

**SENATE**  
**STATE OF MINNESOTA**  
**EIGHTY-NINTH SESSION**

**S.F. No. 559**

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02/05/2015	211	Introduction and first reading Referred to Education
02/09/2015	247	Author added Bonoff See SF3, Art. 2, Sec. 9 (First Special Session)

A bill for an act

1.1  
 1.2 relating to education; amending alternative teacher licensure; allowing for  
 1.3 teacher license reciprocity; amending Minnesota Statutes 2014, sections  
 1.4 122A.09, subdivision 4; 122A.18, subdivision 2; 122A.21, subdivision 2;  
 1.5 122A.23; 122A.245, subdivisions 1, 3, 7.

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

1.7 Section 1. Minnesota Statutes 2014, section 122A.09, subdivision 4, is amended to read:

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

1.10 (b) The board must adopt rules requiring a person to pass a skills examination in  
 1.11 reading, writing, and mathematics or attain either a composite score composed of the  
 1.12 average of the scores in English and writing, reading, and mathematics on the ACT  
 1.13 Plus Writing recommended by the board, or an equivalent composite score composed  
 1.14 of the average of the scores in critical reading, mathematics, and writing on the SAT  
 1.15 recommended by the board, as a requirement for initial teacher licensure, except that the  
 1.16 board may issue up to two temporary, one-year teaching licenses to an otherwise qualified  
 1.17 candidate who has not yet passed the skills exam or attained the requisite composite score  
 1.18 on the ACT Plus Writing or SAT. Such rules must require college and universities offering  
 1.19 a board-approved teacher preparation program to provide remedial assistance to persons  
 1.20 who did not achieve a qualifying score on the skills examination or attain the requisite  
 1.21 composite score on the ACT Plus Writing or SAT, including those for whom English is  
 1.22 a second language. The requirement to pass a reading, writing, and mathematics skills  
 1.23 examination or attain the requisite composite score on the ACT Plus Writing or SAT does  
 1.24 not apply to nonnative English speakers, as verified by qualified Minnesota school district  
 1.25 personnel or Minnesota higher education faculty, who, after meeting the content and

2.1 pedagogy requirements under this subdivision, apply for a teaching license to provide direct  
2.2 instruction in their native language or world language instruction under section 120B.022,  
2.3 subdivision 1. A teacher candidate's official ACT Plus Writing or SAT composite score  
2.4 report to the board must not be more than ten years old at the time of licensure.

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

2.12 (d) The board must provide the leadership and adopt rules for the redesign of teacher  
2.13 education programs to implement a research based, results-oriented curriculum that  
2.14 focuses on the skills teachers need in order to be effective. The board shall implement new  
2.15 systems of teacher preparation program evaluation to assure program effectiveness based  
2.16 on proficiency of graduates in demonstrating attainment of program outcomes. Teacher  
2.17 preparation programs including alternative teacher preparation programs under section  
2.18 122A.245, among other programs, must include a content-specific, board-approved,  
2.19 performance-based assessment that measures teacher candidates in three areas: planning  
2.20 for instruction and assessment; engaging students and supporting learning; and assessing  
2.21 student learning. The board's redesign rules must include creating flexible, specialized  
2.22 teaching licenses, credentials, and other endorsement forms to increase students'  
2.23 participation in language immersion programs, world language instruction, career  
2.24 development opportunities, work-based learning, early college courses and careers, career  
2.25 and technical programs, Montessori schools, and project and place-based learning, among  
2.26 other career and college ready learning offerings.

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

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

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

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

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

3.23 (j) The board must grant life licenses to those who qualify according to requirements  
3.24 established by the board, and suspend or revoke licenses pursuant to sections 122A.20 and  
3.25 214.10. The board must not establish any expiration date for application for life licenses.

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

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

3.35 (m) The board must adopt rules that require all licensed teachers who are renewing  
3.36 their continuing license to include in their renewal requirements further reading

4.1 preparation, consistent with section 122A.06, subdivision 4. The rules do not take effect  
 4.2 until they are approved by law. Teachers who do not provide direct instruction including, at  
 4.3 least, counselors, school psychologists, school nurses, school social workers, audiovisual  
 4.4 directors and coordinators, and recreation personnel are exempt from this section.

4.5 (n) The board must adopt rules that require all licensed teachers who are renewing  
 4.6 their continuing license to include in their renewal requirements further preparation,  
 4.7 first, in understanding the key warning signs of early-onset mental illness in children  
 4.8 and adolescents and then, during subsequent licensure renewal periods, preparation may  
 4.9 include providing a more in-depth understanding of students' mental illness trauma,  
 4.10 accommodations for students' mental illness, parents' role in addressing students' mental  
 4.11 illness, Fetal Alcohol Spectrum Disorders, autism, the requirements of section 125A.0942  
 4.12 governing restrictive procedures, and de-escalation methods, among other similar topics.

