years of full-time  
71.23 work experience in business or industry, and enroll and make satisfactory progress in  
71.24 an alternative preparation program leading to certification or licensure as a career and  
71.25 technical education instructor or teacher to teach career and technical education courses  
71.26 offered by a school district or charter school. Consistent with this paragraph and section  
71.27 136F.361, the Board of Teaching must strongly encourage teacher preparation programs  
71.28 and institutions throughout Minnesota to develop alternative pathways for certifying and  
71.29 licensing high school career and technical education instructors and teachers, allowing  
71.30 such candidates to meet certification and licensure standards that demonstrate their content  
71.31 knowledge, classroom experience, and pedagogical practices and their qualifications  
71.32 based on a combination of occupational testing, professional certification or licensure, and  
71.33 long-standing work experience.

71.34 **EFFECTIVE DATE.** Paragraphs (d) and (e) are effective for the 2016-2017  
71.35 through 2018-2019 school years.

75.26 Subd. 11. **Teacher preparation program reporting.** By December 31, 2018, and  
75.27 annually thereafter, the Board of Teaching shall report and publish on its Web site the  
75.28 cumulative summary results of at least three consecutive years of data reported to the board  
75.29 under subdivision 4a, paragraph (b). Where the data are sufficient to yield statistically  
75.30 reliable information and the results would not reveal personally identifiable information  
75.31 about an individual teacher, the board shall report the data by teacher preparation program.

75.32 **EFFECTIVE DATE.** Subdivision 4, paragraph (m), is effective the day following  
75.33 final enactment and applies to teachers renewing their teaching licenses beginning August  
75.34 1, 2017. Subdivision 10, paragraph (d), of this section is effective for the 2016-2017  
75.35 through 2018-2019 school years.

76.1 Sec. 5. Minnesota Statutes 2014, section 122A.09, is amended by adding a subdivision  
76.2 to read:

76.3 Subd. 12. **Endorsement; dual enrollment instruction.** The Board of Teaching  
 76.4 must issue an endorsement for dual enrollment instruction to a high school teacher  
 76.5 licensed in a content-specific field who successfully completes the faculty qualification  
 76.6 requirements established by the Higher Learning Commission. The licensure endorsement  
 76.7 must allow the teacher to provide dual enrollment instruction in the teacher's licensure  
 76.8 field, consistent with board-adopted standards. The board must adopt standards for this  
 76.9 endorsement in consultation with eligible public postsecondary institutions participating  
 76.10 in course agreements under section 124D.09, subdivision 10. The endorsement means a  
 76.11 change in the teacher's license that allows the teacher to teach postsecondary college in the  
 76.12 schools dual credit courses under section 124D.09, subdivision 10.

76.13 **EFFECTIVE DATE.** This section is effective the day following final enactment.  
 76.14 The Board of Teaching must start issuing endorsements by September 1, 2017.

18.3 Sec. 21. Minnesota Statutes 2014, section 122A.16, is amended to read:  
 18.4 **122A.16 HIGHLY QUALIFIED TEACHER DEFINED.**

18.5 (a) A qualified teacher is one holding a valid license, under this chapter, to perform  
 18.6 the particular service for which the teacher is employed in a public school.

18.7 ~~(b) For the purposes of the federal No Child Left Behind Act, a highly qualified~~  
 18.8 ~~teacher is one who holds a valid license under this chapter, including under section~~  
 18.9 ~~122A.245, among other sections and is determined by local administrators as having~~  
 18.10 ~~highly qualified status according to the approved Minnesota highly qualified plan.~~  
 18.11 ~~Teachers delivering core content instruction must be deemed highly qualified at the local~~  
 18.12 ~~level and reported to the state via the staff automated reporting system.~~

76.15 Sec. 6. Minnesota Statutes 2014, section 122A.18, as amended by Laws 2015, First  
 76.16 Special Session chapter 3, article 2, sections 14 and 15, is amended to read:  
 76.17 **122A.18 BOARD TO ISSUE LICENSES.**

76.18 Subdivision 1. **Authority to license.** (a) The Board of Teaching must license  
 76.19 teachers, as defined in section 122A.15, subdivision 1, except for supervisory personnel,  
 76.20 as defined in section 122A.15, subdivision 2.

76.21 (b) The Board of School Administrators must license supervisory personnel as  
 76.22 defined in section 122A.15, subdivision 2, except for athletic coaches.

76.23 (c) Licenses under the jurisdiction of the Board of Teaching, the Board of School  
 76.24 Administrators, and the commissioner of education must be issued through the licensing  
 76.25 section of the department.

72.1 Sec. 33. Minnesota Statutes 2014, section 122A.16, is amended to read:  
 72.2 **122A.16 HIGHLY QUALIFIED TEACHER DEFINED.**

72.3 (a) A qualified teacher is one holding a valid license, under this chapter, to perform  
 72.4 the particular service for which the teacher is employed in a public school.

72.5 ~~(b) For the purposes of the federal No Child Left Behind Act, a highly qualified~~  
 72.6 ~~teacher is one who holds a valid license under this chapter, including under section~~  
 72.7 ~~122A.245, among other sections and is determined by local administrators as having~~  
 72.8 ~~highly qualified status according to the approved Minnesota highly qualified plan.~~  
 72.9 ~~Teachers delivering core content instruction must be deemed highly qualified at the local~~  
 72.10 ~~level and reported to the state via the staff automated reporting system.~~



76.26 (d) The Board of Teaching and the Department of Education must enter into a data  
76.27 sharing agreement to share educational data at the E-12 level for the limited purpose  
76.28 of program approval and improvement for teacher education programs. The program  
76.29 approval process must include targeted redesign of teacher preparation programs to  
76.30 address identified E-12 student areas of concern.

76.31 (e) The Board of School Administrators and the Department of Education must enter  
76.32 into a data sharing agreement to share educational data at the E-12 level for the limited  
76.33 purpose of program approval and improvement for education administration programs.  
77.1 The program approval process must include targeted redesign of education administration  
77.2 preparation programs to address identified E-12 student areas of concern.

77.3 (f) For purposes of the data sharing agreements under paragraphs (d) and (e), the  
77.4 Board of Teaching, Board of School Administrators, and Department of Education may  
77.5 share private data, as defined in section 13.02, subdivision 12, on teachers and school  
77.6 administrators. The data sharing agreements must not include educational data, as defined  
77.7 in section 13.32, subdivision 1, but may include summary data, as defined in section  
77.8 13.02, subdivision 19, derived from educational data.

77.9 Subd. 2. **Teacher and support personnel qualifications.** (a) The Board of Teaching  
77.10 must issue licenses under its jurisdiction to persons the board finds to be qualified and  
77.11 competent for their respective positions, including those meeting the standards adopted  
77.12 under section 122A.09, subdivision 4, paragraph ~~(n)~~ (n).

77.13 (b) The board must require a candidate for teacher licensure to demonstrate a passing  
77.14 score on a board-adopted examination of skills in reading, writing, and mathematics,  
77.15 before being granted ~~an initial~~ a professional five-year teaching license to provide direct  
77.16 instruction to pupils in prekindergarten, elementary, secondary, or special education  
77.17 programs, except that the board may issue up to four temporary, one-year teaching licenses  
77.18 to an otherwise qualified candidate who has not yet passed a board-adopted skills exam.  
77.19 At the request of the employing school district or charter school, the Board of Teaching  
77.20 may issue ~~a restricted~~ an initial professional one-year teaching license to an otherwise  
77.21 qualified teacher not passing or demonstrating a passing score on a board-adopted skills  
77.22 examination in reading, writing, and mathematics. For purposes of this section, the  
77.23 ~~restricted initial professional one-year teaching~~ license issued by the board is limited to the  
77.24 current subject or content matter the teacher is employed to teach and limited to the district  
77.25 or charter school requesting the ~~restricted initial professional one-year teaching~~ license. If  
77.26 the board denies the request, it must provide a detailed response to the school administrator  
77.27 as to the reasons for the denial. The board must require colleges and universities offering  
77.28 a board approved teacher preparation program to make available upon request remedial  
77.29 assistance that includes a formal diagnostic component to persons enrolled in their  
77.30 institution who did not achieve a qualifying score on a board-adopted skills examination,  
77.31 including those for whom English is a second language. The colleges and universities  
77.32 must make available assistance in the specific academic areas of candidates' deficiency.  
77.33 School districts may make available upon request similar, appropriate, and timely remedial

77.34 assistance that includes a formal diagnostic component to those persons employed by the  
77.35 district who completed their teacher education program, who did not achieve a qualifying  
77.36 score on a board-adopted skills examination, and who received a ~~temporary~~ an initial  
78.1 professional one-year teaching license to teach in Minnesota. The Board of Teaching  
78.2 shall report annually to the education committees of the legislature on the total number  
78.3 of teacher candidates during the most recent school year taking a board-adopted skills  
78.4 examination, the number who achieve a qualifying score on the examination, the number  
78.5 who do not achieve a qualifying score on the examination, and the candidates who have  
78.6 not passed a content or pedagogy exam, disaggregated by categories of race, ethnicity,  
78.7 and eligibility for financial aid.

78.8 (c) The Board of Teaching must ~~grant continuing~~ grant ~~professional five-year teaching~~  
78.9 licenses only to those persons who have met board criteria for ~~granting a continuing~~ that  
78.10 license, which includes passing a board-adopted skills examination in reading, writing, and  
78.11 mathematics, and the exceptions in section 122A.09, subdivision 4, paragraph (b), that are  
78.12 consistent with this paragraph. The requirement to pass a board-adopted reading, writing,  
78.13 and mathematics skills examination, does not apply to nonnative English speakers, as  
78.14 verified by qualified Minnesota school district personnel or Minnesota higher education  
78.15 faculty, who, after meeting the content and pedagogy requirements under this subdivision,  
78.16 apply for a professional five-year teaching license to provide direct instruction in their  
78.17 native language or world language instruction under section 120B.022, subdivision 1.

78.18 (d) All colleges and universities approved by the board of teaching to prepare persons  
78.19 for teacher licensure must include in their teacher preparation programs a common core  
78.20 of teaching knowledge and skills to be acquired by all persons recommended for teacher  
78.21 licensure. Among other requirements, teacher candidates must demonstrate the knowledge  
78.22 and skills needed to provide appropriate instruction to English learners to support and  
78.23 accelerate their academic literacy, including oral academic language, and achievement in  
78.24 content areas in a regular classroom setting. This common core shall meet the standards  
78.25 developed by the interstate new teacher assessment and support consortium in its 1992  
78.26 "model standards for beginning teacher licensing and development." Amendments to  
78.27 standards adopted under this paragraph are covered by chapter 14. The board of teaching  
78.28 shall report annually to the education committees of the legislature on the performance  
78.29 of teacher candidates on common core assessments of knowledge and skills under this  
78.30 paragraph during the most recent school year.

78.31 Subd. 2a. **Reading strategies.** (a) All colleges and universities approved by the  
78.32 Board of Teaching to prepare persons for classroom teacher licensure must include in  
78.33 their teacher preparation programs research-based best practices in reading, consistent  
78.34 with section 122A.06, subdivision 4, that enable the licensure candidate to know how to  
78.35 teach reading in the candidate's content areas. Teacher candidates must be instructed  
78.36 in using students' native languages as a resource in creating effective differentiated  
79.1 instructional strategies for English learners developing literacy skills. These colleges and  
79.2 universities also must prepare early childhood and elementary teacher candidates for initial  
79.3 professional five-year teaching licenses to teach prekindergarten or elementary students  
79.4 for the assessment of reading instruction portion of the examination of licensure-specific  
79.5 teaching skills under section 122A.09, subdivision 4, paragraph (e), covering assessment  
79.6 of reading instruction.

79.7 (b) Board-approved teacher preparation programs for teachers of elementary  
79.8 education must require instruction ~~in the application of~~ in applying comprehensive,  
79.9 scientifically based, and balanced reading instruction programs that:

79.10 (1) teach students to read using foundational knowledge, practices, and strategies  
79.11 consistent with section 122A.06, subdivision 4, so that all students ~~will~~ achieve continuous  
79.12 progress in reading; and

79.13 (2) teach specialized instruction in reading strategies, interventions, and remediations  
79.14 that enable students of all ages and proficiency levels to become proficient readers.

79.15 (c) Nothing in this section limits the authority of a school district to select a school's  
79.16 reading program or curriculum.

79.17 Subd. 2b. **Reading specialist.** Not later than July 1, 2002, the Board of Teaching  
79.18 must adopt rules providing for ~~the~~ reading teacher licensure of teachers of reading.

79.19 Subd. 3. **Supervisory and coach qualifications; code of ethics.** The commissioner  
79.20 of education must issue licenses under its jurisdiction to persons the commissioner finds  
79.21 to be qualified and competent for their respective positions under the rules it adopts.  
79.22 The commissioner of education may develop, by rule, a code of ethics for supervisory  
79.23 personnel covering standards of professional practices, including areas of ethical conduct  
79.24 and professional performance and methods of enforcement.

79.25 Subd. 3a. **Technology strategies.** All colleges and universities approved by the  
79.26 Board of Teaching to prepare persons for classroom teacher licensure must include in their  
79.27 teacher preparation programs the knowledge and skills teacher candidates need to deliver  
79.28 digital and blended learning and curriculum and engage students with technology.

79.29 Subd. 4. **Expiration and renewal.** (a) Each license the Department of Education  
79.30 issues through its licensing section must bear the date of issue and the name of the  
79.31 state-approved teacher training provider. Licenses must expire and be renewed according  
79.32 to the respective rules the Board of Teaching, the Board of School Administrators, or the  
79.33 commissioner of education adopts. Requirements for renewing a license must include  
79.34 showing satisfactory evidence of successful teaching or administrative experience for  
79.35 at least one school year during the period covered by the license in grades or subjects  
79.36 for which the license is valid or completing such additional preparation as the Board of  
80.1 Teaching prescribes. The Board of School Administrators shall establish requirements for  
80.2 renewing the licenses of supervisory personnel except athletic coaches. The State Board  
80.3 of Teaching shall establish requirements for renewing the licenses of athletic coaches.

80.4 (b) Relicensure Applicants for license renewal who have been employed as a teacher  
80.5 during the renewal period of their expiring license, as a condition of relicensure license  
80.6 renewal, must present to their local continuing education and relicensure committee  
80.7 or other local relicensure committee evidence of work that demonstrates professional  
80.8 reflection and growth in best teaching practices, including among other things, practices in  
80.9 meeting the varied needs of English learners, from young children to adults under section  
80.10 124D.59, subdivisions 2 and 2a. The applicant must include a reflective statement of  
80.11 professional accomplishment and the applicant's own assessment of professional growth  
80.12 showing evidence of:

80.13 (1) support for student learning;

80.14 (2) use of best practices techniques and their applications to student learning;

80.15 (3) collaborative work with colleagues that includes examples of collegiality such as  
80.16 attested-to committee work, collaborative staff development programs, and professional  
80.17 learning community work; or

80.18 (4) continual professional development that may include (i) job-embedded or other  
80.19 ongoing formal professional learning or (ii) for teachers employed for only part of the  
80.20 renewal period of their expiring license, other similar professional development efforts  
80.21 made during the relicensure period.

80.22 The Board of Teaching must ensure that its teacher relicensing requirements also include  
80.23 this paragraph.

80.24 (c) The Board of Teaching shall offer alternative continuing relicensure options for  
80.25 license renewal for teachers who are accepted into and complete the National Board for  
80.26 Professional Teaching Standards certification process, and offer additional continuing  
80.27 relicensure options for teachers who earn National Board for Professional Teaching  
80.28 Standards certification. Continuing relicensure requirements for teachers who do not  
80.29 maintain National Board for Professional Teaching Standards certification are those the  
80.30 board prescribes, consistent with this section.

