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State of Minnesota
HOUSE OF REPRESENTATIVES

EIGHTY-NINTH SESSION

H. F. No. 681

02/09/2015 Authored by Erickson

The bill was read for the first time and referred to the Committee on Education Innovation Policy

1.1 A bill for an act
1.2 relating to education; clarifying teacher skills examination requirements;
1.3 amending Minnesota Statutes 2014, sections 122A.09, subdivision 4; 122A.18,
1.4 subdivision 2; 122A.23, subdivision 2.

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

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

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

1.9 (b) The board must adopt rules requiring a person to pass a skills examination
1.10 in reading, writing, and mathematics or attain, if the person does not pass the skills
1.11 examination, to demonstrate attainment of either ~~a composite score composed of the~~
1.12 ~~average of the passing~~ 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 of~~
1.14 ~~the average of the passing~~ 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~~ did not yet passed pass the skills exam or ~~attained~~ subsequently
1.18 demonstrate attainment of the requisite ~~composite score~~ scores on the ACT Plus Writing
1.19 or SAT. Such rules must require college and universities offering a board-approved teacher
1.20 preparation program to provide remedial assistance to persons who did not achieve a
1.21 qualifying score on the skills examination or ~~attain~~ subsequently demonstrate attainment
1.22 of the requisite ~~composite score~~ scores on the ACT Plus Writing or SAT, including those
1.23 for whom English is a second language. The requirement to pass a reading, writing,
1.24 and mathematics skills examination or ~~attain~~ subsequently demonstrate attainment of

the requisite ~~composite score~~ scores on the ACT Plus Writing or SAT does not apply to nonnative English speakers, as verified by qualified Minnesota school district personnel or Minnesota higher education faculty, who, after meeting the content and pedagogy requirements under this subdivision, apply for a teaching license to provide direct instruction in their native language or world language instruction under section 120B.022, subdivision 1. A teacher candidate's official ACT Plus Writing or SAT ~~composite score~~ scores report to the board must not be more than ten years old at the time of licensure.

(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 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. Teacher preparation programs including alternative teacher preparation programs under section 122A.245, among other programs, must include a content-specific, board-approved, performance-based assessment that measures teacher candidates in three areas: planning for instruction and assessment; engaging students and supporting learning; and assessing student learning. The board's redesign rules must include creating flexible, specialized teaching licenses, credentials, and other endorsement forms to increase students' participation in language immersion programs, world language instruction, career development opportunities, work-based learning, early college courses and careers, career and technical programs, Montessori schools, and project and place-based learning, among other career and college ready learning offerings.

(e) The board must adopt rules requiring candidates for initial licenses to pass 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 pass, 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. All teacher candidates must have preparation in English language development and content instruction for English learners in order to be able to effectively instruct the English learners in their classrooms. 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, recognizes the importance of cultural and linguistic competencies, including the ability to teach and communicate in culturally competent and aware ways, and formalizes mentoring and induction for newly licensed teachers 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. The board must require licensed teachers who are renewing a continuing license to include in the renewal requirements further preparation in English language development and specially designed content instruction in English for English learners.

(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, first, in understanding the key warning signs of early-onset mental illness in children and adolescents and then, during subsequent licensure renewal periods, preparation may include providing a more in-depth understanding of students' mental illness trauma, accommodations for students' mental illness, parents' role in addressing students' mental illness, Fetal Alcohol Spectrum Disorders, autism, the requirements of section 125A.0942 governing restrictive procedures, and de-escalation methods, among other similar topics.

EFFECTIVE DATE. This section is effective the day following final enactment and applies to all teacher candidates applying for initial licensure and all individuals teaching under a temporary teaching license who are able to demonstrate their attainment of the requisite ACT Plus Writing or SAT passing scores.

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

Subd. 2. **Teacher and support personnel qualifications.** (a) The Board of Teaching must issue licenses under its jurisdiction to persons the board finds to be qualified and competent for their respective positions.

(b) The board must require a person to pass an examination of skills in reading, writing, and mathematics or ~~attain~~, if the person does not pass the skills examination, subsequently demonstrate attainment of either ~~a composite score composed of the average of the passing~~ scores in English and writing, reading, and mathematics on the ACT Plus Writing recommended by the board, or ~~an equivalent composite score composed of the average of the passing~~ scores in critical reading, mathematics, and writing on the SAT recommended by the board, before being granted an initial teaching license to provide direct instruction to pupils in prekindergarten, elementary, secondary, or special education programs, except that the board may issue up to two temporary, one-year teaching licenses to an otherwise qualified candidate who ~~has~~ did not yet ~~passed~~ pass the skills exam or ~~attained~~ subsequently demonstrate attainment of the requisite ~~composite score~~ passing

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

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

Plus Writing or SAT ~~composite score~~ passing scores report to the board must not be more than ten years old at the time of licensure.

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

EFFECTIVE DATE. This section is effective the day following final enactment and applies to all teacher candidates applying for initial licensure and all individuals teaching under a temporary teaching license who are able to demonstrate their attainment of the requisite ACT Plus Writing or SAT passing scores.

Sec. 3. Minnesota Statutes 2014, section 122A.23, subdivision 2, is amended to read:

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

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

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

(2) holds or held an out-of-state teaching license to teach the same content field and grade levels if the scope of the out-of-state license is no more than two grade levels less than a similar Minnesota license.

(c) The Board of Teaching, consistent with board rules and paragraph (h), must issue up to three one-year temporary teaching licenses to an applicant who holds or held

an out-of-state teaching license to teach the same content field and grade levels, where the scope of the out-of-state license is no more than two grade levels less than a similar Minnesota license, but has not successfully completed all exams and human relations preparation components required by the Board of Teaching.

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

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

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

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

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

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

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

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

(g) The Board of Teaching must not issue a license under this subdivision if the applicant has not attained the additional degrees, credentials, or licenses required in a particular licensure field.

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

8.1 **EFFECTIVE DATE.** This section is effective the day following final enactment
8.2 and applies to all out-of-state applicants applying for a Minnesota teaching license after
8.3 that date.