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

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

4.24 Sec. 2. Minnesota Statutes 2014, section 122A.18, subdivision 2, is amended to read:

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

4.29 (b) The board must require a person to pass an examination of skills in reading,  
 4.30 writing, and mathematics or attain either a composite score composed of the average of  
 4.31 the scores in English and writing, reading, and mathematics on the ACT Plus Writing  
 4.32 recommended by the board, or an equivalent composite score composed of the average  
 4.33 of the scores in critical reading, mathematics, and writing on the SAT recommended by  
 4.34 the board, before being granted an initial teaching license to provide direct instruction  
 4.35 to pupils in prekindergarten, elementary, secondary, or special education programs,

5.1 except that the board may issue up to two temporary, one-year teaching licenses to an  
5.2 otherwise qualified candidate who has not yet passed the skills exam or attained the  
5.3 requisite composite score on the ACT Plus Writing or SAT. The board must require  
5.4 colleges and universities offering a board approved teacher preparation program to make  
5.5 available upon request remedial assistance that includes a formal diagnostic component  
5.6 to persons enrolled in their institution who did not achieve a qualifying score on the  
5.7 skills examination or attain the requisite composite ACT Plus Writing or SAT score,  
5.8 including those for whom English is a second language. The colleges and universities  
5.9 must make available assistance in the specific academic areas of candidates' deficiency.  
5.10 School districts may make available upon request similar, appropriate, and timely remedial  
5.11 assistance that includes a formal diagnostic component to those persons employed by the  
5.12 district who completed their teacher education program, who did not achieve a qualifying  
5.13 score on the skills examination, or attain the requisite composite ACT Plus Writing or SAT  
5.14 score, and who received a temporary license to teach in Minnesota. The Board of Teaching  
5.15 shall report annually to the education committees of the legislature on the total number  
5.16 of teacher candidates during the most recent school year taking the skills examination,  
5.17 the number who achieve a qualifying score on the examination, the number who do not  
5.18 achieve a qualifying score on the examination, the distribution of all candidates' scores,  
5.19 the number of candidates who have taken the examination at least once before, and the  
5.20 number of candidates who have taken the examination at least once before and achieve a  
5.21 qualifying score, and the candidates who have not attained the requisite composite ACT  
5.22 Plus Writing or SAT score or have not passed a content or pedagogy exam, disaggregated  
5.23 by categories of race, ethnicity, and eligibility for financial aid.

5.24 (c) The Board of Teaching must grant continuing licenses only to those persons who  
5.25 have met board criteria for granting a continuing license, which includes passing the skills  
5.26 examination in reading, writing, and mathematics or attaining the requisite composite  
5.27 ACT Plus Writing or SAT score consistent with paragraph (b), and the exceptions in  
5.28 section 122A.09, subdivision 4, paragraph (b), that are consistent with this paragraph. The  
5.29 requirement to pass a reading, writing, and mathematics skills examination, or attain the  
5.30 requisite composite score on the ACT Plus Writing or SAT does not apply to nonnative  
5.31 English speakers, as verified by qualified Minnesota school district personnel or Minnesota  
5.32 higher education faculty, who, after meeting the content and pedagogy requirements under  
5.33 this subdivision, apply for a teaching license to provide direct instruction in their native  
5.34 language or world language instruction under section 120B.022, subdivision 1. A teacher  
5.35 candidate's official ACT Plus Writing or SAT composite score report to the board must not  
5.36 be more than ten years old at the time of licensure.

6.1 (d) All colleges and universities approved by the board of teaching to prepare persons  
 6.2 for teacher licensure must include in their teacher preparation programs a common core  
 6.3 of teaching knowledge and skills to be acquired by all persons recommended for teacher  
 6.4 licensure. Among other requirements, teacher candidates must demonstrate the knowledge  
 6.5 and skills needed to provide appropriate instruction to English learners to support and  
 6.6 accelerate their academic literacy, including oral academic language, and achievement in  
 6.7 content areas in a regular classroom setting. This common core shall meet the standards  
 6.8 developed by the interstate new teacher assessment and support consortium in its 1992  
 6.9 "model standards for beginning teacher licensing and development." Amendments to  
 6.10 standards adopted under this paragraph are covered by chapter 14. The board of teaching  
 6.11 shall report annually to the education committees of the legislature on the performance  
 6.12 of teacher candidates on common core assessments of knowledge and skills under this  
 6.13 paragraph during the most recent school year.