80.31 Subd. 4a. ~~Limited provisional licenses.~~ The board may grant two-year provisional  
80.32 licenses to licensure candidates in a field in which they were not previously licensed or in a  
80.33 field in which a shortage of licensed teachers exists. A shortage is defined as an inadequate  
80.34 supply of licensed personnel in a given licensure area as determined by the commissioner.

80.35 Subd. 5. ~~Effective date.~~ Nothing contained herein shall be construed as affecting  
80.36 the validity of a permanent certificate or license issued prior to July 1, 1969.

81.1 Subd. 6. ~~Human relations.~~ The Board of Teaching and the commissioner of  
81.2 education shall accept training programs completed through Peace Corps, VISTA, or  
81.3 Teacher Corps in lieu of ~~completion of~~ completing the human relations component of the  
81.4 training program for purposes of issuing or renewing a teaching license in education.

81.5 Subd. 7. ~~Limited provisional licenses.~~ The Board of Teaching may grant  
81.6 provisional licenses, which shall be valid for two years, in fields in which licenses were not  
81.7 issued previously or in fields in which a shortage of licensed teachers exists. A shortage is  
81.8 defined as a lack of or an inadequate supply of licensed personnel within a given licensure  
81.9 area in a school district that has notified the Board of Teaching of the shortage and has  
81.10 applied to the Board of Teaching for provisional licenses for that district's licensed staff.

81.11 Subd. 7a. ~~Permission to substitute teach.~~ (a) The Board of Teaching may allow a  
81.12 person who is enrolled in and making satisfactory progress in a board-approved teacher  
81.13 program and who has successfully completed student teaching to be employed as a  
81.14 short-call substitute teacher.

81.15 (b) The Board of Teaching may issue a lifetime ~~qualified short-call~~ substitute  
81.16 teaching license to a person who:

81.17 (1) was a qualified teacher under section 122A.16 while holding a ~~continuing~~  
81.18 professional five-year teaching license issued by the board, and receives a retirement  
81.19 annuity from the Teachers Retirement Association or the St. Paul Teachers Retirement  
81.20 Fund Association;

81.21 (2) holds an out-of-state teaching license and receives a retirement annuity as a  
81.22 result of the person's teaching experience; or

81.23 (3) held a ~~continuing professional~~ five-year teaching license issued by the board,  
81.24 taught at least three school years in an accredited nonpublic school in Minnesota, and  
81.25 receives a retirement annuity as a result of the person's teaching experience.

81.26 A person holding a lifetime qualified short-call substitute teaching license is not required  
81.27 to complete continuing education clock hours. A person holding this license may reapply  
81.28 to the board for a ~~continuing professional~~ five-year teaching license and must again  
81.29 complete continuing education clock hours one school year after receiving the ~~continuing~~  
81.30 professional five-year teaching license.

81.31 Subd. 7b. **Temporary limited licenses Provisional permission; personnel**  
81.32 ~~variances variance; emergency permission.~~ (a) ~~The Board of Teaching must accept~~  
81.33 ~~applications for a temporary limited teaching license beginning July 1 of the school year~~  
81.34 ~~for which the license is requested and must issue or deny the temporary limited teaching~~  
81.35 ~~license within 30 days of receiving the complete application~~ The Board of Teaching  
81.36 ~~may grant a two-year provisional permission to a licensure candidate in a field in which~~  
82.1 ~~a shortage of licensed teachers exists. A shortage is defined as an inadequate supply of~~  
82.2 ~~licensed personnel in a given licensure area as determined by the commissioner.~~

82.3 (b) ~~The board may grant a one-year personnel variance to a licensed teacher in a~~  
82.4 ~~field in which they were not previously licensed. The Board of Teaching must accept~~  
82.5 ~~applications for a personnel variance beginning July 1 of the school year for which the~~  
82.6 ~~variance is requested and must issue or deny the personnel variance within 30 days of~~  
82.7 ~~receiving the complete application.~~

82.8 (c) ~~The board may grant a one-year emergency permission to a nonlicensed applicant~~  
82.9 ~~based on a district's satisfactory demonstration of need. The board must accept an~~  
82.10 ~~application for an emergency permission beginning on July 1 of the school year for which~~  
82.11 ~~the permission is requested and must issue or deny the emergency permission within 30~~  
82.12 ~~days of receiving the complete application.~~

82.13 Subd. 7c. **Temporary military license.** The Board of Teaching shall establish  
82.14 a temporary license in accordance with section 197.4552 for teaching. The fee for a  
82.15 temporary license under this subdivision shall be \$87.90 for an online application or  
82.16 \$86.40 for a paper application.

82.17 Subd. 8. **Background checks.** (a) The Board of Teaching and the commissioner  
82.18 of education must request a criminal history background check from the superintendent  
82.19 of the Bureau of Criminal Apprehension on all first-time teaching applicants for initial  
82.20 licenses under their jurisdiction. An application for a license under this section must be  
82.21 accompanied by Applicants must include with their licensure applications:  
82.22 (1) an executed criminal history consent form, including fingerprints; and  
82.23 (2) a money order or cashier's check payable to the Bureau of Criminal Apprehension  
82.24 for the fee for conducting the criminal history background check.

82.25 (b) The superintendent of the Bureau of Criminal Apprehension shall perform the  
82.26 background check required under paragraph (a) by retrieving criminal history data as  
82.27 defined in section 13.87 and shall also conduct a search of the national criminal records  
82.28 repository. The superintendent is authorized to exchange fingerprints with the Federal  
82.29 Bureau of Investigation for purposes of the criminal history check. The superintendent  
82.30 shall recover the cost to the bureau of a background check through the fee charged to  
82.31 the applicant under paragraph (a).

82.32 (c) The Board of Teaching or the commissioner of education may issue a license  
82.33 pending completion of a background check under this subdivision, but must notify  
82.34 the individual that the individual's license may be revoked based on the result of the  
82.35 background check.

84.3 Sec. 8. Minnesota Statutes 2015 Supplement, section 122A.23, is amended to read:  
84.4 **122A.23 APPLICANTS TRAINED IN OTHER STATES.**

84.5 Subdivision 1. **Preparation equivalency.** When a license to teach is authorized to  
84.6 be issued to any holder of a diploma or a degree of a Minnesota state university, or of the  
84.7 University of Minnesota, or of a liberal arts university, or a technical training institution,  
84.8 such license may also, in the discretion of the Board of Teaching ~~or the commissioner of~~  
84.9 ~~education, whichever has jurisdiction,~~ be issued to any holder of a diploma or a degree of a  
84.10 teacher training institution of equivalent rank and standing of any other state. The diploma  
84.11 or degree must be granted by virtue of completing coursework in teacher preparation as  
84.12 preliminary to the granting of a diploma or a degree of the same rank and class. For  
84.13 purposes of granting a Minnesota teaching license to a person who receives a diploma or  
84.14 degree from a state-accredited, out-of-state teacher training program leading to licensure,  
84.15 the Board of Teaching must establish criteria and streamlined policies and procedures by  
84.16 January 1, 2016, to recognize the experience and professional credentials of the person  
84.17 holding the out-of-state diploma or degree and allow that person to demonstrate to the  
84.18 board the person's qualifications for receiving a Minnesota teaching license based on  
84.19 performance measures the board adopts by January 1, 2016, under this section.

84.20 Subd. 2. **Applicants licensed in other states.** (a) Subject to the requirements  
84.21 of sections 122A.18, subdivision 8, and 123B.03, the Board of Teaching must issue a  
84.22 professional five-year teaching license or a temporary initial professional one-year  
84.23 teaching license under paragraphs (c) to (f) to an applicant who holds at least a  
84.24 baccalaureate degree from a regionally accredited college or university and holds or  
84.25 held an out-of-state teaching license that requires the applicant to successfully complete  
84.26 a teacher preparation program approved by the issuing state, which includes either (1)  
84.27 field-specific teaching methods, student teaching, or equivalent experience, or (2) at least  
84.28 two years of teaching experience as the teacher of record in a similar licensure field area.

84.29 (b) The Board of Teaching may issue a standard professional five-year teaching  
84.30 license on the basis of teaching experience and examination requirements only.

84.31 (c) The Board of Teaching must issue a professional five-year teaching license to  
84.32 an applicant who:

84.33 (1) successfully completed all exams and human relations preparation components  
84.34 required by the Board of Teaching; and

85.1 (2) holds or held an out-of-state teaching license to teach a similar content field and  
85.2 grade levels if the scope of the out-of-state license is no more than two grade levels less  
85.3 than a similar Minnesota license, and either (i) has completed field-specific teaching  
85.4 methods, student teaching, or equivalent experience, or (ii) has at least two years of  
85.5 teaching experience as the teacher of record in a similar licensure field area.

85.6 (d) The Board of Teaching, consistent with board rules and paragraph (i), must  
85.7 issue up to four ~~one-year temporary~~ initial professional one-year teaching licenses to an  
85.8 applicant who holds or held an out-of-state teaching license to teach a similar ~~content field~~  
85.9 licensure area and grade levels, where the scope of the out-of-state license is no more  
85.10 than two grade levels less than a similar Minnesota license, but has not successfully  
85.11 completed all exams and human relations preparation components required by the Board  
85.12 of Teaching. The board must issue a professional five-year teaching license to an applicant  
85.13 who successfully completes the requirements under this paragraph.

85.14 (e) The Board of Teaching, consistent with board rules, must issue up to four initial  
85.15 professional one-year temporary teaching licenses to an applicant who:

85.16 (1) successfully completed all exams and human relations preparation components  
85.17 required by the Board of Teaching; and

85.18 (2) holds or held an out-of-state teaching license to teach a similar ~~content field~~  
85.19 licensure area and grade levels, where the scope of the out-of-state license is no more than  
85.20 two grade levels less than a similar Minnesota license, but has not completed field-specific  
85.21 teaching methods or student teaching or equivalent experience.

85.22 The applicant may complete field-specific teaching methods ~~and student teaching~~  
85.23 ~~or equivalent experience~~ by successfully participating in a one-year school district  
85.24 mentorship program consistent with board-adopted standards of effective practice and  
85.25 Minnesota graduation requirements. If no school district mentorship program is available,  
85.26 the applicant must complete field-specific teaching methods coursework while serving  
85.27 as a teacher of record and providing classroom instruction in the applicant's field of  
85.28 licensure. The board must issue a professional five-year teaching license to an applicant  
85.29 who successfully completes the requirements under this paragraph.

85.30 (f) ~~The Board of Teaching must issue a restricted teaching license for only in the~~  
85.31 ~~content field or grade levels specified in the out-of-state license to an applicant who:~~

85.32 (1) ~~successfully completed all exams and human relations preparation components~~  
85.33 ~~required by the Board of Teaching; and~~

85.34 (2) ~~holds or held an out-of-state teaching license where the out-of-state license is~~  
85.35 ~~more limited in the content field or grade levels than a similar Minnesota license.~~



86.1 (f) The Board of Teaching must issue to an applicant with an out-of-state teaching  
86.2 license up to four initial professional one-year teaching licenses that are restricted in  
86.3 content or grade levels specified in the out-of-state license if the applicant's out-of-state  
86.4 teaching license is more limited than a similar Minnesota license in content field or  
86.5 grade levels. The Board of Teaching must issue a professional five-year teaching license  
86.6 to an applicant who successfully completes all exams and human relations preparation  
86.7 components required by the Board of Teaching. Any content or grade level restriction  
86.8 placed on a license under this paragraph remains in effect.

86.9 (g) The Board of Teaching may issue a two-year limited provisional license  
86.10 permission to an applicant under this subdivision to teach in a shortage area, consistent  
86.11 with section 122A.18, subdivision 4a.

86.12 (h) The Board of Teaching may issue a license under this subdivision if the applicant  
86.13 has attained the additional degrees, credentials, or licenses required in a particular  
86.14 licensure field and the applicant can demonstrate competency by obtaining qualifying  
86.15 scores on the board-adopted skills examination in reading, writing, and mathematics, and  
86.16 on applicable board-adopted rigorous content area and pedagogy examinations under  
86.17 section 122A.09, subdivision 4, paragraphs (a) and (e).

86.18 (i) The Board of Teaching must require an applicant for a professional five-year  
86.19 teaching license or a temporary an initial professional one-year teaching license under  
86.20 this subdivision to pass a board-adopted skills examination in reading, writing, and  
86.21 mathematics before the board issues the license unless, notwithstanding other provisions  
86.22 of this subdivision, an applicable board-approved National Association of State Directors  
86.23 of Teacher Education and Certification interstate reciprocity agreement exists to allow  
86.24 fully certified teachers from other states to transfer their certification to Minnesota.

86.25 Subd. 3. **Teacher licensure agreements with adjoining states.** (a) Notwithstanding  
86.26 any other law to the contrary, the Board of Teaching must enter into a National Association  
86.27 of State Directors of Teacher Education and Certification (NASDTEC) interstate  
86.28 agreement and other interstate agreements for teacher licensure to allow fully certified  
86.29 teachers from adjoining states to transfer their certification to Minnesota. The board must  
86.30 enter into these interstate agreements only after determining that the rigor of the teacher  
86.31 licensure or certification requirements in the adjoining state is commensurate with the  
86.32 rigor of Minnesota's teacher licensure requirements. The board may limit an interstate  
86.33 agreement to particular content fields or grade levels based on established priorities or  
86.34 identified shortages. This subdivision does not apply to out-of-state applicants holding  
86.35 only a provisional teaching license.

87.1 (b) The Board of Teaching must work with designated authorities in adjoining states  
87.2 to establish interstate teacher licensure agreements under this section.

87.3 Sec. 9. Minnesota Statutes 2015 Supplement, section 122A.23, subdivision 2, is  
87.4 amended to read:

87.5 Subd. 2. **Applicants licensed in other states.** (a) Subject to the requirements  
87.6 of sections 122A.18, subdivision 8, and 123B.03, the Board of Teaching must issue a  
87.7 teaching license or a temporary teaching license under paragraphs (c) to (f) to an applicant  
87.8 who holds at least a baccalaureate degree from a regionally accredited college or university  
87.9 and holds or held an out-of-state teaching license that requires the applicant to successfully  
87.10 complete a teacher preparation program approved by the issuing state, which includes  
87.11 either (1) field-specific teaching methods, student teaching, or equivalent experience, or (2)  
87.12 at least two years of teaching experience as the teacher of record in a similar licensure field.

87.13 (b) The Board of Teaching may issue a standard license on the basis of teaching  
87.14 experience and examination requirements only.

87.15 (c) The Board of Teaching must issue a teaching license to an applicant who:

87.16 (1) successfully completed all exams and human relations preparation components  
87.17 required by the Board of Teaching; and

87.18 (2) holds or held an out-of-state teaching license to teach a similar content field and  
87.19 grade levels if the scope of the out-of-state license is no more than two grade levels less  
87.20 than a similar Minnesota license, and either (i) has completed field-specific teaching  
87.21 methods, student teaching, or equivalent experience, or (ii) has at least two years of  
87.22 teaching experience as the teacher of record in a similar licensure field.

87.23 (d) The Board of Teaching must issue a professional five-year teaching license to  
87.24 an applicant who:

87.25 (1) successfully completed all exams required by the Board of Teaching;

87.26 (2) holds an out-of-state teaching license to teach in the same content field and  
87.27 grade levels as a Minnesota license; and

87.28 (3) has had at least one full school year of teaching experience as a teacher of record  
87.29 in the licensure field during the last five years.

