

102.26

102.27

102.28

102.29

102.30

102.31

102.32

102.33

102.34

102.35

103.1

103.2

103.3

103.4

103.5

103.6

103.7

103.8

103.9

103.10

103.11

103.12

103.13

103.14

103.15

103.16

103.17

103.18

103.19

103.20

103.21

103.22

103.23

103.24

103.25

103.26

103.27

103.28

103.29

103.30

ARTICLE 3

TEACHERS

Section 1. **[120B.117] INCREASING PERCENTAGE OF TEACHERS OF COLOR AND AMERICAN INDIAN TEACHERS IN MINNESOTA.**

Subdivision 1. **Purpose.** This section sets short-term and long-term state goals for increasing the percentage of teachers of color and American Indian teachers in Minnesota and for ensuring all students have equitable access to effective and racially and ethnically diverse teachers who reflect the diversity of students. The goals and report required under this section are also important for meeting state goals for the world's best workforce under section 120B.11, achievement and integration under section 124D.861, and higher education attainment under section 135A.012, all of which have been established to close persistent opportunity and achievement gaps that limit students' success in school and life and impede the state's economic growth.

Subd. 2. **Equitable access to racially and ethnically diverse teachers.** The percentage of teachers who are of color or American Indian in Minnesota should increase at least two percentage points per year to have a teaching workforce that more closely reflects the state's increasingly diverse student population and to ensure all students have equitable access to effective and diverse teachers by 2040.

Subd. 3. **Rights not created.** The attainment goal in this section is not to the exclusion of any other goals and does not confer a right or create a claim for any person.

Subd. 4. **Reporting.** Beginning in 2022 and every even-numbered year thereafter, the Professional Educator Licensing and Standards Board must collaborate with the Department of Education and the Office of Higher Education to publish a summary report of each of the programs they administer and any other programs receiving state appropriations that have or include an explicit purpose of increasing the racial and ethnic diversity of the state's teacher workforce to more closely reflect the diversity of students. The report must include programs under sections 122A.094, 122A.63, 122A.635, 122A.70, 124D.09, 124D.861, 136A.1275, and 136A.1791, along with any other programs or initiatives that receive state appropriations to address the shortage of teachers of color and American Indian teachers. The board must, in coordination with the Office of Higher Education and Department of Education, provide policy and funding recommendations related to state-funded programs to increase the recruitment, preparation, licensing, hiring, and retention of racially and ethnically diverse teachers and the state's progress toward meeting or exceeding the goals of this section. The report must also include recommendations for state policy and funding needed to achieve the goals of this section, as well as plans for sharing the report and activities of grant recipients, and opportunities among grant recipients of various programs to share effective practices with each other. The 2022 report must include a recommendation of whether a state advisory council should be established to address the shortage of racially and ethnically diverse teachers and what the composition and charge of such an advisory council would be if established. The board must consult with the Indian Affairs Council

59.1

59.2

ARTICLE 3

TEACHERS

103.31 and other ethnic councils along with other community partners, including students of color
103.32 and American Indian students, in developing the report. By November 1 of each
103.33 even-numbered year, the board must submit the report to the chairs and ranking minority
103.34 members of the legislative committees with jurisdiction over education and higher education
103.35 policy and finance. The report must be available to the public on the board's website.

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

104.2 Sec. 2. **[120B.25] CURRICULUM POLICY.**

104.3 A school board must adopt a written policy that prohibits discrimination or discipline
104.4 for a teacher or principal on the basis of incorporating into curriculum contributions by
104.5 persons in a federally protected class or protected class under section 363A.13, consistent
104.6 with local collective bargaining agreements.

59.3 Section 1. Minnesota Statutes 2020, section 121A.53, subdivision 2, is amended to read:

59.4 Subd. 2. **Report.** (a) The school board must include state student identification numbers
59.5 of affected pupils on all dismissal and other disciplinary reports required by the department.
59.6 The department must report annually to the commissioner summary data on the number of
59.7 dismissals and physical assaults of district employees by a student by age, grade, gender,
59.8 race, and special education status of the affected pupils. All dismissal and other disciplinary
59.9 reports must be submitted through the department electronic reporting system.

59.10 (b) The commissioner must aggregate the district data reported under this section and
59.11 include the aggregated data, including aggregated data on physical assaults of a district
59.12 employee by a student, in the annual school performance reports under section 120B.36.

59.13 (c) A teacher that is physically assaulted by a student must receive a copy of the report
59.14 to the commissioner submitted according to subdivision 1.

59.15 Sec. 2. Minnesota Statutes 2020, section 121A.61, subdivision 3, is amended to read:

59.16 Subd. 3. **Policy components.** The policy must include at least the following components:

59.17 (a) rules governing student conduct and procedures for informing students of the rules;

59.18 (b) the grounds for removal of a student from a class;

59.19 (c) the authority of the classroom teacher to remove students from the classroom pursuant
59.20 to procedures and rules established in the district's policy;

59.21 (d) the procedures for removal of a student from a class by a teacher, school administrator,
59.22 or other school district employee;

59.23 (e) the period of time for which a student may be removed from a class, which may not
59.24 exceed five class periods for a violation of a rule of conduct;

