



March 10, 2026

Re: Support for HF3421, Early literacy field experience

Co-Chair Bennett, Co-Chair Jordan, and Members of the House Education Policy Committee,

We are writing in support of HF3421, which would further cement our state's commitment to improving literacy by providing all teacher candidates with hands-on, practical experience teaching our youngest learners to read. Early literacy field experience would create a strong bridge between theory and practice for aspiring teachers, ensuring they have meaningful experience implementing evidence-based reading practices before they lead a classroom of their own. Not only would this provision strengthen new teachers' skills and confidence in the classroom, it would directly benefit students and help Minnesota meet the goals of the Read Act.

Research consistently shows that real-world teaching experience is one of the most effective tools in preparing teachers for the classroom.¹ The provisions in HF3421 would help put this into practice with a myriad of benefits for aspiring teachers: experience in instruction and using assessment to guide their teaching, practice with evidence-based curriculum, coaching from experienced teachers to ensure fidelity and growth, and objective measures of instructional effectiveness. Furthermore, this bill will help link education preparation providers to the implementation of the Read Act in K-12 settings.

HF3421 also cements PELSB's role in ensuring teacher candidates have both theoretical and practical experience when being licensed and hired in the field. This provides large benefits to teacher candidates, students, and hiring districts alike. By requiring all aspiring teachers to have field experience in implementing evidence-based literacy instruction, district and building leaders are less likely to need to spend precious resources retraining new teachers. They can be confident that new teachers will come into the classroom equipped with the skills they need from day one.

We strongly support HF3421 and urge the committee to prioritize the funding required to make this meaningful change in service of teachers, schools, and most importantly, students.

Matt Shaver
Senior Policy Director
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¹ R. Ingersoll, L. Merrill, & H. May, "What are the Effects of Teacher Education and Preparation on Beginning Teacher Attrition?" *University of Pennsylvania Consortium for Policy Research in Education*, July 2014.
<https://repository.upenn.edu/handle/20.500.14332/8433>

Minnesota Association of Colleges for Teacher Education

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March 10, 2026

Members of the House Education Policy Committee,

On behalf of the Minnesota Association of Colleges for Teacher Preparation (MACTE), I am writing to express our support for the core concepts outlined in **HF3421**. As an organization dedicated to the excellence of teacher candidates across the state, we recognize the critical importance of bridging the gap between academic theory and classroom practice, particularly in the realm of foundational literacy.

MACTE specifically supports the following aspects of the proposed legislation:

- **Field-based foundational literacy:** We agree that teacher candidates in aligned licensure areas should engage in robust field-based work focused on the teaching of reading.
- **Connecting theory to practice:** We support the requirement that programs demonstrate how they are explicitly meeting standards connected to foundational literacy to field-based work.
- **The rulemaking process:** We appreciate that the specific details of these requirements will be determined through the Professional Educator Licensing and Standards Board (PELSB) rulemaking process. This approach allows for the true intent of the bill to be implemented with both high fidelity and the flexibility necessary to accommodate diverse program models across the state.

It is worth noting that the majority of our teacher licensure programs already incorporate these types of field-based requirements into their current designs. However, MACTE welcomes the formal clarification of these standards to ensure consistency and excellence across all preparation programs in Minnesota.

We look forward to collaborating with the Committee and PELSB to ensure our future educators are fully prepared to support the literacy needs of every Minnesota student.

Sincerely,

Laura Mogelson, Legislative Liaison
Minnesota Association of Colleges of Teacher Education
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March 10, 2026

Members of the House Education Policy Committee,

On behalf of the Minnesota Business Partnership and the companies we represent across Minnesota, we write in support of HF3421, which strengthens teacher preparation by requiring teacher candidates to complete an **early literacy field experience**.

Strong literacy outcomes are essential to Minnesota's long-term workforce and economic competitiveness. The business community strongly supported passage of the READ Act in 2023 because we know that reading proficiency is the foundation for future learning, career readiness, and economic opportunity. Ensuring effective implementation of the READ Act requires that new teachers enter the classroom fully prepared to deliver evidence-based reading instruction.

HF3421 helps strengthen the connection between educator preparation programs and K-12 implementation of the READ Act. By requiring teacher candidates to gain meaningful early literacy field experience, this legislation ensures future teachers develop both the theoretical knowledge and practical instructional skills needed to effectively teach reading.