87.30 (e) The Board of Teaching, consistent with board rules and paragraph (i), must  
87.31 issue up to four one-year temporary teaching licenses to an applicant who holds or held  
87.32 an out-of-state teaching license to teach a similar content field and grade levels, where  
87.33 the scope of the out-of-state license is no more than two grade levels less than a similar  
87.34 Minnesota license, but has not successfully completed all exams and human relations  
87.35 preparation components required by the Board of Teaching.

88.1 (e) (f) The Board of Teaching, consistent with board rules, must issue up to four  
88.2 one-year temporary teaching licenses to an applicant who:

88.3 (1) successfully completed all exams and human relations preparation components  
88.4 required by the Board of Teaching; and

88.5 (2) holds or held an out-of-state teaching license to teach a similar content field  
88.6 and grade levels, where the scope of the out-of-state license is no more than two grade  
88.7 levels less than a similar Minnesota license, but has not completed field-specific teaching  
88.8 methods or student teaching or equivalent experience.

88.9 The applicant may complete field-specific teaching methods and student teaching  
88.10 or equivalent experience by successfully participating in a one-year school district  
88.11 mentorship program consistent with board-adopted standards of effective practice and  
88.12 Minnesota graduation requirements.

88.13 ~~(f)~~ (g) The Board of Teaching must issue a restricted teaching license for only in the  
88.14 content field or grade levels specified in the out-of-state license to an applicant who:

88.15 (1) successfully completed all exams and human relations preparation components  
88.16 required by the Board of Teaching; and

88.17 (2) holds or held an out-of-state teaching license where the out-of-state license is  
88.18 more limited in the content field or grade levels than a similar Minnesota license.

88.19 ~~(g)~~ (h) The Board of Teaching may issue a two-year limited provisional license to  
88.20 an applicant under this subdivision to teach in a shortage area, consistent with section  
88.21 122A.18, subdivision 4a.

88.22 ~~(h)~~ (i) The Board of Teaching may issue a license under this subdivision if the  
88.23 applicant has attained the additional degrees, credentials, or licenses required in a  
88.24 particular licensure field and the applicant can demonstrate competency by obtaining  
88.25 qualifying scores on the board-adopted skills examination in reading, writing, and  
88.26 mathematics, and on applicable board-adopted rigorous content area and pedagogy  
88.27 examinations under section 122A.09, subdivision 4, paragraphs (a) and (e).

88.28 ~~(i)~~ (j) The Board of Teaching must require an applicant for a teaching license  
88.29 or a temporary teaching license under this subdivision to pass a board-adopted skills  
88.30 examination in reading, writing, and mathematics before the board issues the license  
88.31 unless, notwithstanding other provisions of this subdivision, an applicable board-approved  
88.32 National Association of State Directors of Teacher Education and Certification interstate  
88.33 reciprocity agreement exists to allow fully certified teachers from other states to transfer  
88.34 their certification to Minnesota.

89.1 Sec. 10. Minnesota Statutes 2014, section 122A.245, as amended by Laws 2015, First  
89.2 Special Session chapter 3, article 2, sections 19 to 21, is amended to read:

89.3 **122A.245 ALTERNATIVE TEACHER PREPARATION PROGRAM AND**

89.4 **LIMITED-TERM PRELIMINARY TEACHER LICENSE.**

89.5 Subdivision 1. **Requirements.** (a) To improve academic excellence, improve  
89.6 ethnic and cultural diversity in the classroom, and close the academic achievement gap,  
89.7 the Board of Teaching must approve qualified teacher preparation programs under this  
89.8 section that are a means to acquire a two-year ~~limited-term~~ preliminary teacher license,  
89.9 which the board may renew one time for an additional one-year term, and to prepare for  
89.10 acquiring a ~~standard~~ professional five-year license. The following entities are eligible  
89.11 to participate under this section:

89.12 (1) a school district, charter school, or nonprofit corporation organized under chapter  
89.13 317A for an education-related purpose that forms a partnership with a college or university  
89.14 that has a board-approved alternative teacher preparation program; or

89.15 (2) a school district or charter school, after consulting with a college or university  
89.16 with a board-approved teacher preparation program, that forms a partnership with a  
89.17 nonprofit corporation organized under chapter 317A for an education-related purpose that  
89.18 has a board-approved teacher preparation program.

89.19 (b) Before becoming a teacher of record, a candidate must:

89.20 (1) have a bachelor's degree with a 3.0 or higher grade point average unless the  
89.21 board waives the grade point average requirement based on board-adopted criteria adopted  
89.22 by January 1, 2016;

89.23 (2) demonstrate a passing score on a board-adopted reading, writing, and  
89.24 mathematics skills examination under section 122A.09, subdivision 4, paragraph (b); and

89.25 (3) obtain qualifying scores on applicable board-approved rigorous content area and  
89.26 pedagogy examinations under section 122A.09, subdivision 4, paragraph (e).

89.27 (c) The Board of Teaching must issue a two-year ~~limited-term~~ preliminary teacher  
89.28 license to a person who enrolls in an alternative teacher preparation program.

89.29 Subd. 2. **Characteristics.** An alternative teacher preparation program under this  
89.30 section must include:

89.31 (1) a minimum 200-hour instructional phase that provides intensive preparation and  
89.32 student teaching before the teacher candidate assumes classroom responsibilities;

89.33 (2) a research-based and results-oriented approach focused on best teaching practices  
89.34 to increase student proficiency and growth measured against state academic standards;

89.35 (3) strategies to combine pedagogy and best teaching practices to better inform  
89.36 teacher candidates' classroom instruction;

90.1 (4) assessment, supervision, and evaluation of teacher candidates to determine  
90.2 their specific needs throughout the program and to support their efforts to successfully  
90.3 complete the program;

90.4 (5) intensive, ongoing, and multiyear professional learning opportunities that  
90.5 accelerate teacher candidates' professional growth, support student learning, and provide a  
90.6 workplace orientation, professional staff development, and mentoring and peer review  
90.7 focused on standards of professional practice and continuous professional growth; and

90.8 (6) a requirement that teacher candidates demonstrate to the local site team under  
90.9 subdivision 5 satisfactory progress toward acquiring a ~~standard license~~ professional  
90.10 five-year teaching licenses from the Board of Teaching.

90.11 Subd. 3. **Program approval; disapproval.** (a) The Board of Teaching must approve  
90.12 alternative teacher preparation programs under this section based on board-adopted  
90.13 criteria that reflect best practices for alternative teacher preparation programs, consistent  
90.14 with this section.

90.15 (b) The board must permit teacher candidates to demonstrate mastery of pedagogy  
90.16 and content standards in school-based settings and through other nontraditional means.  
90.17 "Nontraditional means" must include a portfolio of previous experiences, teaching  
90.18 experience, educator evaluations, certifications marking the completion of education  
90.19 training programs, and essentially equivalent demonstrations.

90.20 (c) The board must use nontraditional criteria to determine the qualifications of  
90.21 program instructors.

90.22 (d) The board may permit instructors to hold a baccalaureate degree only.

90.23 (e) If the Board of Teaching determines that a teacher preparation program under this  
90.24 section does not meet the requirements of this section, it may revoke its approval of the  
90.25 program after it notifies the program provider of any deficiencies and gives the program  
90.26 provider an opportunity to remedy the deficiencies.

90.27 Subd. 4. **Employment conditions.** Where applicable, teacher candidates with  
90.28 ~~a limited-term~~ a preliminary teacher license under this section are members of the  
90.29 local employee organization representing teachers and subject to the terms of the local  
90.30 collective bargaining agreement between the exclusive representative of the teachers and  
90.31 the school board. A collective bargaining agreement between a school board and the  
90.32 exclusive representative of the teachers must not prevent or restrict or otherwise interfere  
90.33 with a school district's ability to employ a teacher prepared under this section.

90.34 Subd. 5. **Approval for standard professional five-year license.** A school board  
90.35 or its designee must appoint members to a local site team that includes teachers, school  
90.36 administrators, and postsecondary faculty under subdivision 1, paragraph (a), clause  
91.1 (1), or staff of a participating nonprofit corporation under subdivision 1, paragraph (a),  
91.2 clause (2), to evaluate the performance of the teacher candidate. The evaluation must be  
91.3 consistent with board-adopted performance measures, use the Minnesota state standards  
91.4 of effective practice and subject matter content standards for teachers established in  
91.5 Minnesota Rules, and include a report to the board recommending whether or not to issue  
91.6 the teacher candidate a ~~standard~~ professional five-year teaching license.

91.7 Subd. 6. **Applicants trained in other states.** A person who successfully completes  
91.8 another state's alternative teacher preparation program, consistent with section 122A.23,  
91.9 ~~subdivision 1~~, may apply to the Board of Teaching for a standard an initial professional  
91.10 one-year teaching license under subdivision 7 or a professional five-year teaching license.

91.11 Subd. 7. **Standard Professional five-year license.** The Board of Teaching must  
91.12 issue a standard professional five-year teaching license to an otherwise qualified teacher  
91.13 candidate under this section who successfully performs throughout a program under this  
91.14 section, obtains qualifying scores on applicable board-adopted rigorous skills, pedagogy,  
91.15 and content area examinations under section 122A.09, subdivision 4, paragraphs (a) and  
91.16 (e), and is recommended for licensure under subdivision 5 or successfully demonstrates to  
91.17 the board qualifications for licensure under subdivision 6.

91.18 Subd. 8. **Highly qualified teacher.** A person holding a valid limited-term license  
91.19 under this section is a highly qualified teacher and the teacher of record under section  
91.20 122A.16.

91.21 Subd. 9. **Exchange of best practices.** By July 31 in an even-numbered year,  
91.22 ~~a program participant and approved alternative preparation program providers~~, the  
91.23 Minnesota State Colleges and Universities, the University of Minnesota, the Minnesota  
91.24 Private College Council, and the Department of Education must exchange information  
91.25 about best practices and educational innovations.

91.26 Subd. 10. **Reports.** The Board of Teaching must submit an interim report on the  
91.27 efficacy of this program to the policy and finance committees of the legislature with  
91.28 jurisdiction over kindergarten through grade 12 education by February 15, 2013, and a  
91.29 final report by February 15, 2015.

91.30 Sec. 11. Minnesota Statutes 2014, section 122A.26, subdivision 2, is amended to read:

91.31 Subd. 2. **Exceptions.** (a) A person who teaches in a community education program  
91.32 which qualifies for aid pursuant to section 124D.52 shall continue to meet licensure  
91.33 requirements as a teacher. A person who teaches in an early childhood and family  
91.34 education program which is offered through a community education program and which  
91.35 qualifies for community education aid pursuant to section 124D.20 or early childhood  
92.1 and family education aid pursuant to section 124D.135 shall continue to meet licensure  
92.2 requirements as a teacher. A person who teaches in a community education course which  
92.3 is offered for credit for graduation to persons under 18 years of age shall continue to  
92.4 meet licensure requirements as a teacher.

72.11 Sec. 34. Minnesota Statutes 2014, section 122A.245, subdivision 8, is amended to read:

72.12 Subd. 8. **Highly Qualified teacher.** A person holding a valid limited-term license  
72.13 under this section is a highly qualified teacher and the teacher of record under section  
72.14 122A.16.

92.5 (b) A person who teaches a driver training course which is offered through a  
 92.6 community education program to persons under 18 years of age shall be licensed by the  
 92.7 Board of Teaching or be subject to section 171.35. A license which is required for an  
 92.8 instructor in a community education program pursuant to this ~~subdivision~~ paragraph shall  
 92.9 not be construed to bring an individual within the definition of a teacher for purposes of  
 92.10 section 122A.40, subdivision 1, or 122A.41, subdivision 1, clause (a).

92.11 **EFFECTIVE DATE.** This section is effective July 1, 2016.

18.13 Sec. 22. Minnesota Statutes 2015 Supplement, section 122A.30, is amended to read:

18.14 **122A.30 EXEMPTION FOR TECHNICAL EDUCATION INSTRUCTORS.**

18.15 (a) Notwithstanding section 122A.15, subdivision 1, and upon approval of the local  
 18.16 employer school board, a person who teaches ~~in~~ as a part-time ~~vocational~~ or career and  
 18.17 technical education ~~program~~ teacher is exempt from a license requirement. Nothing in  
 18.18 this section shall exclude licensed career and technical educators from the definition of  
 18.19 "teacher" in section 122A.40, 122A.41, or 179A.03.

18.20 (b) This section expires June 30, 2020.

92.12 Sec. 12. Minnesota Statutes 2015 Supplement, section 122A.40, subdivision 8, is

92.13 amended to read:

92.14 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**

92.15 **teachers.** (a) To improve student learning and success, a school board and an exclusive  
 92.16 representative of the teachers in the district, consistent with paragraph (b), may develop  
 92.17 a teacher evaluation and peer review process for probationary and continuing contract  
 92.18 teachers through joint agreement. If a school board and the exclusive representative of the  
 92.19 teachers do not agree to an annual teacher evaluation and peer review process, then the  
 92.20 school board and the exclusive representative of the teachers must implement the state  
 92.21 teacher evaluation plan under paragraph (c). The process must include having trained  
 92.22 observers serve as peer coaches or having teachers participate in professional learning  
 92.23 communities, consistent with paragraph (b).

92.24 (b) To develop, improve, and support qualified teachers and effective teaching

92.25 practices ~~and~~, improve student learning and success, and provide all enrolled students

92.26 in a district or school, including low-income students, American Indian students, and

92.27 students of color with improved and equitable access to more diverse teachers, the annual

92.28 evaluation process for teachers:

92.29 (1) must, for probationary teachers, provide for all evaluations required under

92.30 subdivision 5;

72.15 Sec. 35. Minnesota Statutes 2015 Supplement, section 122A.30, is amended to read:

72.16 **122A.30 EXEMPTION FOR TECHNICAL EDUCATION INSTRUCTORS.**

72.17 (~~a~~) Notwithstanding section 122A.15, subdivision 1, and upon approval of the local  
 72.18 employer school board, a person who teaches ~~in~~ as a part-time ~~vocational~~ or career and  
 72.19 technical education ~~program~~ teacher is exempt from a license requirement. Nothing in  
 72.20 this section shall exclude licensed career and technical educators from the definition of  
 72.21 "teacher" in section 122A.40, 122A.41, or 179A.03.

72.22 (~~b~~) ~~This section expires June 30, 2020.~~

72.23 Sec. 36. Minnesota Statutes 2015 Supplement, section 122A.40, subdivision 8, is

72.24 amended to read:

72.25 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**

72.26 **teachers.** (a) To improve student learning and success, a school board and an exclusive  
 72.27 representative of the teachers in the district, consistent with paragraph (b), may develop  
 72.28 a teacher evaluation and peer review process for probationary and continuing contract  
 72.29 teachers through joint agreement. If a school board and the exclusive representative of the  
 72.30 teachers do not agree to an annual teacher evaluation and peer review process, then the  
 72.31 school board and the exclusive representative of the teachers must implement the state  
 72.32 teacher evaluation plan under paragraph (c). The process must include having trained  
 73.1 observers serve as peer coaches or having teachers participate in professional learning  
 73.2 communities, consistent with paragraph (b).