- 59.25 (f) provisions relating to the responsibility for and custody of a student removed from
59.26 a class;
- 59.27 (g) the procedures for return of a student to the specified class from which the student
59.28 has been removed;
- 59.29 (h) the procedures for notifying a student and the student's parents or guardian of
59.30 violations of the rules of conduct and of resulting disciplinary actions;
- 60.1 (i) any procedures determined appropriate for encouraging early involvement of parents
60.2 or guardians in attempts to improve a student's behavior;
- 60.3 (j) any procedures determined appropriate for encouraging early detection of behavioral
60.4 problems;
- 60.5 (k) any procedures determined appropriate for referring a student in need of special
60.6 education services to those services;
- 60.7 (l) the procedures for consideration of whether there is a need for a further assessment
60.8 or of whether there is a need for a review of the adequacy of a current individualized
60.9 education program of a student with a disability who is removed from class;
- 60.10 (m) procedures for detecting and addressing chemical abuse problems of a student while
60.11 on the school premises;
- 60.12 (n) the minimum consequences for violations of the code of conduct;
- 60.13 (o) procedures for immediate and appropriate interventions tied to violations of the code;
- 60.14 (p) a provision that states that a teacher, school employee, school bus driver, or other
60.15 agent of a district may use reasonable force in compliance with section 121A.582 and other
60.16 laws;
- 60.17 (q) an agreement regarding procedures to coordinate crisis services to the extent funds
60.18 are available with the county board responsible for implementing sections 245.487 to
60.19 245.4889 for students with a serious emotional disturbance or other students who have an
60.20 individualized education program whose behavior may be addressed by crisis intervention;
60.21 and
- 60.22 (r) a provision that states a student must be removed from class immediately if the student
60.23 engages in assault or violent behavior. For purposes of this paragraph, "assault" has the
60.24 meaning given it in section 609.02, subdivision 10. The removal shall be for a period of
60.25 time deemed appropriate by the principal, in consultation with the teacher. The principal
60.26 must remove the student from class for at least three school days following the day of the
60.27 incident. A student may only return to the class from which they were removed after the
60.28 student has been given assistance to prevent the inappropriate behavior from recurring.

104.7 Sec. 3. **[122A.04] LICENSE REQUIRED.**

104.8 Pursuant to section 120A.22, subdivision 10, a teacher must hold a license or a permission

104.9 aligned to the content area and scope of the teacher's assignment to provide instruction in

104.10 a public school or a charter school.

104.11 Sec. 4. Minnesota Statutes 2020, section 122A.06, subdivision 2, is amended to read:

104.12 Subd. 2. **Teacher.** "Teacher" means a classroom teacher or other similar professional

104.13 employee required by law to hold a license or permission from the Professional Educator

104.14 Licensing and Standards Board.

104.15 Sec. 5. Minnesota Statutes 2020, section 122A.06, subdivision 5, is amended to read:

104.16 Subd. 5. **Field.** A "field," "licensure area," or "subject area" means the content area in

104.17 which a teacher may become licensed to teach.

104.18 Sec. 6. Minnesota Statutes 2020, section 122A.06, subdivision 6, is amended to read:

104.19 Subd. 6. **Shortage area.** "Shortage area" means:

61.1 Sec. 3. Minnesota Statutes 2020, section 121A.64, is amended to read:

61.2 **121A.64 NOTIFICATION; TEACHERS' AND PARAPROFESSIONALS'**

61.3 **LEGITIMATE EDUCATIONAL INTEREST.**

61.4 (a) A classroom teacher has a legitimate educational interest in knowing which students

61.5 placed in the teacher's classroom have a history of violent behavior, including any

61.6 documented physical assault of a district employee by the student, and must be notified

61.7 before such students are placed in the teacher's classroom.

61.8 (b) A paraprofessional assigned to work alone or on a regular basis with a student with

61.9 a disability has a legitimate educational interest in knowing whether the student has a history

61.10 of violent behavior, including any documented physical assault of a district employee by

61.11 the student, and must be notified before being assigned to work with the student.

61.12 ~~(b)~~ (c) Representatives of the school board and the exclusive representative of the teachers

61.13 shall discuss issues related to the model policy on student records adopted under Laws 1999,

61.14 chapter 241, article 9, section 50, and any modifications adopted under Laws 2003, First

61.15 Special Session chapter 9, for notifying classroom teachers and other school district

61.16 employees having a legitimate educational interest in knowing about students with a history

61.17 of violent behavior, including any documented physical assault of a district employee by

61.18 students placed in classrooms. The representatives of the school board and the exclusive

61.19 representative of the teachers also may discuss the need for intervention services or conflict

61.20 resolution or training for staff related to placing students with a history of violent behavior

61.21 in teachers' classrooms.

104.20 (1) licensure fields and economic development regions reported by the ~~commissioner~~
104.21 ~~of education~~ Office of Higher Education or the Professional Educator Licensing and
104.22 Standards Board as experiencing a teacher shortage; and

104.23 (2) economic development regions where ~~there is a shortage of licensed teachers who~~
104.24 ~~reflect the racial or ethnic diversity of students in the region;~~ the aggregate percentage of
104.25 Indigenous teachers and teachers of color in the region is lower than the aggregate percentage
104.26 of kindergarten through grade 12 Indigenous students and students of color in that region.
104.27 Only individuals who close the gap between these percentages qualify as filling a shortage
104.28 by this definition.

105.1 Sec. 7. Minnesota Statutes 2020, section 122A.06, subdivision 7, is amended to read:

105.2 Subd. 7. **Teacher preparation program.** "Teacher preparation program" means a
105.3 program approved by the Professional Educator Licensing and Standards Board for the
105.4 purpose of preparing individuals for a specific teacher licensure field in Minnesota. ~~Teacher~~
105.5 ~~preparation programs include traditional programs delivered by postsecondary institutions,~~
105.6 ~~alternative teacher preparation programs, and nonconventional teacher preparation programs.~~

105.7 Sec. 8. Minnesota Statutes 2020, section 122A.06, subdivision 8, is amended to read:

105.8 Subd. 8. **Teacher preparation program provider.** "Teacher preparation program
105.9 provider" or "unit" means an entity that has primary responsibility for overseeing and
105.10 delivering a teacher preparation program. Teacher preparation program providers include
105.11 postsecondary institutions and alternative teacher preparation providers aligned to section
105.12 122A.094.

