

HF 1773

Rep. / Vice Chair Clardy

Wednesday, March 1st Hearing in MN House, K-12 Education Policy Committee

Remarks, Research / Policy Brief, and Blog

2.28.23

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Minnesota Education Equity Partnership (MnEEP) and Coalition of Asian American Leaders (CAAL) Research and Policy Brief Executive Summary on EL's: [click here](#)

MnEEP and Augsburg 2018 Somali Student Achievement in MN Executive Summary: [click here](#)

MnEEP Big Bold Goal (BBG) #4 and Recent Blogs:

- MnEEP BBG #4 - Emerging Multilingualism: [click here](#)
- Supporting English Learners: [click here](#)
- Multilingualism Must be a Right and a Resource: [click here](#)

MnEEP Race Equity Glossary: [click here](#)

Dr. Rev PM Crowley Hillstrom, Section 1, Subd. 3a, English Learner Microcredential: Through rulemaking BOSA creates a non-mandatory microcredential for directors and coordinators of EL programs and services.

Race Equity Impact: provides opportunities for BOSA licensed administrators to build (Knowledge + Skill) X Will = Capacity (Capacity Equation to develop professionally and improve EL-specific administrative consciousness, conviction, and commitment (3 Cs of Change)

The BOSA created Microcredential would support Culturally Validating Pedagogy and Leadership (CVP/L) through building capacity for district administrator, directors and coordinators of EL programs and services in 4 primary areas:

- Instructional Leadership – Minnesota's educational leaders would benefit from learning current best practices in the field of EL that address environments, instruction, and content (Pedagogy).
 - Culturally Validation Pedagogy (CVP)

- The CLEAR Model
- Data Collection and Analysis - Minnesota's educational leaders would benefit from learning what data to consider and how to use it in the decision making process connected to EL education.
 - Access data
 - Performance data
 - Behavior data
 - Student survey
- Family / Student Engagement and Communication - Minnesota's educational leaders would benefit from understanding the systemic structure and limitation regarding effective communication and engagement with EL students and their families.
- Financing- Minnesota's educational leaders would benefit from learning how the current model that combines the traditional formula with cross-subsidies is designed and how EL specific funds are being used within their organization.

Heather Nyseth, Section 3, Subd. 7 English Learners (1, 2, 3): Requiring PELSB to adopt rules that Tier 3 and 4 licensed teachers

Good morning Madam Chair and Members. My name is Heather Nyseth and I am an English Language Development Program Facilitator in District 196. I have had the honor, privilege and pleasure of teaching multilingual learners since 2006.

I'd like to start by telling you about one of my students and his learning journey. José first came to Minnesota 2 years ago from El Salvador at 16-years-old. In El Salvador, the fields were José's classroom. Beginning at age 10, José spent his time growing and harvesting crops instead of attending school. José is a student identified as SLIFE or a student with limited or interrupted formal education. For José, school is a gift and a privilege. When asked when he feels most happy, he responded, "When I'm at school."

When I first started my teaching journey, Minnesota had 58,000 multilingual learners. Seventeen years later, there are over 79,000. That is a 36% increase and the influx of these students is expected to continue to grow.

Because the landscape of students has shifted, so too, must instruction. However, research shows that teachers feel ill equipped to meet the needs of multilingual students. *In a study conducted by Santibañez and Gándara in 2018 over 70% of teachers stated their educational programs had not prepared them to provide instruction that meets the needs of ELLs.* That's one reason why this bill is important because teachers would be provided with six hours of professional learning from experts in the field of language acquisition, which would help them acquire the instructional tools necessary to meet the needs of their linguistically gifted students.

Madam Chair and Members, I ask that you support this bill so that students can receive inclusive, equitable education that is relevant to the amazing cultures represented within our state.