73.3 (b) To develop, improve, and support qualified teachers and effective teaching

73.4 practices ~~and~~, improve student learning and success, and provide all enrolled students in

73.5 a district or school with improved and equitable access to more effective and diverse

73.6 teachers, the annual evaluation process for teachers:

73.7 (1) must, for probationary teachers, provide for all evaluations required under

73.8 subdivision 5;

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

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

93.2 (4) must coordinate staff development activities, including those that improve  
 93.3 cultural fluency and competency under sections 122A.60 and 122A.61 with this evaluation  
 93.4 process and teachers' evaluation outcomes;

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

93.7 (6) may include job-embedded learning opportunities such as professional learning  
 93.8 communities;

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

93.13 (8) must include an option for teachers to develop and present a portfolio  
 93.14 demonstrating evidence of reflection and professional growth, consistent with section  
 93.15 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment  
 93.16 based on student work samples and examples of teachers' work, which may include video  
 93.17 among other activities for the summative evaluation;

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

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

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

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

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

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

73.15 (4) must coordinate staff development activities under sections 122A.60 and  
 73.16 122A.61 with this evaluation process and teachers' evaluation outcomes;

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

73.19 (6) may include job-embedded learning opportunities such as professional learning  
 73.20 communities;

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

73.25 (8) must include an option for teachers to develop and present a portfolio  
 73.26 demonstrating evidence of reflection and professional growth, consistent with section  
 73.27 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment  
 73.28 based on student work samples and examples of teachers' work, which may include video  
 73.29 among other activities for the summative evaluation;

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

73.34 (10) must use longitudinal data on student engagement and connection, and other  
 73.35 student outcome measures explicitly aligned with the elements of curriculum for which  
 74.1 teachers are responsible, including academic literacy, oral academic language, and  
 74.2 achievement of content areas of English learners;

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

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



93.32 (13) must discipline a teacher for not making adequate progress in the teacher  
 93.33 improvement process under clause (12) that may include a last chance warning,  
 93.34 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or  
 93.35 other discipline a school administrator determines is appropriate; and

94.1 (14) must include and support cultural competency and the implementation of  
 94.2 culturally responsive practices through the professional review cycle, staff development,  
 94.3 and the use of data on student engagement and connection.

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

94.7 (c) The department, in consultation with parents who may represent parent  
 94.8 organizations and teacher and administrator representatives appointed by their respective  
 94.9 organizations, representing the Board of Teaching, the Minnesota Association of School  
 94.10 Administrators, the Minnesota School Boards Association, the Minnesota Elementary  
 94.11 and Secondary Principals Associations, Education Minnesota, and representatives of  
 94.12 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota  
 94.13 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise  
 94.14 in teacher evaluation, must create and publish a teacher evaluation process that complies  
 94.15 with the requirements in paragraph (b) and applies to all teachers under this section and  
 94.16 section 122A.41 for whom no agreement exists under paragraph (a) for an annual teacher  
 94.17 evaluation and peer review process. The teacher evaluation process created under this  
 94.18 subdivision does not create additional due process rights for probationary teachers under  
 94.19 subdivision 5.

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

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

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

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

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

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

74.16 (c) The department, in consultation with parents who may represent parent  
 74.17 organizations and teacher and administrator representatives appointed by their respective  
 74.18 organizations, representing the Board of Teaching, the Minnesota Association of School  
 74.19 Administrators, the Minnesota School Boards Association, the Minnesota Elementary  
 74.20 and Secondary Principals Associations, Education Minnesota, and representatives of  
 74.21 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota  
 74.22 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise  
 74.23 in teacher evaluation, must create and publish a teacher evaluation process that complies  
 74.24 with the requirements in paragraph (b) and applies to all teachers under this section and  
 74.25 section 122A.41 for whom no agreement exists under paragraph (a) for an annual teacher  
 74.26 evaluation and peer review process. The teacher evaluation process created under this  
 74.27 subdivision does not create additional due process rights for probationary teachers under  
 74.28 subdivision 5.

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

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

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

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

94.34 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and  
94.35 later.

95.1 Sec. 13. Minnesota Statutes 2015 Supplement, section 122A.41, subdivision 5, is  
95.2 amended to read:

95.3 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**

95.4 **teachers.** (a) To improve student learning and success, a school board and an exclusive  
95.5 representative of the teachers in the district, consistent with paragraph (b), may develop an  
95.6 annual teacher evaluation and peer review process for probationary and nonprobationary  
95.7 teachers through joint agreement. If a school board and the exclusive representative of  
95.8 the teachers in the district do not agree to an annual teacher evaluation and peer review  
95.9 process, then the school board and the exclusive representative of the teachers must  
95.10 implement the state teacher evaluation plan developed under paragraph (c). The process  
95.11 must include having trained observers serve as peer coaches or having teachers participate  
95.12 in professional learning communities, consistent with paragraph (b).

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

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

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

75.10 Sec. 37. Minnesota Statutes 2014, section 122A.40, subdivision 10, is amended to read:

75.11 Subd. 10. **Negotiated unrequested leave of absence.** The school board and the  
75.12 exclusive bargaining representative of the teachers ~~may~~ must negotiate a plan providing for  
75.13 unrequested leave of absence without pay or fringe benefits for as many teachers as may  
75.14 be necessary because of discontinuance of position, lack of pupils, financial limitations, or  
75.15 merger of classes caused by consolidation of districts. ~~Failing to successfully negotiate such~~  
75.16 ~~a plan, the provisions of subdivision 11 shall apply. The negotiated plan must not include~~  
75.17 ~~provisions which would result in the exercise of seniority by a teacher holding a provisional~~  
75.18 ~~license, other than a vocational education license, contrary to the provisions of subdivision~~  
75.19 ~~11, paragraph (c), or the reinstatement of a teacher holding a provisional license, other~~  
75.20 ~~than a vocational education license, contrary to the provisions of subdivision 11, paragraph~~  
75.21 ~~(c). The provisions of section 179A.16 do not apply for the purposes of this subdivision.~~

75.22 **EFFECTIVE DATE.** This section is effective July 1, 2017.

75.23 Sec. 38. Minnesota Statutes 2015 Supplement, section 122A.41, subdivision 5, is  
75.24 amended to read:

75.25 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**

75.26 **teachers.** (a) To improve student learning and success, a school board and an exclusive  
75.27 representative of the teachers in the district, consistent with paragraph (b), may develop an  
75.28 annual teacher evaluation and peer review process for probationary and nonprobationary  
75.29 teachers through joint agreement. If a school board and the exclusive representative of  
75.30 the teachers in the district do not agree to an annual teacher evaluation and peer review  
75.31 process, then the school board and the exclusive representative of the teachers must  
75.32 implement the state teacher evaluation plan developed under paragraph (c). The process  
76.1 must include having trained observers serve as peer coaches or having teachers participate  
76.2 in professional learning communities, consistent with paragraph (b).

76.3 (b) To develop, improve, and support qualified teachers and effective teaching  
76.4 practices and improve student learning and success, and provide all enrolled students in  
76.5 a district or school with improved and equitable access to more effective and diverse  
76.6 teachers, the annual evaluation process for teachers:

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

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

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

95.25 (4) must coordinate staff development activities, including those that improve  
 95.26 cultural fluency and competency under sections 122A.60 and 122A.61 with this evaluation  
 95.27 process and teachers' evaluation outcomes;

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

95.30 (6) may include job-embedded learning opportunities such as professional learning  
 95.31 communities;

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

96.1 (8) must include an option for teachers to develop and present a portfolio  
 96.2 demonstrating evidence of reflection and professional growth, consistent with section  
 96.3 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment  
 96.4 based on student work samples and examples of teachers' work, which may include video  
 96.5 among other activities for the summative evaluation;

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

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

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

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

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

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

76.14 (4) must coordinate staff development activities under sections 122A.60 and  
 76.15 122A.61 with this evaluation process and teachers' evaluation outcomes;

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

76.18 (6) may include job-embedded learning opportunities such as professional learning  
 76.19 communities;

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

76.24 (8) must include an option for teachers to develop and present a portfolio  
 76.25 demonstrating evidence of reflection and professional growth, consistent with section  
 76.26 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment  
 76.27 based on student work samples and examples of teachers' work, which may include video  
 76.28 among other activities for the summative evaluation;

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

76.33 (10) must use longitudinal data on student engagement and connection and other  
 76.34 student outcome measures explicitly aligned with the elements of curriculum for which  
 76.35 teachers are responsible, including academic literacy, oral academic language, and  
 76.36 achievement of English learners;

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

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

96.20 (13) must discipline a teacher for not making adequate progress in the teacher  
 96.21 improvement process under clause (12) that may include a last chance warning,  
 96.22 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or  
 96.23 other discipline a school administrator determines is appropriate; and

96.24 (14) must include and support cultural competency and the implementation of  
 96.25 culturally responsive practices through the professional review cycle, staff development,  
 96.26 and the use of data on student engagement and connection.

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

96.30 (c) The department, in consultation with parents who may represent parent  
 96.31 organizations and teacher and administrator representatives appointed by their respective  
 96.32 organizations, representing the Board of Teaching, the Minnesota Association of School  
 96.33 Administrators, the Minnesota School Boards Association, the Minnesota Elementary  
 96.34 and Secondary Principals Associations, Education Minnesota, and representatives of  
 96.35 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota  
 96.36 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise  
 97.1 in teacher evaluation, must create and publish a teacher evaluation process that complies  
 97.2 with the requirements in paragraph (b) and applies to all teachers under this section and  
 97.3 section 122A.40 for whom no agreement exists under paragraph (a) for an annual teacher  
 97.4 evaluation and peer review process. The teacher evaluation process created under this  
 97.5 subdivision does not create additional due process rights for probationary teachers under  
 97.6 subdivision 2.

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

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

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

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

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

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

77.14 (c) The department, in consultation with parents who may represent parent  
 77.15 organizations and teacher and administrator representatives appointed by their respective  
 77.16 organizations, representing the Board of Teaching, the Minnesota Association of School  
 77.17 Administrators, the Minnesota School Boards Association, the Minnesota Elementary  
 77.18 and Secondary Principals Associations, Education Minnesota, and representatives of  
 77.19 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota  
 77.20 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise  
 77.21 in teacher evaluation, must create and publish a teacher evaluation process that complies  
 77.22 with the requirements in paragraph (b) and applies to all teachers under this section and  
 77.23 section 122A.40 for whom no agreement exists under paragraph (a) for an annual teacher  
 77.24 evaluation and peer review process. The teacher evaluation process created under this  
 77.25 subdivision does not create additional due process rights for probationary teachers under  
 77.26 subdivision 2.

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

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

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

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

97.21 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and  
97.22 later.

18.21 Sec. 23. Minnesota Statutes 2015 Supplement, section 122A.414, subdivision 1,  
18.22 is amended to read:

18.23 Subdivision 1. **Restructured pay system.** A restructured alternative teacher  
18.24 professional pay system is established under subdivision 2 to provide incentives to  
18.25 encourage teachers to improve their knowledge and instructional skills in order to improve  
18.26 student learning and for school districts, intermediate school districts, cooperative units,  
18.27 as defined in section 123A.24, subdivision 2, and charter schools to recruit and retain  
18.28 highly qualified teachers, encourage highly qualified teachers to undertake challenging  
18.29 assignments, and support teachers' roles in improving students' educational achievement.

18.30 Sec. 24. Minnesota Statutes 2015 Supplement, section 122A.414, subdivision 2,  
18.31 is amended to read:

19.1 Subd. 2. **Alternative teacher professional pay system.** (a) To participate in this  
19.2 program, a school district, intermediate school district, school site, or charter school must  
19.3 ~~have an educational improvement plan under section 122A.413 a world's best workforce~~  
19.4 ~~plan under section 120B.11 and an alternative teacher professional pay system agreement~~  
19.5 ~~under paragraph (b).~~ A charter school participant also must comply with subdivision 2a.

19.6 (b) The alternative teacher professional pay system agreement must:

19.7 (1) describe how teachers can achieve career advancement and additional  
19.8 compensation;

19.9 (2) describe how the school district, intermediate school district, school site, or  
19.10 charter school will provide teachers with career advancement options that allow teachers  
19.11 to retain primary roles in student instruction and facilitate site-focused professional  
19.12 development that helps other teachers improve their skills;

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

78.7 Sec. 39. Minnesota Statutes 2014, section 122A.41, is amended by adding a  
78.8 subdivision to read:

78.9 Subd. 14a. **Negotiated unrequested leave of absence.** The school board and the  
78.10 exclusive bargaining representative of the teachers must negotiate a plan providing for  
78.11 unrequested leave of absence without pay or fringe benefits for as many teachers as may  
78.12 be necessary because of discontinuance of position, lack of pupils, financial limitations,  
78.13 or merger of classes caused by consolidation of districts.

78.14 **EFFECTIVE DATE.** This section is effective July 1, 2017.

78.15 Sec. 40. Minnesota Statutes 2015 Supplement, section 122A.414, subdivision 1,  
78.16 is amended to read:

78.17 Subdivision 1. **Restructured pay system.** A restructured alternative teacher  
78.18 professional pay system is established under subdivision 2 to provide incentives to  
78.19 encourage teachers to improve their knowledge and instructional skills in order to improve  
78.20 student learning and for school districts, intermediate school districts, cooperative units,  
78.21 as defined in section 123A.24, subdivision 2, and charter schools to recruit and retain  
78.22 highly qualified teachers, encourage highly qualified teachers to undertake challenging  
78.23 assignments, and support teachers' roles in improving students' educational achievement.

78.24 Sec. 41. Minnesota Statutes 2015 Supplement, section 122A.414, subdivision 2,  
78.25 is amended to read:

78.26 Subd. 2. **Alternative teacher professional pay system.** (a) To participate in this  
78.27 program, a school district, intermediate school district, school site, or charter school must  
78.28 ~~have an educational improvement plan under section 122A.413 a world's best workforce~~  
78.29 ~~plan under section 120B.11 and an alternative teacher professional pay system agreement~~  
78.30 ~~under paragraph (b).~~ A charter school participant also must comply with subdivision 2a.

78.31 (b) The alternative teacher professional pay system agreement must:

79.1 (1) describe how teachers can achieve career advancement and additional  
79.2 compensation;

79.3 (2) describe how the school district, intermediate school district, school site, or  
79.4 charter school will provide teachers with career advancement options that allow teachers  
79.5 to retain primary roles in student instruction and facilitate site-focused professional  
79.6 development that helps other teachers improve their skills;

19.13 (3) reform the "steps and lanes" salary schedule, prevent any teacher's compensation  
 19.14 paid before implementing the pay system from being reduced as a result of participating in  
 19.15 this system, base at least 60 percent of any compensation increase on teacher performance  
 19.16 using:

19.17 (i) schoolwide student achievement gains under section 120B.35 or locally selected  
 19.18 standardized assessment outcomes, or both;

19.19 (ii) measures of student growth and literacy that may include value-added models  
 19.20 or student learning goals, consistent with section 122A.40, subdivision 8, paragraph  
 19.21 (b), clause (9), or 122A.41, subdivision 5, paragraph (b), clause (9), and other measures  
 19.22 that include the academic literacy, oral academic language, and achievement of English  
 19.23 learners under section 122A.40, subdivision 8, paragraph (b), clause (10), or 122A.41,  
 19.24 subdivision 5, paragraph (b), clause (10); and

19.25 (iii) an objective evaluation program under section 122A.40, subdivision 8,  
 19.26 paragraph (b), clause (2), or 122A.41, subdivision 5, paragraph (b), clause (2);

19.27 (4) provide for participation in job-embedded learning opportunities such as  
 19.28 professional learning communities to improve instructional skills and learning that are  
 19.29 aligned with student needs under section ~~122A.41~~ 120B.11, consistent with the staff  
 19.30 development plan under section 122A.60 and led during the school day by trained teacher  
 19.31 leaders such as master or mentor teachers;

19.32 (5) allow any teacher in a participating school district, intermediate school district,  
 19.33 school site, or charter school that implements an alternative pay system to participate in  
 19.34 that system without any quota or other limit; and

19.35 (6) encourage collaboration rather than competition among teachers.