105.13 Sec. 9. Minnesota Statutes 2020, section 122A.06, is amended by adding a subdivision to
105.14 read:

105.15 Subd. 9. **District.** "District" means a public school district or charter school.

61.22 Sec. 4. Minnesota Statutes 2020, section 122A.06, is amended by adding a subdivision to
61.23 read:

61.24 Subd. 9. **Professional license.** A "professional license" means a Tier 1, Tier 2, Tier 3,
61.25 or Tier 4 teacher license issued by the Professional Educator Licensing and Standards Board
61.26 in accordance with sections 122A.18 to 122A.184.

61.27 Sec. 5. Minnesota Statutes 2020, section 122A.092, is amended by adding a subdivision
61.28 to read:

61.29 Subd. 9. **Agreements with out-of-state program providers.** The Professional Educator
61.30 Licensing and Standards Board must encourage Minnesota teacher preparation providers
61.31 to develop teacher preparation programs in licensure areas where no teacher preparation
61.32 program exists in Minnesota. The board must encourage these programs to have at least 80

105.16 Sec. 10. **[122A.094] TEACHER PREPARATION PROVIDERS.**

105.17 Subdivision 1. **Purpose.** Teacher preparation providers must be approved by the
105.18 Professional Educator Licensing and Standards Board to prepare candidates for teacher
105.19 licensure in Minnesota. To provide alternative pathways toward Minnesota teacher licensure
105.20 outside of the traditional means, improve ethnic and cultural diversity in the classroom, and
105.21 to close the achievement gap, the Professional Educator Licensing and Standards Board
105.22 must approve qualified teacher preparation providers and programs under this section that
105.23 are a means to acquire a Tier 2 license under section 122A.182 and prepare for acquiring a
105.24 Tier 3 license under section 122A.183.

105.25 Subd. 2. **Eligibility.** The following organizations are eligible to seek approval to be a
105.26 teacher preparation provider:

- 105.27 (1) Minnesota institutions of higher education;
105.28 (2) school districts;
105.29 (3) charter schools; and
105.30 (4) nonprofit corporations organized under chapter 317A for an education-related purpose.

106.1 Subd. 3. **Requirements for provider approval.** An eligible entity must be approved
106.2 as a provider before being approved to provide programs toward licensure. The Professional
106.3 Educator Licensing and Standards Board must approve an eligible entity under subdivision
106.4 3 that meets the following requirements:

- 106.5 (1) has evidence and history of fiscal solvency, capacity, and operation;
106.6 (2) possesses necessary infrastructure to provide accurate, timely, and secure data for
106.7 the purposes of admission, candidate monitoring, testing, and program completion
106.8 requirements;
106.9 (3) has policies and procedures in place ensuring the security of candidate records under
106.10 the federal Family Educational Rights and Privacy Act;
106.11 (4) has developed a research-based, results-oriented curriculum that focuses on the skills
106.12 teachers need to be effective;
106.13 (5) provides a clinical experience that meets criteria set in rule for initial and additional
106.14 licensure programs;

- 62.1 percent of the required coursework available online. If an in-state approved teacher
62.2 preparation program is not established for a teacher licensure area, the board must identify
62.3 one or more out-of-state programs with national accreditation. The board is encouraged to
62.4 identify out-of-state programs that have a majority of required coursework online and post
62.5 program information on the board's website of approved licensure programs.

106.15 (6) includes a common core of teaching knowledge and skills. The Professional Educator
106.16 Licensing and Standards Board must adopt and revise rules to maintain a common core of
106.17 teaching knowledge and skills;

106.18 (7) includes instruction on the knowledge and skills needed to provide appropriate
106.19 instruction to English learners to support and accelerate their academic literacy, including
106.20 oral academic language and achievement in content areas in a regular classroom setting;
106.21 and

106.22 (8) includes culturally competent training on instructional strategies consistent with
106.23 section 120B.30, subdivision 1, paragraph (q), and Minnesota Rules, part 8710.0310, subpart
106.24 1, item D.

106.25 Subd. 4. **Program approval.** The board must adopt and revise rules outlining the criteria
106.26 by which programs offered by approved providers may be approved. If the board determines
106.27 that a teacher preparation provider or licensure program fails to meet or is deficient in any
106.28 of the requirements in rule, it may suspend or revoke the approval of the provider or program
106.29 after it notifies the provider of the deficiencies and gives the provider an opportunity to
106.30 remedy the deficiencies.

106.31 Subd. 5. **Specialized credentials.** The board may adopt and revise rules creating flexible,
106.32 specialized teaching licenses, credentials, and other endorsement forms.

107.1 Subd. 6. **Teacher educators.** (a) The board must adopt and revise rules requiring teacher
107.2 educators to work directly with elementary or secondary school teachers in elementary or
107.3 secondary schools to obtain periodic exposure to the elementary and secondary teaching
107.4 environments.

107.5 (b) The board must adopt and revise rules for the qualifications for teacher educators.
107.6 The board may use nontraditional criteria to determine qualifications of teacher educators,
107.7 including permitting instructors to hold a baccalaureate degree only. Nontraditional criteria
107.8 may include previous work experiences, teaching experiences, educator evaluations,
107.9 industry-recognized certifications, and other equivalent demonstrations of qualifications.

107.10 Subd. 7. **Reading strategies.** (a) A teacher preparation provider approved by the
107.11 Professional Educator Licensing and Standards Board to prepare persons for classroom
107.12 teacher licensure must include in its teacher preparation programs research-based best
107.13 practices in reading, consistent with section 122A.06, subdivision 4, that enable the licensure
107.14 candidate to teach reading in the candidate's content areas. Teacher candidates must be
107.15 instructed in using students' native languages as a resource in creating effective differentiated
107.16 instructional strategies for English learners developing literacy skills. A teacher preparation
107.17 provider must also prepare early childhood and elementary teacher candidates for Tier 3
107.18 and Tier 4 teaching licenses under sections 122A.183 and 122A.184, respectively, for the
107.19 portion of the examination under section 122A.185, subdivision 1, paragraph (c), covering
107.20 assessment of reading instruction.