6.14 Sec. 3. Minnesota Statutes 2014, section 122A.21, subdivision 2, is amended to read:

6.15 Subd. 2. **Licensure via portfolio.** (a) An eligible candidate may use licensure  
 6.16 via portfolio to obtain an initial licensure or to add a licensure field, consistent with the  
 6.17 applicable Board of Teaching licensure rules.

6.18 (b) A candidate for initial licensure must submit to the ~~Educator Licensing Division~~  
 6.19 ~~at the department~~ Board of Teaching one portfolio demonstrating pedagogical competence  
 6.20 and one portfolio demonstrating content competence.

6.21 (c) A candidate seeking to add a licensure field must submit to the ~~Educator~~  
 6.22 ~~Licensing Division at the department~~ Board of Teaching one portfolio demonstrating  
 6.23 content competence.

6.24 (d) The Board of Teaching must approve or disapprove candidates' portfolios under  
 6.25 paragraph (b) or (c) within 90 calendar days after receiving the portfolio. If the portfolio  
 6.26 is not approved, the board must immediately inform the candidate how to revise the  
 6.27 portfolio to successfully demonstrate the requisite competence. The candidate may  
 6.28 resubmit a revised portfolio at any time and the board must approve or disapprove the  
 6.29 portfolio within 60 calendar days of receiving it.

6.30 ~~(d)~~ (e) A candidate must pay to the executive secretary of the Board of Teaching a  
 6.31 \$300 fee for the first portfolio submitted for review and a \$200 fee for any portfolio  
 6.32 submitted subsequently. The fees must be paid to the executive secretary of the Board of  
 6.33 Teaching. The revenue generated from the fee must be deposited in an education licensure  
 6.34 portfolio account in the special revenue fund. The fees set by the Board of Teaching are

7.1 nonrefundable for applicants not qualifying for a license. The Board of Teaching may  
7.2 waive or reduce fees for candidates based on financial need.

7.3 **EFFECTIVE DATE.** This section is effective the day following final enactment  
7.4 and applies to all portfolios submitted to the Board of Teaching after that date.

7.5 Sec. 4. Minnesota Statutes 2014, section 122A.23, is amended to read:

7.6 **122A.23 APPLICANTS TRAINED IN OTHER STATES.**

7.7 Subdivision 1. **Preparation equivalency.** When a license to teach is authorized to  
7.8 be issued to any holder of a diploma or a degree of a Minnesota state university, or of the  
7.9 University of Minnesota, or of a liberal arts university, or a technical training institution,  
7.10 such license may also, in the discretion of the Board of Teaching or the commissioner of  
7.11 education, whichever has jurisdiction, be issued to any holder of a diploma or a degree  
7.12 of a teacher training institution of equivalent rank and standing of any other state. The  
7.13 diploma or degree must be granted by virtue of completing a course in teacher preparation  
7.14 ~~essentially equivalent in content to that required by such Minnesota state university or the~~  
7.15 ~~University of Minnesota or a liberal arts university in Minnesota or a technical training~~  
7.16 ~~institution~~ as preliminary to the granting of a diploma or a degree of the same rank and  
7.17 class. For purposes of granting a Minnesota teaching license to a person who receives a  
7.18 diploma or degree from a state-accredited, out-of-state teacher training program leading to  
7.19 licensure, the Board of Teaching must establish criteria and streamlined procedures by  
7.20 January 1, 2016, to recognize the experience and professional credentials of the person  
7.21 holding the out-of-state diploma or degree and allow that person to demonstrate to the  
7.22 board the person's qualifications for receiving a Minnesota teaching license based on  
7.23 performance measures the board adopts by January 1, 2016, under this section.

7.24 Subd. 2. **Applicants licensed in other states.** (a) Subject to the requirements  
7.25 of sections 122A.18, subdivision 8, and 123B.03, the Board of Teaching must issue a  
7.26 teaching license or a temporary teaching license under paragraphs ~~(b)~~ (c) to ~~(e)~~ (f) to an  
7.27 applicant who holds at least a baccalaureate degree from a regionally accredited college  
7.28 or university and holds or held ~~a similar~~ an out-of-state teaching license that requires the  
7.29 applicant to successfully complete a teacher preparation program approved by the issuing  
7.30 state, which includes either (1) field-specific teaching methods and, student teaching, or  
7.31 essentially equivalent experience, or (2) at least two years of teaching experience as the  
7.32 teacher of record in a similar licensure field.