19.36 (c) The alternative teacher professional pay system may:

20.1 (1) include a hiring bonus or other added compensation for teachers who are  
 20.2 identified as effective or highly effective under the local teacher professional review  
 20.3 cycle and work in a hard-to-fill position or in a hard-to-staff school such as a school with  
 20.4 a majority of students whose families meet federal poverty guidelines, a geographically  
 20.5 isolated school, or a school identified by the state as eligible for targeted programs or  
 20.6 services for its students; and

20.7 (2) include incentives for teachers to obtain a master's degree or other advanced  
 20.8 certification in their content field of licensure, pursue the training or education necessary  
 20.9 to obtain an additional licensure in shortage areas identified by the district or charter  
 20.10 school, or help fund a "grow your own" new teacher initiative.

20.11 Sec. 25. Minnesota Statutes 2015 Supplement, section 122A.414, subdivision 2b,  
 20.12 is amended to read:

79.7 (3) reform the "steps and lanes" salary schedule, prevent any teacher's compensation  
 79.8 paid before implementing the pay system from being reduced as a result of participating in  
 79.9 this system, base at least 60 percent of any compensation increase on teacher performance  
 79.10 using:

79.11 (i) schoolwide student achievement gains under section 120B.35 or locally selected  
 79.12 standardized assessment outcomes, or both;

79.13 (ii) measures of student growth and literacy that may include value-added models  
 79.14 or student learning goals, consistent with section 122A.40, subdivision 8, paragraph  
 79.15 (b), clause (9), or 122A.41, subdivision 5, paragraph (b), clause (9), and other measures  
 79.16 that include the academic literacy, oral academic language, and achievement of English  
 79.17 learners under section 122A.40, subdivision 8, paragraph (b), clause (10), or 122A.41,  
 79.18 subdivision 5, paragraph (b), clause (10); and

79.19 (iii) an objective evaluation program under section 122A.40, subdivision 8,  
 79.20 paragraph (b), clause (2), or 122A.41, subdivision 5, paragraph (b), clause (2);

79.21 (4) provide for participation in job-embedded learning opportunities such as  
 79.22 professional learning communities to improve instructional skills and learning that are  
 79.23 aligned with student needs under section ~~122A.41~~ 120B.11, consistent with the staff  
 79.24 development plan under section 122A.60 and led during the school day by trained teacher  
 79.25 leaders such as master or mentor teachers;

79.26 (5) allow any teacher in a participating school district, intermediate school district,  
 79.27 school site, or charter school that implements an alternative pay system to participate in  
 79.28 that system without any quota or other limit; and

79.29 (6) encourage collaboration rather than competition among teachers.

79.30 (c) The alternative teacher professional pay system may:

79.31 (1) include a hiring bonus or other added compensation for teachers who are  
 79.32 identified as effective or highly effective under the local teacher professional review  
 79.33 cycle and work in a hard-to-fill position or in a hard-to-staff school such as a school with  
 79.34 a majority of students whose families meet federal poverty guidelines, a geographically  
 79.35 isolated school, or a school identified by the state as eligible for targeted programs or  
 79.36 services for its students; and

80.1 (2) include incentives for teachers to obtain a master's degree or other advanced  
 80.2 certification in their content field of licensure, pursue the training or education necessary  
 80.3 to obtain an additional licensure in shortage areas identified by the district or charter  
 80.4 school, or help fund a "grow your own" new teacher initiative.

80.5 Sec. 42. Minnesota Statutes 2015 Supplement, section 122A.414, subdivision 2b,  
 80.6 is amended to read:

20.13 Subd. 2b. **Approval process.** (a) Consistent with the requirements of this section  
 20.14 and ~~sections 122A.413 and section 122A.415~~, the department must prepare and transmit  
 20.15 to interested school districts, intermediate school districts, cooperatives, school sites,  
 20.16 and charter schools a standard form for applying to participate in the alternative teacher  
 20.17 professional pay system. The commissioner annually must establish three dates as  
 20.18 deadlines by which interested applicants must submit an application to the commissioner  
 20.19 under this section. An interested school district, intermediate school district, cooperative,  
 20.20 school site, or charter school must submit to the commissioner a completed application  
 20.21 executed by the district superintendent and the exclusive bargaining representative of the  
 20.22 teachers if the applicant is a school district, intermediate school district, or school site, or  
 20.23 executed by the charter school board of directors if the applicant is a charter school or  
 20.24 executed by the governing board if the applicant is a cooperative unit. The application  
 20.25 must include the proposed alternative teacher professional pay system agreement under  
 20.26 subdivision 2. The department must review a completed application within 30 days of  
 20.27 the most recent application deadline and recommend to the commissioner whether to  
 20.28 approve or disapprove the application. The commissioner must approve applications  
 20.29 on a first-come, first-served basis. The applicant's alternative teacher professional pay  
 20.30 system agreement must be legally binding on the applicant and the collective bargaining  
 20.31 representative before the applicant receives alternative compensation revenue. The  
 20.32 commissioner must approve or disapprove an application based on the requirements  
 20.33 under subdivisions 2 and 2a.

20.34 (b) If the commissioner disapproves an application, the commissioner must give the  
 20.35 applicant timely notice of the specific reasons in detail for disapproving the application.

21.1 The applicant may revise and resubmit its application and related documents to the  
 21.2 commissioner within 30 days of receiving notice of the commissioner's disapproval and  
 21.3 the commissioner must approve or disapprove the revised application, consistent with this  
 21.4 subdivision. Applications that are revised and then approved are considered submitted on  
 21.5 the date the applicant initially submitted the application.

21.6 Sec. 26. Minnesota Statutes 2015 Supplement, section 122A.414, subdivision 3,  
 21.7 is amended to read:

21.8 Subd. 3. **Report; continued funding.** (a) Participating districts, intermediate school  
 21.9 districts, cooperatives, school sites, and charter schools must report on the implementation  
 21.10 and effectiveness of the alternative teacher professional pay system, particularly  
 21.11 addressing each requirement under subdivision 2 and make annual recommendations by  
 21.12 June 15 to their school boards. ~~The school board, board of directors, or governing board~~  
 21.13 ~~shall transmit a copy of the report with a summary of the findings and recommendations~~  
 21.14 ~~of the district, intermediate school district, cooperative, school site, or charter school to~~  
 21.15 ~~the commissioner in the form and manner determined by the commissioner.~~

80.7 Subd. 2b. **Approval process.** (a) Consistent with the requirements of this section  
 80.8 and ~~sections 122A.413 and section 122A.415~~, the department must prepare and transmit  
 80.9 to interested school districts, intermediate school districts, cooperatives, school sites,  
 80.10 and charter schools a standard form for applying to participate in the alternative teacher  
 80.11 professional pay system. The commissioner annually must establish three dates as  
 80.12 deadlines by which interested applicants must submit an application to the commissioner  
 80.13 under this section. An interested school district, intermediate school district, cooperative,  
 80.14 school site, or charter school must submit to the commissioner a completed application  
 80.15 executed by the district superintendent and the exclusive bargaining representative of the  
 80.16 teachers if the applicant is a school district, intermediate school district, or school site, or  
 80.17 executed by the charter school board of directors if the applicant is a charter school or  
 80.18 executed by the governing board if the applicant is a cooperative unit. The application  
 80.19 must include the proposed alternative teacher professional pay system agreement under  
 80.20 subdivision 2. The department must review a completed application within 30 days of  
 80.21 the most recent application deadline and recommend to the commissioner whether to  
 80.22 approve or disapprove the application. The commissioner must approve applications  
 80.23 on a first-come, first-served basis. The applicant's alternative teacher professional pay  
 80.24 system agreement must be legally binding on the applicant and the collective bargaining  
 80.25 representative before the applicant receives alternative compensation revenue. The  
 80.26 commissioner must approve or disapprove an application based on the requirements  
 80.27 under subdivisions 2 and 2a.

80.28 (b) If the commissioner disapproves an application, the commissioner must give the  
 80.29 applicant timely notice of the specific reasons in detail for disapproving the application.

80.30 The applicant may revise and resubmit its application and related documents to the  
 80.31 commissioner within 30 days of receiving notice of the commissioner's disapproval and  
 80.32 the commissioner must approve or disapprove the revised application, consistent with this  
 80.33 subdivision. Applications that are revised and then approved are considered submitted on  
 80.34 the date the applicant initially submitted the application.

21.16 (b) ~~If the commissioner determines that a school district, intermediate school district,~~  
 21.17 ~~cooperative, school site, or charter school that receives alternative teacher compensation~~  
 21.18 ~~revenue is not complying with the requirements of this section, the commissioner~~  
 21.19 ~~may withhold funding from that participant. Before making the determination, the~~  
 21.20 ~~commissioner must notify the participant of any deficiencies and provide the participant~~  
 21.21 ~~an opportunity to comply. A district must include the report required under paragraph (a)~~  
 21.22 ~~as part of the world's best workforce report under section 120B.11, subdivision 5.~~

21.23 Sec. 27. Minnesota Statutes 2014, section 122A.4144, is amended to read:  
 21.24 **122A.4144 SUPPLEMENTAL AGREEMENTS; ALTERNATIVE TEACHER**  
 21.25 **PAY.**

21.26 Notwithstanding section 179A.20 or other law to the contrary, a school board and  
 21.27 the exclusive representative of the teachers may agree to reopen a collective bargaining  
 21.28 agreement for the purpose of entering into an alternative teacher professional pay system  
 21.29 agreement under sections ~~122A.413~~, 122A.414; and 122A.415. Negotiations for a contract  
 21.30 reopened under this section must be limited to issues related to the alternative teacher  
 21.31 professional pay system.

81.1 Sec. 43. Minnesota Statutes 2014, section 122A.4144, is amended to read:  
 81.2 **122A.4144 SUPPLEMENTAL AGREEMENTS; ALTERNATIVE TEACHER**  
 81.3 **PAY.**

81.4 Notwithstanding section 179A.20 or other law to the contrary, a school board and  
 81.5 the exclusive representative of the teachers may agree to reopen a collective bargaining  
 81.6 agreement for the purpose of entering into an alternative teacher professional pay system  
 81.7 agreement under sections ~~122A.413~~, 122A.414; and 122A.415. Negotiations for a contract  
 81.8 reopened under this section must be limited to issues related to the alternative teacher  
 81.9 professional pay system.

175.14 Sec. 8. Minnesota Statutes 2015 Supplement, section 122A.415, subdivision 3, is  
 175.15 amended to read:

175.16 Subd. 3. **Revenue timing.** (a) Districts, intermediate school districts, cooperatives,  
 175.17 school sites, or charter schools with approved applications must receive alternative  
 175.18 compensation revenue for each school year that the district, intermediate school district,  
 175.19 cooperative, school site, or charter school implements an alternative teacher professional  
 175.20 pay system under this subdivision and section 122A.414. A qualifying district, intermediate  
 175.21 school district, cooperative, school site, or charter school that received alternative teacher  
 175.22 compensation aid for the previous fiscal year must receive at least an amount of alternative  
 175.23 teacher compensation revenue equal to the lesser of the amount it received for the previous  
 175.24 fiscal year or the amount it qualifies for under subdivision 1 for the current fiscal year if  
 175.25 the district, intermediate school district, cooperative, school site, or charter school submits  
 175.26 a timely application and the commissioner determines that the district, intermediate school  
 175.27 district, cooperative, school site, or charter school continues to implement an alternative  
 175.28 teacher professional pay system, consistent with its application under this section.

175.29 (b) The commissioner shall approve applications that comply with subdivision 1,  
 175.30 and section 122A.414, subdivisions 2, paragraph (b), and 2a, if the applicant is a charter  
 175.31 school or cooperative, in the order in which they are received, select applicants that  
 175.32 qualify for this program, notify school districts, intermediate school districts, cooperatives,  
 176.1 school sites, and charter schools about the program, develop and disseminate application  
 176.2 materials, and carry out other activities needed to implement this section.



176.3 (c) A school district, intermediate school district, cooperative, school site, or charter  
 176.4 school with an approved application and a written notice from the commissioner that the  
 176.5 district qualifies for its first year of alternative compensation revenue must receive revenue  
 176.6 for that year according to section 127A.41, subdivision 2.

176.7 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2016  
 176.8 and later.

### UEH2749-1

286.11 Sec. 15. Minnesota Statutes 2015 Supplement, section 122A.415, subdivision 4,  
 286.12 is amended to read:

286.13 Subd. 4. **Basic alternative teacher compensation aid.** (a) The basic alternative  
 286.14 teacher compensation aid for a school with a plan approved under section 122A.414,  
 286.15 subdivision 2b, equals 65 percent of the alternative teacher compensation revenue under  
 286.16 subdivision 1. The basic alternative teacher compensation aid for a charter school with a  
 286.17 plan approved under section 122A.414, subdivisions 2a and 2b, equals \$260 times the  
 286.18 number of pupils enrolled in the school on October 1 of the previous year, or on October  
 286.19 1 of the current year for a charter school in the first year of operation, times the ratio of  
 286.20 the sum of the alternative teacher compensation aid and alternative teacher compensation  
 286.21 levy for all participating school districts to the maximum alternative teacher compensation  
 286.22 revenue for those districts under subdivision 1.

286.23 (b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative  
 286.24 teacher compensation aid entitlement must not exceed \$88,118,000 for fiscal year 2017  
 286.25 and later. The commissioner must limit the amount of alternative teacher compensation  
 286.26 aid approved under this section so as not to exceed these limits \$75,840,000 for fiscal year  
 286.27 2016. Basic alternative teacher compensation aid for an intermediate district or other  
 286.28 cooperative unit equals \$3,000 times the number of licensed teachers employed by the  
 286.29 intermediate district or cooperative unit on October 1 of the previous school year.

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

### S2744-2

22.1 Sec. 28. Minnesota Statutes 2014, section 122A.416, is amended to read:  
 22.2 **122A.416 ALTERNATIVE TEACHER COMPENSATION REVENUE**  
 22.3 **FOR PERPICH CENTER FOR ARTS EDUCATION AND MULTIDISTRICT**  
 22.4 **INTEGRATION COLLABORATIVES.**

81.10 Sec. 44. Minnesota Statutes 2014, section 122A.416, is amended to read:  
 81.11 **122A.416 ALTERNATIVE TEACHER COMPENSATION REVENUE**  
 81.12 **FOR PERPICH CENTER FOR ARTS EDUCATION AND MULTIDISTRICT**  
 81.13 **INTEGRATION COLLABORATIVES.**

22.5 Notwithstanding sections ~~122A.413~~, 122A.414, 122A.415, and 126C.10,  
 22.6 multidistrict integration collaboratives and the Perpich Center for Arts Education are  
 22.7 eligible to receive alternative teacher compensation revenue as if they were intermediate  
 22.8 school districts. To qualify for alternative teacher compensation revenue, a multidistrict  
 22.9 integration collaborative or the Perpich Center for Arts Education must meet all of the  
 22.10 requirements of sections ~~122A.413~~, 122A.414, and 122A.415 that apply to intermediate  
 22.11 school districts, must report its enrollment as of October 1 of each year to the department,  
 22.12 and must annually report its expenditures for the alternative teacher professional pay  
 22.13 system consistent with the uniform financial accounting and reporting standards to the  
 22.14 department by November 30 of each year.

81.14 Notwithstanding sections ~~122A.413~~, 122A.414, 122A.415, and 126C.10,  
 81.15 multidistrict integration collaboratives and the Perpich Center for Arts Education are  
 81.16 eligible to receive alternative teacher compensation revenue as if they were intermediate  
 81.17 school districts. To qualify for alternative teacher compensation revenue, a multidistrict  
 81.18 integration collaborative or the Perpich Center for Arts Education must meet all of the  
 81.19 requirements of sections ~~122A.413~~, 122A.414, and 122A.415 that apply to intermediate  
 81.20 school districts, must report its enrollment as of October 1 of each year to the department,  
 81.21 and must annually report its expenditures for the alternative teacher professional pay  
 81.22 system consistent with the uniform financial accounting and reporting standards to the  
 81.23 department by November 30 of each year.