- 107.21 (b) Board-approved teacher preparation programs for teachers of elementary education
107.22 must require instruction in applying comprehensive, scientifically based or evidence-based,
107.23 and structured reading instruction programs that:
- 107.24 (1) teach students to read using foundational knowledge, practices, and strategies
107.25 consistent with section 122A.06, subdivision 4, so that all students achieve continuous
107.26 progress in reading; and
- 107.27 (2) teach specialized instruction in reading strategies, interventions, and remediations
107.28 that enable students of all ages and proficiency levels to become proficient readers.
- 107.29 (c) Board-approved teacher preparation programs for teachers of elementary education,
107.30 early childhood education, special education, and reading intervention must include
107.31 instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation
107.32 programs may consult with the Department of Education, including the dyslexia specialist
107.33 under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia
108.1 must be modeled on practice standards of the International Dyslexia Association and must
108.2 address:
- 108.3 (1) the nature and symptoms of dyslexia;
- 108.4 (2) resources available for students who show characteristics of dyslexia;
- 108.5 (3) evidence-based instructional strategies for students who show characteristics of
108.6 dyslexia, including the structured literacy approach; and
- 108.7 (4) outcomes of intervention and lack of intervention for students who show
108.8 characteristics of dyslexia.
- 108.9 (d) Nothing in this section limits the authority of a school district to select a school's
108.10 reading program or curriculum.
- 108.11 Subd. 8. **Technology strategies.** All preparation providers approved by the Professional
108.12 Educator Licensing and Standards Board to prepare persons for classroom teacher licensure
108.13 must include in their teacher preparation programs the knowledge and skills teacher
108.14 candidates need to engage students with technology and deliver digital and blended learning
108.15 and curriculum.
- 108.16 Subd. 9. **Reports.** (a) The Professional Educator Licensing and Standards Board must
108.17 report annually to the education committees of the legislature on the performance of teacher
108.18 candidates aligned to section 122A.091, subdivision 1.
- 108.19 (b) The board must also submit a biennial report on the alternative teacher preparation
108.20 providers to legislative committees with jurisdiction over kindergarten through grade 12
108.21 education policy and finance by January 15 of each odd-numbered year.

108.22 Sec. 11. Minnesota Statutes 2020, section 122A.15, subdivision 1, is amended to read:

108.23 Subdivision 1. **Teachers.** The term "teachers" for the purpose of licensure, means all
108.24 persons employed in a public school or education district or by a service cooperative as
108.25 members of the instructional, supervisory, and support staff including superintendents,
108.26 principals, supervisors, secondary vocational and other classroom teachers, librarians, school
108.27 counselors, school psychologists, school nurses, school social workers, audio-visual directors
108.28 and coordinators, recreation personnel, media generalists, media supervisors, and ~~speech~~
108.29 ~~therapists~~ school speech-language pathologists. This definition does not apply to sections
108.30 122A.05 to 122A.093.

109.1 Sec. 12. Minnesota Statutes 2020, section 122A.16, is amended to read:

109.2 **122A.16 QUALIFIED TEACHER DEFINED.**

109.3 A qualified teacher is one holding a valid license, or permission under this chapter, to
109.4 perform the particular service for which the teacher is employed in a public school.

109.5 Sec. 13. Minnesota Statutes 2020, section 122A.18, subdivision 7a, is amended to read:

109.6 Subd. 7a. ~~Permission~~ **License to substitute teach.** (a) The Professional Educator
109.7 Licensing and Standards Board must issue licenses to substitute teach to applicants who
109.8 meet the qualifications prescribed in this subdivision and in Minnesota Rules.

109.9 ~~(a)~~ (b) The Professional Educator Licensing and Standards Board may ~~allow a person~~
109.10 issue a short-call substitute teaching license to an applicant who otherwise qualifies for a
109.11 Tier 1 license in accordance with section 122A.181, subdivision 2, or is enrolled in and
109.12 making satisfactory progress in a board-approved state-approved teacher program and who
109.13 has successfully completed student teaching to be employed as a short-call substitute teacher.

109.14 ~~(b)~~ (c) The Professional Educator Licensing and Standards Board may issue a lifetime
109.15 qualified short-call or long-call substitute teaching license to a person an applicant who:

109.16 (1) was a qualified teacher under section 122A.16 while holding a Tier 3 or Tier 4
109.17 teaching license issued by the board, under sections 122A.183 and 122A.184, respectively,
109.18 and receives a retirement annuity from the Teachers Retirement Association or the St. Paul
109.19 Teachers Retirement Fund Association;

109.20 (2) holds an out-of-state teaching license and receives a retirement annuity as a result
109.21 of the person's teaching experience; or

109.22 (3) held a Tier 3 or Tier 4 teaching license issued by the board, under sections 122A.183
109.23 and 122A.184, respectively, taught at least three school years in an accredited nonpublic
109.24 school in Minnesota, and receives a retirement annuity as a result of the person's teaching
109.25 experience.

109.26 A person holding a lifetime qualified short-call or long-call substitute teaching license is
109.27 not required to complete continuing education clock hours. A person holding this license
109.28 may reapply to the board for either:

109.29 (i) a Tier 3 or Tier 4 teaching license under sections 122A.183 and 122A.184,
109.30 respectively, and must again complete ~~continuing education clock hours~~ renewal requirements
109.31 pursuant to section 122A.187 one school year after receiving the Tier 3 or Tier 4 teaching
109.32 license; or

110.1 (ii) a Tier 1 license under section 122A.181, provided that the ~~candidate~~ applicant has
110.2 a bachelor's degree, an associate's degree, or an appropriate professional credential in the
110.3 content area the ~~candidate~~ applicant will teach, in accordance with section 122A.181,
110.4 subdivision 2.