We appreciate the role of the Professional Educator Licensing and Standards Board (PELSB) in ensuring that teacher candidates graduate with both strong academic preparation and applicable classroom experience. HF3421 supports this goal and accelerates the process of establishing these literacy field experiences so teacher candidates can begin developing these skills now.

This experience will provide teacher candidates with valuable opportunities to:

- Practice literacy assessment and instruction
- Use short, diagnostic assessments to guide teaching
- Implement proven, evidence-based reading curricula
- Receive coaching and feedback to ensure fidelity and growth
- Measure instructional effectiveness
- Build a stronger bridge between theory and classroom practice

From the perspective of Minnesota's business community, ensuring that teachers are well prepared to teach foundational reading skills is one of the most important steps we can take to improve student outcomes and strengthen our future workforce.

Sincerely,

Abby Loesch
Minnesota Business Partnership



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GROWING MINNESOTA'S FUTURE

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March 6, 2026

To: Minnesota House Education Policy Committee

Re: Support for HF 3421

Co-Chairs Bennett, Jordan and Members of the Committee,

On behalf of ServeMinnesota, I am writing to share my strong support of HF 3241, which requires teacher candidates to complete a supervised early literacy field experience aligned to evidence-based literacy practices.

While the READ Act ensures that teacher candidates receive instruction aligned with the science of reading, few teacher candidates have the opportunity to apply evidence-based literacy strategies through structured early literacy field experiences. HF 3421 would address this critical gap by directing PELSB to establish standards that would ensure quality, structured early literacy field experiences that:

- Require teacher candidates to implement evidence-based structured literacy practices;
- Provide coaching observations and feedback; and
- Establish criteria to ensure all teacher candidates participate in high-quality field experiences

ServeMinnesota's Reading Corps is a high-impact tutoring program rooted in evidence-based reading instruction for students in grades K-3. In addition, our Bridge2Read program is a highly aligned foundational literacy curriculum that utilizes the same research as Reading Corps to train and coach teachers and educators to deliver explicit, systematic daily reading instruction. Leveraging the high-quality training, coaching, and evidence-based instruction from these two programs, we are currently partnering with the University of Minnesota-Twin Cities to pilot a structured field experience at Seward Montessori in Minneapolis. Teacher candidates have been trained to implement ServeMinnesota's Reading Corps evidence-based interventions and are receiving ongoing coaching along with aligned classroom instruction to ensure that they are implementing the literacy interventions with fidelity.

Providing teacher candidates with structured field experiences, like the one we are piloting with the University of Minnesota-Twin Cities to embed the principles of evidence-based interventions with high-quality coaching, will better prepare teacher candidates to become highly effective literacy teachers for the state of Minnesota.

I respectfully urge the committee to support and advance HF 3421.

Sincerely,
Julia Quanrud
CEO, ServeMinnesota

March 9, 2026

Chairs Rep. Sydney Jordan and Rep. Peggy Bennett, and Members of the House Education Policy Committee,

As members of the MN Dyslexia Coalition, which has an ongoing concern in strengthening Science of Reading based instruction in MN schools, we support HF 3421.

HF3421, a bill for Foundational Literacy improves the higher ed institutional teaching of SOR informed practice. Teachers need to step into their new classroom teaching roles ready to teach reading. Currently, teacher candidates move through preparation without the kind of guided, hands-on practice needed to solidify their skills. Elementary teachers who are themselves navigating major shifts in literacy instruction often lack the capacity to mentor candidates deeply. Field experiences should not default to passive observation. To solidify strong practices, teachers in training need hands-on, structured practice aligned to the science of reading.

HF3421 would require teacher candidates preparing to teach early literacy receive a supervised, foundational literacy field experience that is aligned with Minnesota's reading standards (120B.118–120B.124). The requirement creates a consistent, high-quality link between coursework and real-world application strengthening teacher preparation programs. In turn, this experience strengthens the intent of the READ Act.

HF3421 ensures teacher candidates have both theoretical AND applicable experience when being hired into the K-12 field. Other benefits for Teacher Candidates include experience in assessment and instruction through use of short assessments to guide teaching, practice with proven curricula, coaching to ensure fidelity and growth, objective measures of instructional effectiveness resulting in a strong bridge between theory and practice.

The members of the MN Dyslexia Coalition ask that you support and pass HF 3421.

Sincerely,