81.24 Sec. 45. Minnesota Statutes 2014, section 122A.42, is amended to read:

81.25 **122A.42 GENERAL CONTROL OF SCHOOLS.**

81.26 (a) The teacher of record shall have the general control and government of the  
 81.27 school and classroom. When more than one teacher is employed in any district, one of the  
 81.28 teachers may be designated by the board as principal and shall have the general control  
 81.29 and supervision of the schools of the district, subject to the general supervisory control  
 81.30 of the board and other officers.

81.31 (b) Consistent with paragraph (a), the teacher may remove students from class under  
 81.32 section 121A.61, subdivision 2, for violent or disruptive conduct or other misconduct.

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

82.3 Sec. 46. **[122A.421] SCHOOL CLIMATE AND SAFETY.**

82.4 Beginning with agreements effective July 1, 2017, and thereafter, all collective  
 82.5 bargaining agreements for teachers under chapter 179A may include school climate  
 82.6 and student and staff safety provisions related to establishing and maintaining safe and  
 82.7 supportive classrooms and school sites and a districtwide educational climate that is  
 82.8 conducive to student learning and a supportive working environment for teachers and  
 82.9 other staff.

82.10 **EFFECTIVE DATE.** This section is effective July 1, 2017.

97.23 Sec. 14. Minnesota Statutes 2015 Supplement, section 122A.60, subdivision 1, is  
 97.24 amended to read:

97.25 Subdivision 1. **Staff development committee.** (a) A school board must use the  
 97.26 revenue authorized in section 122A.61 for:

97.27 (1) teacher development and evaluation plans under section 122A.40, subdivision 8, 97.28 or 122A.41, subdivision 5, and at the request of a teacher and their mentor or peer coach, 97.29 activities relating to the teacher's individual growth plan or recommendations resulting 97.30 from the peer review process;

97.31 (2) principal development and evaluation under section 123B.147, subdivision 3;

97.32 (3) in-service education programs under section 120B.22, subdivision 2; and

97.33 (4) other staff development needs.

98.1 (b) The board must establish an advisory staff development committee to develop 98.2 the plan, assist site professional development teams in developing a site plan consistent 98.3 with the goals of the plan, and evaluate staff development efforts at the site level. A 98.4 majority of the advisory committee and the site professional development team must be 98.5 teachers representing various grade levels, subject areas, and special education. The 98.6 advisory committee must also include nonteaching staff, parents, and administrators.

98.7 (c) "Teacher" under this section includes all individuals classified as teachers under 98.8 section 179A.03 or section 122A.61.

98.9 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and 98.10 later.

22.15 Sec. 29. Minnesota Statutes 2015 Supplement, section 122A.60, subdivision 4, is 22.16 amended to read:

22.17 Subd. 4. **Staff development report.** (a) ~~By October 15 of each year,~~ The district 22.18 and site staff development committees shall write ~~and submit~~ a report of staff development 22.19 activities and expenditures for the previous year, ~~in the form and manner determined by~~ 22.20 ~~the commissioner.~~ The report, signed by the district superintendent and staff development 22.21 chair, must include assessment and evaluation data indicating progress toward district and 22.22 site staff development goals based on teaching and learning outcomes, including the 22.23 percentage of teachers and other staff involved in instruction who participate in effective 22.24 staff development activities under subdivision 3 as part of the district's world's best 22.25 workforce report under section 120B.11, subdivision 5.

22.26 (b) The report must break down expenditures for:

22.27 (1) curriculum development and curriculum training programs; and

22.28 (2) staff development training models, workshops, and conferences, and the cost of 22.29 releasing teachers or providing substitute teachers for staff development purposes.

82.11 Sec. 47. Minnesota Statutes 2015 Supplement, section 122A.60, subdivision 4, is 82.12 amended to read:

82.13 Subd. 4. **Staff development report.** (a) ~~By October 15 of each year,~~ The district 82.14 and site staff development committees shall write ~~and submit~~ a report of staff development 82.15 activities and expenditures for the previous year, ~~in the form and manner determined by~~ 82.16 ~~the commissioner.~~ The report, signed by the district superintendent and staff development 82.17 chair, must include assessment and evaluation data indicating progress toward district and 82.18 site staff development goals based on teaching and learning outcomes, including the 82.19 percentage of teachers and other staff involved in instruction who participate in effective 82.20 staff development activities under subdivision 3 as part of the district's world's best 82.21 workforce report under section 120B.11, subdivision 5.

82.22 (b) The report must break down expenditures for:

82.23 (1) curriculum development and curriculum training programs; and

82.24 (2) staff development training models, workshops, and conferences, and the cost of 82.25 releasing teachers or providing substitute teachers for staff development purposes.

22.30 The report also must indicate whether the expenditures were incurred at the district  
 22.31 level or the school site level, and whether the school site expenditures were made possible  
 22.32 by grants to school sites that demonstrate exemplary use of allocated staff development  
 22.33 revenue. These expenditures must be reported using the uniform financial and accounting  
 22.34 and reporting standards.

~~23.1 (e) The commissioner shall report the staff development progress and expenditure  
 23.2 data to the house of representatives and senate committees having jurisdiction over  
 23.3 education by February 15 each year.~~

### UEH2749-1

286.31 Sec. 16. Minnesota Statutes 2015 Supplement, section 122A.61, subdivision 1, is  
 286.32 amended to read:

287.1 Subdivision 1. **Staff development revenue for school districts.** A district is  
 287.2 required to reserve an amount equal to at least two percent of the basic revenue under  
 287.3 section 126C.10, subdivision 2, for:

287.4 (1) teacher development and evaluation under section 122A.40, subdivision 8, or  
 287.5 122A.41, subdivision 5;

287.6 (2) principal development and evaluation under section 123B.147, subdivision 3;

287.7 (3) professional development under section 122A.60; and

287.8 (4) in-service education for programs under section 120B.22, subdivision 2.

287.9 To the extent extra funds remain, staff development revenue may be used for  
 287.10 staff development plans, including plans for challenging instructional activities and  
 287.11 experiences under section 122A.60, and for curriculum development and programs, other  
 287.12 in-service education, teachers' mentoring under section 122A.70 and evaluation, teachers'  
 287.13 workshops, teacher conferences, the cost of substitute teachers for staff development  
 287.14 purposes, preservice and in-service education for special education professionals and  
 287.15 paraprofessionals, and other related costs for staff development efforts. A district may  
 287.16 annually waive the requirement to reserve their basic revenue under this section if a  
 287.17 majority vote of the licensed teachers in the district and a majority vote of the school board  
 287.18 agree to a resolution to waive the requirement. A district in statutory operating debt is  
 287.19 exempt from reserving basic revenue according to this section. Districts may expend an  
 287.20 additional amount of unreserved revenue for staff development based on their needs.

287.21 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2017  
 287.22 and later.

82.26 The report also must indicate whether the expenditures were incurred at the district  
 82.27 level or the school site level, and whether the school site expenditures were made possible  
 82.28 by grants to school sites that demonstrate exemplary use of allocated staff development  
 82.29 revenue. These expenditures must be reported using the uniform financial and accounting  
 82.30 and reporting standards.

~~82.31 (e) The commissioner shall report the staff development progress and expenditure  
 82.32 data to the house of representatives and senate committees having jurisdiction over  
 82.33 education by February 15 each year.~~

287.23 Sec. 17. Minnesota Statutes 2014, section 122A.61, is amended by adding a  
287.24 subdivision to read:

287.25 Subd. 1a. **Staff development aid for intermediate school districts and other**  
287.26 **cooperative units.** (a) An intermediate school district or other cooperative unit providing  
287.27 instruction to students in federal instructional settings of level 4 or higher qualifies for  
287.28 staff development aid equal to \$675 times the full-time equivalent number of licensed  
287.29 instructional staff, related services staff, and nonlicensed classroom aides employed by the  
287.30 intermediate school district or other cooperative unit during the previous fiscal year.

287.31 (b) Staff development aid received under this subdivision must be used for activities  
287.32 related to enhancing services to students who may have challenging behaviors or mental  
287.33 health issues or be suffering from trauma. Specific qualifying staff development activities  
287.34 include but are not limited to:

287.35 (1) proactive behavior management;

288.1 (2) personal safety training;

288.2 (3) de-escalation techniques;

288.3 (4) adaptation of published curriculum and pedagogy for students with complex  
288.4 learning and behavioral needs; and

288.5 (5) other staff development activities specific to the population in this paragraph.

288.6 (c) The aid received under this subdivision must be reserved and spent only on  
288.7 the activities specified in this subdivision.

288.8 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2017  
288.9 and later.

288.10 Sec. 18. Minnesota Statutes 2014, section 122A.63, subdivision 1, is amended to read:

288.11 Subdivision 1. **Establishment.** (a) A grant program is established to assist American  
288.12 Indian people to become teachers and to provide additional education for American Indian  
288.13 teachers. The commissioner may award a joint grant to each of the following:

288.14 (1) the Duluth campus of the University of Minnesota and Independent School  
288.15 District No. 709, Duluth;

288.16 (2) Bemidji State University and Independent School District No. 38, Red Lake;

288.17 (3) Moorhead State University and one of the school districts located within the  
288.18 White Earth Reservation; and

117.19 Sec. 82. **STAFF DEVELOPMENT GRANTS FOR INTERMEDIATE SCHOOL**  
117.20 **DISTRICTS AND OTHER COOPERATIVE UNITS.**

117.21 (a) For fiscal years 2017, 2018, and 2019 only, an intermediate school district or  
117.22 other cooperative unit providing instruction to students in federal instructional settings  
117.23 of level 4 or higher qualifies for staff development grants equal to \$1,000 times the  
117.24 full-time equivalent number of licensed instructional staff and nonlicensed classroom  
117.25 aides employed by the intermediate school district or other cooperative unit during the  
117.26 previous fiscal year.

117.27 (b) Staff development grants received under this section must be used for activities  
117.28 related to enhancing services to students who may have challenging behaviors or mental  
117.29 health issues or be suffering from trauma. Specific qualifying staff development activities  
117.30 include but are not limited to:

117.31 (1) proactive behavior management;

117.32 (2) personal safety training;

117.33 (3) de-escalation techniques; and

117.34 (4) adaptation of published curriculum and pedagogy for students with complex  
117.35 learning and behavioral needs.

118.1 (c) The grants received under this section must be reserved and spent only on the  
118.2 activities specified in this section. If funding for purposes of this section is insufficient,  
118.3 the commissioner must prorate the grants.

118.4 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2017  
118.5 and later.

288.19 (4) Augsburg College, Independent School District No. 625, St. Paul, and Special  
288.20 School District No. 1, Minneapolis.

288.21 (b) If additional funds are available, the commissioner may award additional joint  
288.22 grants to other postsecondary institutions and school districts.

## S2744-2

23.4 Sec. 30. Minnesota Statutes 2014, section 122A.72, subdivision 5, is amended to read:

23.5 Subd. 5. **Center functions.** (a) A teacher center shall perform functions according  
23.6 to this subdivision. The center shall assist teachers, diagnose learning needs, experiment  
23.7 with the use of multiple instructional approaches, assess pupil outcomes, assess staff  
23.8 development needs and plans, and teach school personnel about effective pedagogical  
23.9 approaches. The center shall develop and produce curricula and curricular materials  
23.10 designed to meet the educational needs of pupils being served, by applying educational  
23.11 research and new and improved methods, practices, and techniques. The center shall  
23.12 provide programs to improve the skills of teachers to meet the special educational needs of  
23.13 pupils. The center shall provide programs to familiarize teachers with developments in  
23.14 curriculum formulation and educational research, including how research can be used to  
23.15 improve teaching skills. The center shall facilitate sharing of resources, ideas, methods,  
23.16 and approaches directly related to classroom instruction and improve teachers' familiarity  
23.17 with current teaching materials and products for use in their classrooms. The center shall  
23.18 provide in-service programs.

23.19 (b) Each teacher center must provide a professional development program to train  
23.20 interested and highly qualified elementary, middle, and secondary teachers, selected by the  
23.21 employing school district, to assist other teachers in that district with mathematics and  
23.22 science curriculum, standards, and instruction so that all teachers have access to:

23.23 (1) high quality professional development programs in mathematics and science that  
23.24 address curriculum, instructional methods, alignment of standards, and performance  
23.25 measurements, enhance teacher and student learning, and support state mathematics and  
23.26 science standards; and

23.27 (2) research-based mathematics and science programs and instructional models  
23.28 premised on best practices that inspire teachers and students and have practical classroom  
23.29 application.

23.30 Sec. 31. Minnesota Statutes 2014, section 122A.74, subdivision 1, is amended to read:

23.31 Subdivision 1. **Establishment.** (a) The commissioner of education may contract  
23.32 with the Minnesota State University Mankato or the regents of the University of Minnesota  
23.33 to establish a Principals' Leadership Institute to provide professional development to  
23.34 school principals by:

83.1 Sec. 48. Minnesota Statutes 2014, section 122A.72, subdivision 5, is amended to read:

83.2 Subd. 5. **Center functions.** (a) A teacher center shall perform functions according  
83.3 to this subdivision. The center shall assist teachers, diagnose learning needs, experiment  
83.4 with the use of multiple instructional approaches, assess pupil outcomes, assess staff  
83.5 development needs and plans, and teach school personnel about effective pedagogical  
83.6 approaches. The center shall develop and produce curricula and curricular materials  
83.7 designed to meet the educational needs of pupils being served, by applying educational  
83.8 research and new and improved methods, practices, and techniques. The center shall  
83.9 provide programs to improve the skills of teachers to meet the special educational needs of  
83.10 pupils. The center shall provide programs to familiarize teachers with developments in  
83.11 curriculum formulation and educational research, including how research can be used to  
83.12 improve teaching skills. The center shall facilitate sharing of resources, ideas, methods,  
83.13 and approaches directly related to classroom instruction and improve teachers' familiarity  
83.14 with current teaching materials and products for use in their classrooms. The center shall  
83.15 provide in-service programs.

83.16 (b) Each teacher center must provide a professional development program to train  
83.17 interested and highly qualified elementary, middle, and secondary teachers, selected by the  
83.18 employing school district, to assist other teachers in that district with mathematics and  
83.19 science curriculum, standards, and instruction so that all teachers have access to:

83.20 (1) high quality professional development programs in mathematics and science that  
83.21 address curriculum, instructional methods, alignment of standards, and performance  
83.22 measurements, enhance teacher and student learning, and support state mathematics and  
83.23 science standards; and

83.24 (2) research-based mathematics and science programs and instructional models  
83.25 premised on best practices that inspire teachers and students and have practical classroom  
83.26 application.

24.1 (1) creating a network of leaders in the educational and business communities to  
 24.2 communicate current and future trends in leadership techniques;

24.3 (2) helping to create a vision for the school that is aligned with the community  
 24.4 and district priorities;

24.5 (3) developing strategies to retain highly qualified teachers and ensure that diverse  
 24.6 student populations, including at-risk students, children with disabilities, English learners,  
 24.7 and gifted students, among others, have equal access to these highly qualified teachers; and

24.8 (4) providing training to analyze data using culturally competent tools.

24.9 (b) The University of Minnesota must cooperate with participating members of the  
 24.10 business community to provide funding and content for the institute.

24.11 (c) Participants must agree to attend the Principals' Leadership Institute for four  
 24.12 weeks during the academic summer.