110.5 Sec. 14. Minnesota Statutes 2020, section 122A.18, subdivision 8, is amended to read:

110.6 Subd. 8. **Background ~~checks~~ studies.** (a) The Professional Educator Licensing and
110.7 Standards Board and the Board of School Administrators must ~~obtain~~ initiate a criminal
110.8 history background ~~check~~ study on all first-time ~~teaching~~ educator applicants for educator licenses
110.9 under their jurisdiction. Applicants must include with their licensure applications:

110.10 (1) an executed criminal history consent form, including fingerprints; and

110.11 (2) payment to conduct the background check. The Professional Educator Licensing and
110.12 Standards Board must deposit payments received under this subdivision in an account in
110.13 the special revenue fund. Amounts in the account are annually appropriated to the
110.14 Professional Educator Licensing and Standards Board to pay for the costs of background
110.15 checks on applicants for licensure.

110.16 (b) The background check for all first-time teaching applicants for licenses must include
110.17 a review of information from the Bureau of Criminal Apprehension, including criminal
110.18 history data as defined in section 13.87, and must also include a review of the national
110.19 criminal records repository. The superintendent of the Bureau of Criminal Apprehension
110.20 is authorized to exchange fingerprints with the Federal Bureau of Investigation for purposes
110.21 of the criminal history check. The superintendent shall recover the cost to the bureau of a
110.22 background check through the fee charged to the applicant under paragraph (a).

110.23 (c) The Professional Educator Licensing and Standards Board ~~must contract with and~~
110.24 ~~the Board of School Administrators may initiate criminal background studies through the~~
110.25 ~~commissioner of human services to conduct background checks and~~ obtain background
110.26 check data required under this chapter.

110.27 Sec. 15. Minnesota Statutes 2020, section 122A.18, subdivision 10, is amended to read:

110.28 Subd. 10. **Licensure via portfolio.** (a) The Professional Educator Licensing and Standards
110.29 Board must adopt and revise rules establishing a process for an eligible ~~candidate~~ applicant
110.30 to obtain ~~any teacher~~ an initial Tier 3 license ~~under subdivision 1~~, or to add a licensure field;

110.31 to a Tier 3 or Tier 4 license via portfolio. The portfolio licensure application process must
110.32 be consistent with the requirements in this subdivision.

111.1 (b) ~~A candidate~~ An applicant for a an initial Tier 3 license via portfolio must submit to
111.2 the board one portfolio demonstrating pedagogical competence and one portfolio
111.3 demonstrating content competence.

111.4 (c) ~~A candidate~~ An applicant seeking to add a licensure field via portfolio must submit
111.5 to the board one portfolio demonstrating content competence for each licensure field the
111.6 candidate seeks to add.

111.7 (d) The board must notify ~~a candidate~~ an applicant who submits a portfolio under
111.8 paragraph (b) or (c) within ~~90~~ 120 calendar days after the portfolio is received whether or
111.9 not the portfolio is approved. If the portfolio is not approved, the board must immediately
111.10 inform the ~~candidate~~ applicant how to revise the portfolio to successfully demonstrate the
111.11 requisite competence. The ~~candidate~~ applicant may resubmit a revised portfolio at any time
111.12 within two years and the board must approve or disapprove the revised portfolio within ~~60~~
111.13 90 calendar days of receiving it.

111.14 (e) ~~A candidate~~ An applicant must pay a fee for a portfolio in accordance with section
111.15 122A.21, subdivision 4.

111.16 Sec. 16. Minnesota Statutes 2020, section 122A.181, subdivision 1, is amended to read:

111.17 Subdivision 1. **Application requirements.** The Professional Educator Licensing and
111.18 Standards Board must approve a request from a district or charter school to issue a Tier 1
111.19 license in a specified content area to a candidate an application for a Tier 1 license in a
111.20 specified content area if:

111.21 (1) the application has been submitted jointly by the applicant and the district;

111.22 (2) the application has been paid for by the district or the applicant;

111.23 (3) ~~the candidate~~ applicant meets the professional requirement in subdivision 2;

111.24 ~~(2) (4)~~ the district or charter school affirms that the ~~candidate~~ applicant has the necessary
111.25 skills and knowledge to teach in the specified content area; ~~and~~

111.26 ~~(3) (5)~~ the district or charter school demonstrates that ~~(i)~~ a criminal background check
111.27 under section 122A.18, subdivision 8, has been completed on the ~~candidate~~ applicant; and

111.28 ~~(ii) (6)~~ the district or charter school has posted the teacher position but was unable to
111.29 hire an acceptable teacher with a Tier 2, 3, or 4 license for the position.

62.6 Sec. 6. Minnesota Statutes 2020, section 122A.181, subdivision 1, is amended to read:

62.7 Subdivision 1. **Application requirements.** The Professional Educator Licensing and
62.8 Standards Board must approve a request from a district or charter school to issue a Tier 1
62.9 license in a specified content area to a candidate if:

62.10 (1) the candidate meets the professional requirement in subdivision 2;

62.11 (2) the district or charter school affirms that the candidate has the necessary skills and
62.12 knowledge to teach in the specified content area; and

62.13 (3) the district or charter school demonstrates that:

62.14 ~~(i)~~ a criminal background check under section 122A.18, subdivision 8, has been completed
62.15 on the candidate; ~~and~~

62.16 ~~(ii) the district or charter school has posted the teacher position but was unable to hire~~
62.17 ~~an acceptable teacher with a Tier 2, 3, or 4 license for the position.~~

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

112.1 Sec. 17. Minnesota Statutes 2020, section 122A.181, subdivision 2, is amended to read:

112.2 Subd. 2. **Professional requirements.** ~~(a) A candidate~~ An applicant for a Tier 1 license
112.3 must have a bachelor's degree to teach a class or course ~~outside a career and technical~~
112.4 ~~education or career pathways course of study, unless specifically exempt by state statute or~~
112.5 ~~rule.~~