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

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

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

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

8.9 ~~(e)~~ (d) The Board of Teaching, consistent with board rules and paragraph ~~(h)~~ (j),  
8.10 must issue up to three one-year temporary teaching licenses to an applicant who holds or  
8.11 held an out-of-state teaching license to teach ~~the same~~ a similar content field and grade  
8.12 levels, where the scope of the out-of-state license is no more than two grade levels less  
8.13 than a similar Minnesota license, but has not successfully completed all exams and human  
8.14 relations preparation components required by the Board of Teaching.

8.15 ~~(d)~~ (e) The Board of Teaching, consistent with board rules, must issue up to three  
8.16 one-year temporary teaching licenses to an applicant who:

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

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

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

8.27 ~~(e)~~ (f) The Board of Teaching must issue a temporary teaching license for a term  
8.28 of up to three years only in the content field or grade levels specified in the out-of-state  
8.29 license to an applicant who:

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

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

8.34 ~~(f)~~ (g) The Board of Teaching must not issue to an applicant more than three  
8.35 one-year temporary teaching licenses under this subdivision.

9.1           ~~(g)~~ (h) The Board of Teaching ~~must not~~ may issue a license under this subdivision  
 9.2 if the applicant has ~~not~~ attained the additional degrees, credentials, or licenses required  
 9.3 in a particular licensure field or the applicant can demonstrate competency by obtaining  
 9.4 qualifying scores on applicable board-approved rigorous content area and pedagogy  
 9.5 examinations under section 122A.09, subdivision 4, paragraphs (a) and (e).

9.6           ~~(h)~~ (i) The Board of Teaching must require an applicant for a teaching license or a  
 9.7 temporary teaching license under this subdivision to pass a skills examination in reading,  
 9.8 writing, and mathematics or demonstrate, consistent with section 122A.09, subdivision  
 9.9 4, the applicant's attainment of either the requisite composite ACT Plus Writing or SAT  
 9.10 score before the board issues the license unless, notwithstanding other provisions of this  
 9.11 subdivision, an applicable board-approved National Association of State Directors of  
 9.12 Teacher Education interstate reciprocity agreement exists to allow fully certified teachers  
 9.13 from other states to transfer their certification to Minnesota.

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

9.15           Sec. 5. Minnesota Statutes 2014, section 122A.245, subdivision 1, is amended to read:

9.16           Subdivision 1. **Requirements.** (a) To improve academic excellence, improve ethnic  
 9.17 and cultural diversity in the classroom, and close the academic achievement gap, the  
 9.18 Board of Teaching must approve qualified teacher preparation programs under this section  
 9.19 that are a means to acquire a two-year limited-term license, which the board may renew  
 9.20 one time for an additional one-year term, and to prepare for acquiring a standard license.  
 9.21 The following entities are eligible to participate under this section:

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

9.25           (2) a school district ~~or~~ charter school, or nonprofit corporation organized under  
 9.26 chapter 317A for an education-related purpose after consulting with a college or university  
 9.27 with a board-approved teacher preparation program, ~~that forms a partnership with a~~  
 9.28 ~~nonprofit corporation organized under chapter 317A for an education-related purpose that~~  
 9.29 ~~has a board-approved teacher preparation program.~~

9.30           (b) Before ~~participating in this program~~ becoming a teacher of record, a candidate  
 9.31 must:

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

10.1 (2) pass the reading, writing, and mathematics skills examination under section  
 10.2 122A.09, subdivision 4, paragraph (b), or demonstrate attainment of either the requisite  
 10.3 composite ACT Plus Writing or SAT score; and

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

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

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

10.9 Sec. 6. Minnesota Statutes 2014, section 122A.245, subdivision 3, is amended to read:

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

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

10.19 (c) The board must permit nontraditional criteria to determine the qualifications of  
 10.20 program instructors.

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

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

10.26 Sec. 7. Minnesota Statutes 2014, section 122A.245, subdivision 7, is amended to read:

10.27 Subd. 7. **Standard license.** The Board of Teaching must issue a standard license  
 10.28 to an otherwise qualified teacher candidate under this section who successfully performs  
 10.29 throughout a program under this section, ~~successfully completes all required~~ obtains  
 10.30 qualifying scores on applicable board-approved rigorous skills, pedagogy, and content  
 10.31 area examinations under section 122A.09, subdivision 4, paragraphs (a) and (e), and is  
 10.32 recommended for licensure under subdivision 5 or successfully demonstrates to the board  
 10.33 qualifications for licensure under subdivision 6.