24.13 (d) The Principals' Leadership Institute must incorporate program elements offered  
 24.14 by leadership programs at the University of Minnesota and program elements used by  
 24.15 the participating members of the business community to enhance leadership within their  
 24.16 businesses.

98.11 Sec. 15. Minnesota Statutes 2014, section 123B.147, subdivision 3, is amended to read:

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

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

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

83.27 Sec. 49. Minnesota Statutes 2014, section 123B.147, subdivision 3, is amended to read:

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

83.33 (b) To enhance a principal's leadership skills and support and improve teaching  
 83.34 practices, school performance, and student achievement for diverse student populations,  
 83.35 including at-risk students, children with disabilities, English learners, and gifted students,  
 84.1 among others, a district must develop and implement a performance-based system for  
 84.2 annually evaluating school principals assigned to supervise a school building within the  
 84.3 district. The evaluation must be designed to improve teaching and learning by supporting  
 84.4 the principal in shaping the school's professional environment and developing teacher  
 84.5 quality, performance, and effectiveness. The annual evaluation must:

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

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

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

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

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

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

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

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

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

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

### UEH2749-1

288.23 Sec. 19. Minnesota Statutes 2014, section 123B.04, subdivision 2, is amended to read:

288.24 Subd. 2. **Agreement.** (a) The school board and a school site may enter into an  
 288.25 agreement under this section solely to develop and implement an individualized learning  
 288.26 and achievement contract under subdivision 4.

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

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

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

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

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

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

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

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

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



288.27 (b) Upon the request of 60 percent of the licensed employees of a site or a school  
288.28 site decision-making team, the school board shall enter into discussions to reach an  
288.29 agreement concerning the governance, management, or control of the school. A school  
288.30 site decision-making team may include the school principal, teachers in the school or their  
288.31 designee, other employees in the school, representatives of pupils in the school, or other  
288.32 members in the community. A school site decision-making team must include at least one  
288.33 parent of a pupil in the school. For purposes of formation of a new site, a school site  
288.34 decision-making team may be a team of teachers that is recognized by the board as a site.  
289.1 The school site decision-making team shall include the school principal or other person  
289.2 having general control and supervision of the school. The site decision-making team  
289.3 must reflect the diversity of the education site. At least one-half of the members shall be  
289.4 employees of the district, unless an employee is the parent of a student enrolled in the school  
289.5 site, in which case the employee may elect to serve as a parent member of the site team.

289.6 (c) School site decision-making agreements must delegate powers, duties, and  
289.7 broad management responsibilities to site teams and involve staff members, students as  
289.8 appropriate, and parents in decision making.

289.9 (d) An agreement shall include a statement of powers, duties, responsibilities, and  
289.10 authority to be delegated to and within the site.

289.11 (e) An agreement may include:

289.12 (1) an achievement contract according to subdivision 4;

289.13 (2) a mechanism to allow principals, a site leadership team, or other persons having  
289.14 general control and supervision of the school, to make decisions regarding how financial  
289.15 and personnel resources are best allocated at the site and from whom goods or services  
289.16 are purchased;

289.17 (3) a mechanism to implement parental involvement programs under section  
289.18 124D.895 and to provide for effective parental communication and feedback on this  
289.19 involvement at the site level;

289.20 (4) a provision that would allow the team to determine who is hired into licensed  
289.21 and nonlicensed positions;

289.22 (5) a provision that would allow teachers to choose the principal or other person  
289.23 having general control;

289.24 (6) an amount of revenue allocated to the site under subdivision 3; and  
289.25 (7) any other powers and duties determined appropriate by the board.

289.26 An agreement may assign such powers, duties, and management responsibilities to  
289.27 the licensed teachers at a school site to create teacher-governed schools and qualify the  
289.28 district and site for a grant under subdivision 2a.

289.29 The school board of the district remains the legal employer under clauses (4) and (5).

289.30 (f) Any powers or duties not delegated to the school site management team in the

289.31 school site management agreement shall remain with the school board.

289.32 (g) Approved agreements shall be filed with the commissioner. If a school board

289.33 denies a request or the school site and school board fail to reach an agreement to enter

289.34 into a school site management agreement, the school board shall provide a copy of the

289.35 request and the reasons for its denial to the commissioner.

290.1 (h) A site decision-making grant program is established, consistent with this

290.2 subdivision, to allow sites to implement an agreement that at least:

290.3 (1) notwithstanding subdivision 3, allocates to the site all revenue that is attributable

290.4 to the students at that site;

290.5 (2) includes a provision, consistent with current law and the collective bargaining

290.6 agreement in effect, that allows the site team to decide who is selected from within the

290.7 district for licensed and nonlicensed positions at the site and to make staff assignments

290.8 in the site; and

290.9 (3) includes a completed performance agreement under subdivision 4.

290.10 The commissioner shall establish the form and manner of the application for a grant

290.11 and annually, at the end of each fiscal year, report to the house of representatives and

290.12 senate committees having jurisdiction over education on the progress of the program.

290.13 **EFFECTIVE DATE.** This section is effective for fiscal year 2017 and later.

290.14 Sec. 20. Minnesota Statutes 2014, section 123B.04, is amended by adding a

290.15 subdivision to read:

290.16 Subd. 2a. **Teacher-governed schools.** (a) Consistent with subdivision 2 allowing

290.17 a school board to agree to assign powers, duties, and management responsibilities to a

290.18 school site, and subject to an agreement between the interested school board and the

290.19 exclusive representative of the teachers, a grant program is established to encourage

290.20 licensed teachers employed at a school site to explore and develop organizational models

290.21 for teaching and learning, provide curriculum and corresponding formative, interim, and

290.22 summative assessments, measure and evaluate teacher performance, assign teaching

290.23 positions and restructure instructional work, provide professional development to support

290.24 teachers restructuring their work, allocate revenue, assert autonomy and leadership, and

290.25 pursue other such policies, strategies, and activities for creating teacher-governed schools.

290.26 (b) The commissioner, after receiving the approved agreement filed by the  
290.27 parties under subdivision 2, paragraph (g), shall award planning and start-up grants  
290.28 on a first-come, first-served basis until appropriated funds are expended, distributing  
290.29 the grants throughout Minnesota to the extent practicable and consistent with this  
290.30 subdivision. Subject to the content and projected expenditures of the parties' agreement,  
290.31 the commissioner shall award grants to eligible districts as follows:

290.32 (1) a planning grant of up to \$20,000 during the first year of the parties' agreement; and  
290.33 (2) an implementation grant of up to \$100,000 during each of the next two years  
290.34 of the parties' agreement.

291.1 A grant recipient that terminates an agreement before the end of a school year must return  
291.2 a pro rata portion of the grant to the commissioner, the amount of which the commissioner  
291.3 must determine based upon the number of school days remaining in the school year after  
291.4 the agreement is terminated. Grant recipients are encouraged to seek matching funds or  
291.5 in-kind contributions from nonstate sources to supplement the grant awards.

291.6 (c) A school district receiving a grant must transmit to the commissioner in an  
291.7 electronic format and post on its Web site by the end of the school year readily accessible  
291.8 information about recommended best practices based on its experience and progress under  
291.9 this section. The commissioner must make information about these recommended best  
291.10 practices readily available to interested districts and schools throughout Minnesota.

291.11 **EFFECTIVE DATE.** This section is effective for fiscal year 2017 and later.

## S2744-2

99.23 Sec. 16. Minnesota Statutes 2014, section 124D.09, subdivision 10, is amended to read:

99.24 Subd. 10. **Courses according to agreements.** (a) An eligible pupil, according  
99.25 to subdivision 5, may enroll in a nonsectarian course taught by a secondary teacher or  
99.26 a postsecondary faculty member and offered at a secondary school, or another location,  
99.27 according to an agreement between a public school board and the governing body of an  
99.28 eligible public postsecondary system or an eligible private postsecondary institution,  
99.29 as defined in subdivision 3. All provisions of this section shall apply to a pupil, public  
99.30 school board, district, and the governing body of a postsecondary institution, except as  
99.31 otherwise provided.

99.32 (b) To encourage American Indian students under section 124D.72 and other  
99.33 students to consider teaching as a profession, participating public school boards and  
99.34 the governing boards of eligible public postsecondary systems and eligible private  
100.1 postsecondary institutions may develop and offer an "introduction to teaching" course  
100.2 under this subdivision.

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

100.4 Sec. 17. Minnesota Statutes 2014, section 124D.861, as amended by Laws 2015,  
100.5 chapter 21, article 1, section 20, is amended to read:

100.6 **124D.861 ACHIEVEMENT AND INTEGRATION FOR MINNESOTA.**

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

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

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

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

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

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

91.15 Sec. 56. Minnesota Statutes 2014, section 124D.861, as amended by Laws 2015,  
91.16 chapter 21, article 1, section 20, is amended to read:

91.17 **124D.861 ACHIEVEMENT AND INTEGRATION FOR MINNESOTA.**

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

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

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

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

91.32 (2) policies and curricula and trained instructors, administrators, school counselors,  
91.33 and other advocates to support and enhance integrated learning environments under  
91.34 this section, including through magnet schools, innovative, research-based instruction,  
92.1 differentiated instruction, improved and equitable access to effective and diverse teachers,  
92.2 and targeted interventions to improve achievement; and

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

92.8 (d) Consistent with paragraph (c), eligible districts may adopt policies to increase the  
92.9 diversity of district teachers and administrators using the revenue under section 124D.862  
92.10 for recruitment, retention, and hiring incentives or additional compensation.

100.31 Subd. 2. **Plan implementation; components.** (a) The school board of each eligible  
 100.32 district must formally develop and implement a long-term plan under this section. The plan  
 100.33 must be incorporated into the district's comprehensive strategic plan under section 120B.11.  
 100.34 Plan components may include: innovative and integrated prekindergarten through grade 12  
 101.1 learning environments that offer students school enrollment choices; family engagement  
 101.2 initiatives that involve families in their students' academic life and success; professional  
 101.3 development opportunities for teachers and administrators focused on improving the  
 101.4 academic achievement of all students, including teachers and administrators who are  
 101.5 members of populations underrepresented among the licensed teachers or administrators  
 101.6 in the district or school and who reflect the diversity of students under section 120B.35,  
 101.7 subdivision 3, paragraph (b), clause (2), who are enrolled in the district or school;  
 101.8 increased programmatic opportunities and effective and more diverse instructors focused  
 101.9 on rigor and college and career readiness for underserved students, including students  
 101.10 enrolled in alternative learning centers under section 123A.05, public alternative programs  
 101.11 under section 126C.05, subdivision 15, and contract alternative programs under section  
 101.12 124D.69, among other underserved students; or recruitment and retention of teachers and  
 101.13 administrators with diverse racial and ethnic backgrounds. The plan must contain goals for:

101.14 (1) reducing the disparities in academic achievement among all students and specific  
 101.15 categories of students under section 120B.35, subdivision 3, paragraph (b), excluding the  
 101.16 student categories of gender, disability, and English learners; and

101.17 (2) increasing racial and economic diversity and integration in schools and districts;  
 101.18 and

101.19 (3) providing students with equitable access to effective and more diverse teachers.

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

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

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

92.11 Subd. 2. **Plan implementation; components.** (a) The school board of each eligible  
 92.12 district must formally develop and implement a long-term plan under this section. The plan  
 92.13 must be incorporated into the district's comprehensive strategic plan under section 120B.11.  
 92.14 Plan components may include: innovative and integrated prekindergarten through grade 12  
 92.15 learning environments that offer students school enrollment choices; family engagement  
 92.16 initiatives that involve families in their students' academic life and success; professional  
 92.17 development opportunities for teachers and administrators focused on improving the  
 92.18 academic achievement of all students, including teachers and administrators who are  
 92.19 members of populations underrepresented among the licensed teachers or administrators  
 92.20 in the district or school and who reflect the diversity of students under section 120B.35,  
 92.21 subdivision 3, paragraph (b), clause (2), who are enrolled in the district or school;  
 92.22 increased programmatic opportunities and effective and more diverse instructors focused  
 92.23 on rigor and college and career readiness for underserved students, including students  
 92.24 enrolled in alternative learning centers under section 123A.05, public alternative programs  
 92.25 under section 126C.05, subdivision 15, and contract alternative programs under section  
 92.26 124D.69, among other underserved students; or recruitment and retention of teachers and  
 92.27 administrators with diverse racial and ethnic backgrounds. The plan must contain goals for:

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

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

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

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

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

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

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

102.9 (d) The longitudinal data required under paragraph (b) must be based on student  
 102.10 growth and progress in reading and mathematics, as defined under section 120B.30,  
 102.11 subdivision 1, and student performance data and achievement reports from fully adaptive  
 102.12 reading and mathematics assessments for grades 3 through 7 beginning in the 2015-2016  
 102.13 school year under section 120B.30, subdivision 1a, and either (i) school enrollment  
 102.14 choices, (ii) the number of world language proficiency or high achievement certificates  
 102.15 awarded under section 120B.022, subdivision 1a, or the number of state bilingual and  
 102.16 multilingual seals issued under section 120B.022, subdivision 1b, or (iii) school safety  
 102.17 and students' engagement and connection at school under section 120B.35, subdivision 3,  
 102.18 paragraph (d). Additional longitudinal data may be based on: students' progress toward  
 102.19 career and college readiness under section 120B.30, subdivision 1; or rigorous coursework  
 102.20 completed under section 120B.35, subdivision 3, paragraph (c), clause (2).

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

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

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

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

93.23 (d) The longitudinal data required under paragraph (b) must be based on student  
 93.24 growth and progress in reading and mathematics, as defined under section 120B.30,  
 93.25 subdivision 1, and student performance data and achievement reports from fully adaptive  
 93.26 reading and mathematics assessments for grades 3 through 7 beginning in the 2015-2016  
 93.27 school year under section 120B.30, subdivision 1a, and either (i) school enrollment  
 93.28 choices, (ii) the number of world language proficiency or high achievement certificates  
 93.29 awarded under section 120B.022, subdivision 1a, or the number of state bilingual and  
 93.30 multilingual seals issued under section 120B.022, subdivision 1b, or (iii) school safety  
 93.31 and students' engagement and connection at school under section 120B.35, subdivision 3,  
 93.32 paragraph (d). Additional longitudinal data may be based on: students' progress toward  
 93.33 career and college readiness under section 120B.30, subdivision 1; or rigorous coursework  
 93.34 completed under section 120B.35, subdivision 3, paragraph (c), clause (2).

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

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

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

103.1 Sec. 18. Minnesota Statutes 2015 Supplement, section 127A.05, subdivision 6, is  
103.2 amended to read:

103.3 Subd. 6. **Survey of districts.** The commissioner of education shall survey the state's  
103.4 school districts and teacher preparation programs and report to the education committees  
103.5 of the legislature by February 1 of each odd-numbered year on the status of teacher early  
103.6 retirement patterns, access to effective and more diverse teachers who reflect the students  
103.7 under section 120B.35, subdivision 3, paragraph (b), clause (2), enrolled in a district or  
103.8 school, the teacher shortage, and the substitute teacher shortage, including teacher hiring  
103.9 and retention patterns and shortages in by subject areas and the economic development  
103.10 regions of the state. The report must also include: aggregate data on teachers' self-reported  
103.11 race and ethnicity; data on how districts are making progress in hiring and providing  
103.12 enrolled students with improved and equitable access to effective and more diverse teachers  
103.13 and substitutes in the areas of shortage; and a five-year projection of teacher demand  
103.14 for each district, taking into account the students under section 120B.35, subdivision 3,  
103.15 paragraph (b), clause (2), expected to enroll in the district during that five-year period.