112.6 ~~(b) A candidate for a Tier 1 license must have one of the following credentials in a~~
112.7 ~~relevant content area to teach a class in a career and technical education or career pathways~~
112.8 ~~course of study:~~

112.9 ~~(1) an associate's degree;~~

112.10 ~~(2) a professional certification; or~~

112.11 ~~(3) five years of relevant work experience.~~

112.12 Sec. 18. Minnesota Statutes 2020, section 122A.181, is amended by adding a subdivision
112.13 to read:

112.14 Subd. 2a. **Exemptions from a bachelor's degree.** (a) The following applicants for a
112.15 Tier 1 license are exempt from the requirement to hold a bachelor's degree in subdivision
112.16 2:

112.17 (1) an applicant for a Tier 1 license to teach career and technical education or career
112.18 pathways courses of study if the applicant has:

112.19 (i) an associate's degree;

112.20 (ii) a professional certification; or

112.21 (iii) five years of relevant work experience;

112.22 (2) an applicant for a Tier 1 license to teach world languages and culture pursuant to
112.23 Minnesota Rules, part 8710.4950, if the applicant is a native speaker of the language;

112.24 (3) an applicant for a Tier 1 license in the performing or visual arts pursuant to Minnesota
112.25 Rules, parts 8710.4300 (dance and theater), 8710.4310 (dance), 8710.4320 (theater),
112.26 8710.4650 (vocal music and instrumental music), and 8710.4900 (visual arts), if the applicant
112.27 has at least five years of relevant work experience; and

112.28 (4) an applicant for a Tier 1 license who is enrolled in a state-approved teacher preparation
112.29 program classified as a residency model aligned to the scope and field of the assignment.
112.30 The residency program must lead to a bachelor's degree unless the program is aligned to
112.31 one of the licensure areas outlined in this subdivision.

113.1 (b) The Professional Educator Licensing and Standards Board must adopt and revise
113.2 rules regarding the qualifications and determinations for applicants exempt from paragraph
113.3 (a).

113.4 Sec. 19. Minnesota Statutes 2020, section 122A.181, subdivision 3, is amended to read:

113.5 Subd. 3. **Term of license and renewal.** (a) The Professional Educator Licensing and
113.6 Standards Board must issue an initial Tier 1 license for a term of one year. A Tier 1 license
113.7 may be renewed subject to paragraphs (b) and (c). ~~The board may submit written comments~~
113.8 ~~to the district or charter school that requested the renewal regarding the candidate.~~

113.9 (b) The Professional Educator Licensing and Standards Board must renew a Tier 1
113.10 license if:

113.11 (1) the district or charter school requesting the renewal demonstrates that it has posted
113.12 the teacher position but was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license
113.13 for the position;

113.14 ~~(2) the teacher holding the Tier 1 license took a content examination in accordance with~~
113.15 ~~section 122A.185 and submitted the examination results to the teacher's employing district~~
113.16 ~~or charter school within one year of the board approving the request for the initial Tier 1~~
113.17 ~~license;~~

113.18 ~~(3) (2) the teacher holding the Tier 1 license participated in cultural competency training~~
113.19 ~~consistent with section 120B.30, subdivision 1, paragraph (q), within one year of the board~~
113.20 ~~approving the request for the initial Tier 1 license; and~~

113.21 ~~(4) (3) the teacher holding the Tier 1 license met the mental illness training renewal~~
113.22 ~~requirement under section 122A.187, subdivision 6; and~~

113.23 ~~The requirement in clause (2) does not apply to a teacher that teaches a class in a career and~~
113.24 ~~technical education or career pathways course of study.~~

113.25 (4) the district demonstrates professional development opportunities and other supports
113.26 provided to move the teacher from a Tier 1 license to a higher tier.

113.27 (c) A Tier 1 license must not be renewed more than three times, unless the requesting
113.28 district or charter school can show good cause for additional renewals. ~~A Tier 1 license~~
113.29 ~~issued to teach (1) a class or course in a career and technical education or career pathway~~
113.30 ~~course of study or (2) in a shortage area, as defined in section 122A.06, subdivision 6, may~~
113.31 ~~be renewed without limitation.~~

114.1 Sec. 20. Minnesota Statutes 2020, section 122A.181, subdivision 4, is amended to read:

114.2 Subd. 4. **Application.** The Professional Educator Licensing and Standards Board must
114.3 accept and review applications for a Tier 1 teaching license beginning July 1 of the school
114.4 year for which the license is requested ~~and must issue or deny the Tier 1 teaching license~~
114.5 ~~within 30 days of receiving the completed application, unless permitted by the board to~~
114.6 ~~accept and review applications earlier.~~

62.19 Sec. 7. Minnesota Statutes 2020, section 122A.181, subdivision 3, is amended to read:

62.20 Subd. 3. **Term of license and renewal.** (a) The Professional Educator Licensing and
62.21 Standards Board must issue an initial Tier 1 license for a term of one year. A Tier 1 license
62.22 may be renewed subject to paragraphs (b) and (c). The board may submit written comments
62.23 to the district or charter school that requested the renewal regarding the candidate.

62.24 (b) The Professional Educator Licensing and Standards Board must renew a Tier 1
62.25 license if:

62.26 ~~(1) the district or charter school requesting the renewal demonstrates that it has posted~~
62.27 ~~the teacher position but was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license~~
62.28 ~~for the position;~~

62.29 ~~(2) (1) the teacher holding the Tier 1 license took a content examination in accordance~~
62.30 ~~with section 122A.185 and submitted the examination results to the teacher's employing~~
63.1 ~~district or charter school within one year of the board approving the request for the initial~~
63.2 ~~Tier 1 license;~~

63.3 ~~(3) (2) the teacher holding the Tier 1 license participated in cultural competency training~~
63.4 ~~consistent with section 120B.30, subdivision 1, paragraph (q), within one year of the board~~
63.5 ~~approving the request for the initial Tier 1 license; and~~

63.6 ~~(4) (3) the teacher holding the Tier 1 license met the mental illness training renewal~~
63.7 ~~requirement under section 122A.187, subdivision 6.~~

63.8 The requirement in clause ~~(2) (1)~~ does not apply to a teacher that teaches a class in a career
63.9 and technical education or career pathways course of study.

