

A bill for an act  
relating to education; creating a new tiered teacher licensing system; amending  
Minnesota Statutes 2010, section 122A.09, subdivision 4.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. Minnesota Statutes 2010, section 122A.09, subdivision 4, is amended to  
read:

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

(b) The board must adopt rules requiring a person to successfully complete a skills  
examination in reading, writing, and mathematics as a requirement for initial teacher  
licensure. Such rules must require college and universities offering a board-approved  
teacher preparation program to provide remedial assistance to persons who did not  
achieve a qualifying score on the skills examination, including those for whom English is  
a second language.

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

(d) The board must provide the leadership and shall adopt rules for the redesign of  
teacher education programs to implement a research based, results-oriented curriculum  
that focuses on the skills teachers need in order to be effective. The board shall implement

new systems of teacher preparation program evaluation to assure program effectiveness based on proficiency of graduates in demonstrating attainment of program outcomes.

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

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

(g) The board must grant licenses to interns and to candidates for initial licenses based on appropriate professional competencies that are aligned with the board's licensing system and students' diverse learning needs. The board must include these licenses in a statewide differentiated licensing system that creates new leadership roles for successful experienced teachers premised on a collaborative professional culture dedicated to meeting students' diverse learning needs in the 21st century and formalizes mentoring and induction for newly licensed teachers that is provided through a teacher support framework.

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

(i) The board must receive recommendations from local committees as established by the board for the renewal of teaching licenses.

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

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

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

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

(n) The board must adopt rules that require all licensed teachers who are renewing their continuing license to include in their renewal requirements further preparation in understanding the key warning signs of early-onset mental illness in children and adolescents.

**EFFECTIVE DATE.** This section is effective the day following final enactment and applies to newly issued and reissued teacher licenses beginning September 1, 2013.

Sec. 2. **TIERED LICENSURE ADVISORY TASK FORCE.**

(a) The Board of Teaching and the commissioner of education must jointly convene and facilitate an advisory task force to develop recommendations for a statewide tiered teacher licensure system, consistent with Minnesota Statutes, section 122A.09, subdivision 4, paragraph (g), that is premised on:

(1) appropriate research-based professional competencies that include content skills, adaptive expertise, college-readiness preparation, multicultural skills, use of student performance data, and skills for fostering citizenship, among other competencies that improve all students' learning outcomes;

(2) ongoing teacher professional growth to enable teachers to develop multiple professional competencies;

(3) an assessment system for evaluating teachers' performance that is aligned with student expectations and value-added measures of student outcomes and includes an emphasis on developing students' reading and literacy skills, among other measures and outcomes, and recognizes and rewards successful teachers;

(4) an expectation that teachers progress through various stages of teaching practice throughout their teaching careers and receive opportunities for leadership roles commensurate with their practice and competency; and

4.1 (5) a periodic evaluation of the licensing structure to determine its effectiveness in  
4.2 meeting students' learning needs.

4.3 When developing its recommendations, the task force is encouraged to consider, among  
4.4 other resources, the draft "Model Core Teaching Standards" developed by the Interstate  
4.5 Teacher Assessment and Support Consortium.

4.6 (b) Each of the following entities shall appoint a member to the advisory task force:  
4.7 Education Minnesota, the Minnesota Association of School Administrators, the Minnesota  
4.8 Association for Colleges of Teacher Education, the Minnesota Association of School  
4.9 Personnel Administrators, the Minnesota Elementary School Principals Association, the  
4.10 Minnesota Secondary School Principals Association, the Parents United Network, the  
4.11 Minnesota Business Partnership, the Minnesota Chamber of Commerce, the Minnesota  
4.12 School Boards Association, and the Minnesota Association of Career and Technical  
4.13 Educators. The executive director of the Board of Teaching or the commissioner may  
4.14 appoint additional advisory task force members. Task force members may seek advice  
4.15 from the Educator Development and Resource Center at the University of Minnesota on  
4.16 developing a research-based framework for a differentiated licensure system in Minnesota.

4.17 (c) Upon request, the commissioner must provide the task force with technical,  
4.18 fiscal, and other support services.

4.19 (d) Task force members' terms and other task force matters are subject to Minnesota  
4.20 Statutes, section 15.059. The commissioner may reimburse task force members from the  
4.21 Department of Education's current operating budget but may not compensate task force  
4.22 members for task force activities.

4.23 (e) The executive director of the Board of Teaching and the commissioner must  
4.24 submit by February 15, 2012, a joint report to the education policy and finance committees  
4.25 of the legislature recommending a differentiated statewide teacher licensing structure.

4.26 (f) The advisory task force expires on February 16, 2012.

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