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

103.18 Sec. 19. Minnesota Statutes 2015 Supplement, section 136A.1791, subdivision 1,  
103.19 is amended to read:

103.20 Subdivision 1. **Definitions.** (a) The terms used in this section have the meanings  
103.21 given them in this subdivision.

103.22 (b) "Qualified educational loan" means a government, commercial, or foundation  
103.23 loan for actual costs paid for tuition and reasonable educational and living expenses  
103.24 related to a teacher's preparation or further education.

103.25 (c) "School district" means an independent school district, special school district,  
103.26 intermediate district, education district, special education cooperative, service cooperative,  
103.27 a cooperative center for vocational education, or a charter school located in Minnesota.

103.28 (d) "Teacher" means an individual holding a teaching license issued by the licensing  
103.29 division in the Department of Education on behalf of the Board of Teaching who is  
103.30 employed by a school district to provide classroom instruction in a teacher shortage area.

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

101.25 Sec. 60. Minnesota Statutes 2015 Supplement, section 127A.05, subdivision 6, is  
101.26 amended to read:

101.27 Subd. 6. **Survey of districts.** The commissioner of education shall survey the state's  
101.28 school districts and teacher preparation programs and report to the education committees  
101.29 of the legislature by February 1 of each odd-numbered year on the status of teacher early  
101.30 retirement patterns, the access to effective and more diverse teachers who reflect the  
101.31 students under section 120B.35, subdivision 3, paragraph (b), clause (2), enrolled in  
101.32 a district or school, the teacher shortage, and the substitute teacher shortage, including  
101.33 patterns and shortages in subject areas and the economic development regions of the state.  
101.34 The report must also include: aggregate data on teachers' self-reported race and ethnicity;  
101.35 data on how districts are making progress in hiring teachers and substitutes in the areas  
102.1 of shortage; and a five-year projection of teacher demand for each district, taking into  
102.2 account the students under section 120B.35, subdivision 3, paragraph (b), clause (2),  
102.3 expected to enroll in the district during that five-year period.

103.31 (e) "Teacher shortage area" means the licensure fields and economic development  
 103.32 regions reported by the commissioner of education as experiencing a teacher shortage or  
 103.33 the school districts where minority populations are underrepresented among licensed  
 103.34 teachers, consistent with section 127A.05, subdivision 6, and applicable federal law.

104.1 (f) "Commissioner" means the commissioner of the Office of Higher Education  
 104.2 unless indicated otherwise.

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

104.4 Sec. 20. Minnesota Statutes 2015 Supplement, section 136A.1791, subdivision 3,  
 104.5 is amended to read:

104.6 Subd. 3. **Use of report on teacher shortage areas.** The commissioner of education  
 104.7 shall use the teacher supply and demand report to the legislature to identify the licensure  
 104.8 fields and economic development regions in Minnesota experiencing a teacher shortage  
 104.9 and the school districts where minority populations are underrepresented among licensed  
 104.10 teachers, consistent with section 127A.05, subdivision 6, and applicable federal law.

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

106.1 Sec. 67. **[136F.361] CAREER AND TECHNICAL EDUCATION**

106.2 **CERTIFICATION AND LICENSURE.**

106.3 The Board of Trustees of the Minnesota State Colleges and Universities System,  
 106.4 consistent with section 122A.09, subdivision 10, paragraph (e), must provide an  
 106.5 alternative preparation program allowing individuals to be certified or licensed as a career  
 106.6 and technical education instructor or teacher able to teach career and technical education  
 106.7 courses offered by a school district or charter school. The Board of Trustees may locate  
 106.8 the first program in the seven county metropolitan area.

106.9 **EFFECTIVE DATE.** This section is effective for the 2016-2017 academic year

106.10 and later.

104.12 Sec. 21. **CAREER AND TECHNICAL EDUCATOR LICENSING ADVISORY**

104.13 **TASK FORCE.**

104.14 Subdivision 1. **Creation.** The Career and Technical Educator Licensing Advisory  
 104.15 Task Force consists of the following members, appointed by the commissioner of  
 104.16 education, unless otherwise specified:

104.17 (1) one person who is a member of the Board of Teaching;



- 104.18 (2) one person representing colleges and universities offering a board-approved  
104.19 teacher preparation program;
- 104.20 (3) one person representing science, technology, engineering, and math programs,  
104.21 such as Project Lead the Way;
- 104.22 (4) one person designated by the Board of the Minnesota Association for Career and  
104.23 Technical Administrators;
- 104.24 (5) one person designated by the Board of the Minnesota Association for Career  
104.25 and Technical Education;
- 104.26 (6) three people who are secondary school administrators, including superintendents,  
104.27 principals, and assistant principals; and
- 104.28 (7) two people who are members of other interested groups, as determined by the  
104.29 commissioner of education.
- 104.30 The commissioner and designating authorities must make their initial appointments  
104.31 and designations by July 1, 2016. The commissioner and designating authorities, to the  
104.32 extent practicable, should make appointments balanced as to gender and reflecting the  
104.33 ethnic diversity of the state population.
- 105.1 Subd. 2. **Duties; report.** The task force must review the current status of career and  
105.2 technical educator licenses and provide recommendations on changes, if any are deemed  
105.3 necessary, to the licensure requirements and methods to increase access for school districts  
105.4 to licensed career and technical educators. The task force must report its findings and  
105.5 recommendations, with draft legislation if needed to implement the recommendations, to  
105.6 the chairs and ranking minority members of the legislative committees with jurisdiction  
105.7 over kindergarten through grade 12 education and higher education by January 15, 2017.
- 105.8 Subd. 3. **First meeting.** The commissioner of education or the commissioner's  
105.9 designee must convene the first meeting of the task force by September 1, 2016.
- 105.10 Subd. 4. **Administrative support.** The commissioner of education must provide  
105.11 meeting space and administrative services for the task force.
- 105.12 Subd. 5. **Chair.** The commissioner of education or the commissioner's designee  
105.13 shall serve as chair of the task force.
- 105.14 Subd. 6. **Compensation.** The public members of the task force serve without  
105.15 compensation or payment of expenses.
- 105.16 Subd. 7. **Expiration.** The task force expires January 16, 2017, or upon submission  
105.17 of the report required in subdivision 2, whichever is earlier.
- 105.18 **EFFECTIVE DATE.** This section is effective the day following final enactment.
- 105.19 Sec. 22. **LEGISLATIVE TASK FORCE ON TEACHER LICENSURE.**

113.30 Sec. 78. **LEGISLATIVE STUDY GROUP ON EDUCATOR LICENSURE.**

105.20 (a) A 12-member legislative task force on teacher licensure is created to review the  
 105.21 2016 report prepared by the Office of the Legislative Auditor on the Minnesota teacher  
 105.22 licensure program and submit a written report by February 1, 2017, to the legislature  
 105.23 recommending how to restructure Minnesota's teacher licensure system by consolidating  
 105.24 all teacher licensure activities into a single state entity to ensure transparency and  
 105.25 consistency or, at a minimum, clarify existing teacher licensure responsibilities to provide  
 105.26 transparency and consistency. In developing its recommendations, the task force must  
 105.27 consider the tiered licensure system recommended in the legislative auditor's report,  
 105.28 among other recommendations. The task force must identify and include in its report any  
 105.29 statutory changes needed to implement the task force recommendations.

105.30 (b) The legislative task force on teacher licensure includes:

105.31 (1) six duly elected and currently serving senators, three appointed by the senate  
 105.32 majority leader and three appointed by the senate minority leader; and

105.33 (2) six duly elected and currently serving members of the house of representatives,  
 105.34 three appointed by the speaker and three appointed by the house minority leader.

106.1 Only duly elected and currently serving members of the senate or house of representatives  
 106.2 may be task force members.

106.3 (c) The appointments must be made by June 1, 2016, and expire February 2, 2017. If  
 106.4 a vacancy occurs, the leader of the caucus in the house or senate to which the vacating  
 106.5 task force member belonged must fill the vacancy. A senate member appointed by the  
 106.6 senate majority leader shall convene the first meeting of the task force. The task force  
 106.7 shall elect a chair or cochaurs from among the members at the first meeting. The task force  
 106.8 must meet periodically. The Legislative Coordinating Commission shall provide technical  
 106.9 and administrative assistance upon request.

113.31 (a) A 12-member legislative study group on educator licensure is created to review  
 113.32 the 2016 Minnesota Teacher Licensure report prepared by the Office of the Legislative  
 113.33 Auditor on teacher licensing and submit a written report by February 1, 2017, to the  
 113.34 legislature recommending how to restructure Minnesota's teacher licensure system by  
 114.1 consolidating all teacher licensure activities into a single state entity to ensure transparency  
 114.2 and consistency or, at a minimum, by clarifying existing teacher licensure responsibilities  
 114.3 to provide transparency and consistency. In developing its recommendations, the study  
 114.4 group is encouraged to consider the tiered licensure system recommended in the legislative  
 114.5 auditor's report, among other recommendations. The study group is encouraged to begin  
 114.6 its work by consulting with teachers currently teaching in Minnesota school districts,  
 114.7 charter schools, and nonpublic schools and with out-of-state teachers currently licensed or  
 114.8 seeking a license in Minnesota. The study group is encouraged to identify and include in  
 114.9 its report any statutory changes needed to implement the study group recommendations.

114.10 (b) The legislative study group on educator licensure includes:

114.11 (1) six duly elected and currently serving members of the house of representatives,  
 114.12 three appointed by the speaker of the house and three appointed by the house minority  
 114.13 leader, and one of whom must be the current chair of the house of representatives  
 114.14 Education Innovation Policy Committee; and

114.15 (2) six duly elected and currently serving senators, three appointed by the senate  
 114.16 majority leader and three appointed by the senate minority leader, one of whom must be  
 114.17 the current chair of the senate Education Committee.

114.18 Only duly elected and currently serving members of the house of representatives or senate  
 114.19 may be study group members.

114.20 (c) The appointments must be made by June 1, 2016, and expire February 2, 2017.  
 114.21 If a vacancy occurs, the leader of the caucus in the house of representatives or senate to  
 114.22 which the vacating study group member belonged must fill the vacancy. The chair of the  
 114.23 house Education Innovation Policy Committee shall convene the first meeting of the study  
 114.24 group. The study group shall elect a chair or cochaurs from among the members at the  
 114.25 first meeting. The study group must meet periodically. The Legislative Coordinating  
 114.26 Commission shall provide technical and administrative assistance upon request.

106.10 (d) In reviewing the legislative auditor's report and developing its recommendations,  
 106.11 the task force must consult with interested and affected stakeholders, including  
 106.12 representatives of the Board of Teaching, Minnesota Department of Education, Education  
 106.13 Minnesota, MinnCAN, Minnesota Business Partnership, Minnesota Rural Education  
 106.14 Association, Association of Metropolitan School Districts, Minnesota Association of  
 106.15 Colleges for Teacher Education, College of Education and Human Development at  
 106.16 the University of Minnesota, Minnesota State Colleges and Universities, Minnesota  
 106.17 Private College Council, Minnesota School Boards Association, Minnesota Elementary  
 106.18 School Principals' Association, Minnesota Association of Secondary School Principals,  
 106.19 Minnesota Association of School Administrators, Minnesota Indian Affairs Council, the  
 106.20 Council on Asian Pacific Minnesotans, Council for Minnesotans of African Heritage,  
 106.21 Minnesota Council on Latino Affairs, Minnesota Association of Educators, and Minnesota  
 106.22 Teach For America, among other stakeholders.

106.23 (e) The task force expires February 2, 2017, unless extended by law.

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

106.25 Sec. 23. **EARLY CHILDHOOD FAMILY EDUCATION TEACHERS; ADULT**

106.26 **BASIC EDUCATION TEACHERS.**

106.27 For the 2017-2018 and 2018-2019 school years, notwithstanding Minnesota Statutes,  
 106.28 section 122A.40, subdivision 11, paragraph (b), for the purposes of unrequested leave of  
 106.29 absence and reinstatement, a person teaching in an early childhood family education  
 106.30 program or an adult basic education program may exercise seniority based on fields in  
 106.31 which they are licensed, if the district and the exclusive representative of the teachers  
 106.32 agree to allow these teachers to do so. In the absence of this agreement, such teachers are  
 106.33 entitled to exercise seniority based on teaching assignment within the district.

107.1 **EFFECTIVE DATE.** This section is effective for the 2017-2018 and 2018-2019

107.2 school years only.

114.27 (d) In reviewing the legislative auditor's report and developing its recommendations,  
 114.28 the study group must consult with the Board of Teaching, the licensing division of the  
 114.29 Department of Education, the Minnesota Board of School Administrators, and interested  
 114.30 and affected stakeholders.

114.31 (e) The study group expires on February 2, 2017, unless extended by law.

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

114.33 Sec. 79. **BOARD OF TEACHING REPORT.**

115.1 The Board of Teaching must prepare and submit a written report to the committees  
 115.2 of the legislature with jurisdiction over kindergarten through grade 12 education by  
 115.3 February 1, 2017, listing all the statutory and rule requirements on teacher preparation,  
 115.4 examinations, and training applicable to candidates for teacher licensure by type of license  
 115.5 and all the statutory and rule requirements on continuing education applicable to teachers  
 115.6 seeking to renew a full professional teaching license.

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

115.8 Sec. 80. **TEACHER LICENSING; PROCESS AND PROCEDURES.**

115.9 (a) The Board of Teaching must maintain an easily accessible, user-friendly online  
115.10 teacher licensure application system to enable all teacher licensure candidates to upload  
115.11 their teacher licensure applications electronically and to select the field and grade level for  
115.12 which they seek to be licensed. The online application system must list all types of teacher  
115.13 licenses and special permissions available, outline the specific requirements for each type  
115.14 of license and special permission, allow candidates to submit applications for all types  
115.15 of licenses and special permissions, and be clear and complete. The online application  
115.16 form must accommodate Minnesota and out-of-state candidates who completed a teacher  
115.17 preparation and training program at either an accredited college or university or a  
115.18 nontraditional teacher preparation and training program.

115.19 (b) When completely or partially denying a candidate a teaching license by issuing  
115.20 a license that is more limited than the license the candidate seeks, including a restricted  
115.21 license, the Board of Teaching, after consulting with the Department of Education if  
115.22 appropriate, must notify the candidate in writing clearly explaining: the reason for denying  
115.23 or partially denying the candidate a teaching license, including the specific deficiencies  
115.24 identified in the candidate's preparation or qualifications; the options available to the  
115.25 candidate to pursue the license the candidate seeks; and the candidate's right to appeal a  
115.26 denial. Under the two-step appeal process, a candidate may appeal a licensure decision  
115.27 to the Board of Teaching for review and, if the board does not find for the candidate,  
115.28 the candidate may submit a second appeal, requesting a contested case hearing under  
115.29 Minnesota Statutes, chapter 14.

115.30 (c) The Board of Teaching must grant a one-year full professional teaching license  
115.31 to otherwise qualified teacher licensure candidates who have satisfactorily completed  
115.32 a board-approved teacher preparation program in Minnesota, an accredited teacher  
115.33 preparation program in another state, or all the licensure-specific coursework and other  
115.34 requirements of a Board of Teaching-approved alternative teacher preparation and training  
115.35 program but have not yet successfully completed the content, pedagogy, and skills exams  
116.1 required for licensure. The board may renew a candidate's one-year full professional  
116.2 teaching license under this paragraph up to three times. Teacher candidates who receive  
116.3 a one-year full professional teaching license under this paragraph, while holding this  
116.4 license, must continue to work to complete or pass the content, pedagogy, or skills exam  
116.5 requirements they have not yet met.

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

107.3 Sec. 24. **REPEALER.**

107.4 Minnesota Statutes 2014, section 122A.245, subdivision 8, is repealed.