HOUSE RESEARCH =

Bill Summary =

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Subject: Establishing an alternative teacher preparation program and limited-term

teacher license

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Overview

Proposes to allow a two-year limited-term teaching license as part of an alternative teacher preparation program that requires the participation of a school district or charter school and either (1) a college or university with a board-approved alternative teacher preparation program or (2) a nonprofit corporation with an education purpose and subject to chapter 317A that forms a partnership with a college or university with a board-approved alternative teacher preparation program if criteria related to program need and structure are met. Requires reports to the legislature on program efficacy.

Section

1 Alternative teacher preparation program and limited-term teacher license.

Subd. 1. Requirements. (a) Directs the Board of Teaching to approve teacher preparation programs to allow qualified candidates to acquire a two-year limited-term license and to prepare for a standard entrance license. Allows partnerships composed of school districts or charter schools and either (1) a college or university with a board-approved alternative teacher preparation program or (2) a nonprofit corporation with an education purpose and subject to chapter 317A that forms a partnership with a college or university with a board-approved alternative teacher preparation program to offer the program if

- a need for teachers exist because too few qualified teachers applied for available teaching positions in the previous school year
- the teaching staff does not reflect the racial and cultural diversity of the students in the school district or charter school
- based on school performance report card data, the district or charter school

needs to address an academic achievement gap

- (b) Requires a candidate to have a bachelor's degree with at least a 3.0 GPA or to have a bachelor's degree and meet other board criteria, pass the basic skills exam, and receive qualifying scores on board-approved content and pedagogy tests.
 - **Subd. 2. Characteristics.** Lists seven characteristics of alternative teacher preparation programs:
 - a minimum 200-hour instructional phase that includes intensive preparation for assuming classroom responsibilities
 - a research-based, results-oriented approach focused on best teaching practices to increase student proficiency and growth
 - strategies to combine pedagogy and best teaching practices to inform instruction
 - assessment, supervision, and evaluation to help program participants succeed
 - instruction and peer coaching during the school year that provide guidance and support
 - classroom-embedded staff development opportunities provided by a mentor or mentorship team
 - a demonstration to the local site team that program participants are making satisfactory progress toward acquiring a standard entrance license
 - **Subd. 3. Program approval.** Directs the Board of Teaching to approve alternative preparation programs based on board-adopted criteria that reflect best practices. Directs the board to allow candidates to demonstrate competencies in school-based settings and through other nontraditional means.
 - **Subd. 4. Employment conditions.** Makes teachers with a limited-term license subject to local collective bargain agreements if applicable.
 - **Subd. 5. Approval for standard entrance license.** Directs a local site team to use standards of effective practice for teachers to evaluate the candidate and to submit an evaluation report to the board recommending whether to issue the candidate a standard teaching license.
 - **Subd. 6. Standard entrance license.** Directs the Board of Teaching to issue a standard entrance license to a successful candidate recommended by a local site team.
 - **Subd. 7. Qualified teacher.** Declares that a person with a valid limited-term license is the teacher of record and a qualified teacher under the No Child Left Behind Act.
 - **Subd. 8. Reports.** Directs the Board of Teaching to submit an interim report to the legislature by February 15, 2012, and a final report by February 15, 2014, on the program's efficacy.

Makes this section effective for the 2010-2011 school year and later.