63.10 (c) A Tier 1 license must not be renewed more than three times, unless the requesting
63.11 district or charter school can show good cause for additional renewals. A Tier 1 license
63.12 issued to teach (1) a class or course in a career and technical education or career pathway
63.13 course of study or (2) in a shortage area, as defined in section 122A.06, subdivision 6, may
63.14 be renewed without limitation.

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

114.7 Sec. 21. Minnesota Statutes 2020, section 122A.181, subdivision 5, is amended to read:

114.8 Subd. 5. **Limitations on license.** (a) A Tier 1 license is limited to the content matter
114.9 indicated on the application for the initial Tier 1 license under subdivision 1, clause (2), and
114.10 limited to the district or charter school that requested the initial Tier 1 license.

114.11 (b) A Tier 1 license does not bring an individual within the definition of a teacher for
114.12 purposes of section 122A.40, subdivision 1, or 122A.41, subdivision 1, clause (a).

114.13 ~~(c) A Tier 1 license does not bring an individual within the definition of a teacher under~~
114.14 ~~section 179A.03, subdivision 18.~~

114.15 Sec. 22. Minnesota Statutes 2020, section 122A.181, subdivision 6, is amended to read:

114.16 Subd. 6. **Mentorship and evaluation.** (a) ~~A teacher holding a Tier 1 license must~~
114.17 ~~participate in the employing district or charter school's mentorship program and professional~~
114.18 ~~development. A district that hires a Tier 1 teacher must provide mentorship aligned to~~
114.19 ~~board-adopted criteria and professional development opportunities to that teacher.~~

114.20 (b) A teacher holding a Tier 1 license must participate in an evaluation aligned, to the
114.21 extent practicable, with the evaluation under section 122A.40, subdivision 8, or 122A.41,
114.22 subdivision 5.

114.23 Sec. 23. Minnesota Statutes 2020, section 122A.182, subdivision 1, is amended to read:

114.24 Subdivision 1. **Requirements.** ~~(a) The Professional Educator Licensing and Standards~~
114.25 ~~Board must approve a request from a district or charter school to issue an application for a~~
114.26 ~~Tier 2 license in a specified content area to a candidate if:~~

114.27 ~~(1) the candidate meets the educational or professional requirements in paragraph (b)~~
114.28 ~~or (c) the application has been submitted jointly by the applicant and the district;~~

114.29 ~~(2) the candidate:~~

114.30 ~~(i) has completed the coursework required under subdivision 2;~~

115.1 ~~(ii) is enrolled in a Minnesota-approved teacher preparation program; or~~

115.2 ~~(iii) has a master's degree in the specified content area; and~~

115.3 ~~(3) the district or charter school demonstrates that a criminal background check under~~
115.4 ~~section 122A.18, subdivision 8, has been completed on the candidate.~~

115.5 ~~(b) A candidate for a Tier 2 license must have a bachelor's degree to teach a class outside~~
115.6 ~~a career and technical education or career pathways course of study.~~

115.7 ~~(c) A candidate for a Tier 2 license must have one of the following credentials in a~~
115.8 ~~relevant content area to teach a class or course in a career and technical education or career~~
115.9 ~~pathways course of study.~~

- 115.10 ~~(1) an associate's degree;~~
115.11 ~~(2) a professional certification; or~~
115.12 ~~(3) five years of relevant work experience.~~
115.13 (2) the application has been paid for by the district or the applicant;
115.14 (3) the applicant holds a bachelor's degree, unless specifically exempt by statute or rule;
115.15 (4) the district demonstrates that a criminal background check under section 122A.18,
115.16 subdivision 8, has been completed for the applicant; and
115.17 (5) the applicant:
115.18 (i) has a master's degree in the specified content area;
115.19 (ii) is enrolled in a state-approved teacher preparation program; or
115.20 (iii) for a license to teach career and technical education and career pathways, has
115.21 completed two years of field-specific teaching experience on a Tier 1 license and completed
115.22 training in classroom management, cultural competency, and teacher ethics.
115.23 Sec. 24. Minnesota Statutes 2020, section 122A.182, subdivision 2, is amended to read:
115.24 Subd. 2. **Coursework Exemptions from a bachelor's degree.** ~~(a) A candidate for a~~
115.25 ~~Tier 2 license must meet the coursework requirement by demonstrating completion of two~~
115.26 ~~of the following:~~
115.27 ~~(1) at least eight upper division or graduate-level credits in the relevant content area;~~
115.28 ~~(2) field specific methods of training, including coursework;~~
116.1 ~~(3) at least two years of teaching experience in a similar content area in any state, as~~
116.2 ~~determined by the board;~~
116.3 ~~(4) a passing score on the pedagogy and content exams under section 122A.185; or~~
116.4 ~~(5) completion of a state-approved teacher preparation program.~~
116.5 ~~(b) For purposes of paragraph (a), "upper division" means classes normally taken at the~~
116.6 ~~junior or senior level of college which require substantial knowledge and skill in the field.~~
116.7 ~~Candidates must identify the upper division credits that fulfill the requirement in paragraph~~
116.8 ~~(a), clause (1).~~
116.9 (a) The following applicants for a Tier 2 license are exempt from the requirement to
116.10 hold a bachelor's degree in subdivision 1:
116.11 (1) an applicant for a Tier 2 license to teach career and technical education or career
116.12 pathways courses of study when the applicant has:

- 116.13 (i) an associate's degree;
- 116.14 (ii) a professional certification; or
- 116.15 (iii) five years of relevant work experience;
- 116.16 (2) an applicant for a Tier 2 license to teach world languages and culture pursuant to
- 116.17 Minnesota Rules, part 8710.4950, when the applicant is a native speaker of the language.
- 116.18 (3) an applicant for a Tier 2 license in the performing or visual arts pursuant to Minnesota
- 116.19 Rules, parts 8710.4300 (dance and theater), 8710.4310 (dance), 8710.4320 (theater),
- 116.20 8710.4650 (vocal music and instrumental music), and 8710.4900 (visual arts), when the
- 116.21 applicant has at least five years of relevant work experience.
- 116.22 (b) The Professional Educator Licensing and Standards Board must adopt and revise
- 116.23 rules regarding the qualifications and determinations for applicants exempt from the
- 116.24 requirement to hold a bachelor's degree in subdivision 1.
- 116.25 Sec. 25. Minnesota Statutes 2020, section 122A.182, subdivision 3, is amended to read:
- 116.26 Subd. 3. **Term of license and renewal.** (a) The Professional Educator Licensing and
- 116.27 Standards Board must issue an initial Tier 2 license for a term of two years. A Tier 2 license
- 116.28 may be renewed ~~three~~ two times. The board must adopt rules establishing good cause
- 116.29 justifications for additional renewals after the initial license has been renewed two times.
- 116.30 (b) A teacher holding a Tier 2 license in career and technical education or career pathways
- 116.31 course of study may receive unlimited renewals.
- 117.1 (c) Before a Tier 2 license is renewed for the first time, a teacher holding a Tier 2 license
- 117.2 must participate in cultural competency training consistent with section 120B.30, subdivision
- 117.3 1, paragraph (q), and; mental illness training under section 122A.187, subdivision 6. The
- 117.4 board must issue rules setting forth the conditions for additional renewals after the initial
- 117.5 license has been renewed three times; and the district demonstrates professional development
- 117.6 opportunities and other supports provided to move the teacher to a higher tier.
- 117.7 Sec. 26. Minnesota Statutes 2020, section 122A.182, subdivision 4, is amended to read:
- 117.8 Subd. 4. **Application.** The Professional Educator Licensing and Standards Board must
- 117.9 accept and review applications for a Tier 2 teaching license beginning July 1 of the school
- 117.10 year for which the license is requested and must issue or deny the Tier 2 teaching license
- 117.11 within 30 days of receiving the completed application, unless permitted by the board to
- 117.12 accept and review applications earlier.
- 117.13 Sec. 27. Minnesota Statutes 2020, section 122A.182, subdivision 7, is amended to read:
- 117.14 Subd. 7. **Mentorship and evaluation.** (a) A teacher holding a Tier 2 license must
- 117.15 participate in the employing district or charter school's mentorship and evaluation program,
- 117.16 including an individual growth and development plan that includes cultural competency
- 117.17 under section 120B.30, subdivision 1, paragraph (q). A district that hires a teacher holding

117.18 a Tier 2 license must provide mentorship aligned to board-adopted criteria to that teacher
117.19 and professional development opportunities.

117.20 (b) A teacher holding a Tier 2 license must participate in an evaluation aligned, to the
117.21 extent practicable, with the evaluation under section 122A.40, subdivision 8, or section
117.22 122A.41, subdivision 5.

117.23 Sec. 28. Minnesota Statutes 2020, section 122A.183, subdivision 1, is amended to read:

117.24 Subdivision 1. **Requirements.** ~~(a)~~ The Professional Educator Licensing and Standards
117.25 Board must issue a Tier 3 license to ~~a candidate~~ an applicant who provides information
117.26 sufficient to demonstrate all of the following:

117.27 ~~(1) the candidate meets the educational or professional requirements in paragraphs (b)~~
117.28 ~~and (c);~~

117.29 ~~(2) the candidate has obtained a passing score on the required licensure exams under~~
117.30 ~~section 122A.185; and~~

118.1 (1) the applicant for a Tier 3 license must have a bachelor's degree to teach a class or
118.2 course, unless specifically exempt by state statute or rule; and

118.3 ~~(2) (2) the candidate applicant~~ has completed the coursework required under subdivision
118.4 2.

118.5 ~~(b) A candidate for a Tier 3 license must have a bachelor's degree to teach a class or~~
118.6 ~~course outside a career and technical education or career pathways course of study.~~

118.7 ~~(c) A candidate for a Tier 3 license must have one of the following credentials in a~~
118.8 ~~relevant content area to teach a class or course in a career and technical education or career~~
118.9 ~~pathways course of study.~~

118.10 ~~(1) an associate's degree;~~

118.11 ~~(2) a professional certification; or~~

118.12 ~~(3) five years of relevant work experience.~~

118.13 ~~In consultation with the governor's Workforce Development Board established under section~~
118.14 ~~116L.665, the board must establish a list of qualifying certifications, and may add additional~~
118.15 ~~professional certifications in consultation with school administrators, teachers, and other~~
118.16 ~~stakeholders.~~

118.17 Sec. 29. Minnesota Statutes 2020, section 122A.183, subdivision 2, is amended to read:

118.18 Subd. 2. **Coursework.** ~~A candidate~~ An applicant for a Tier 3 license must meet the
118.19 coursework requirement by demonstrating one of the following:

118.20 (1) completion of a Minnesota-approved teacher preparation program;

118.21 (2) completion of a ~~state-approved~~ teacher preparation program approved by another
118.22 state, territory, or country, including culturally specific Minority Serving Institutions in the
118.23 United States, such as Historically Black Colleges and Universities, Tribal Colleges, or
118.24 Hispanic-Serving Institutions including those in Puerto Rico, that includes field-specific
118.25 student teaching equivalent to field-specific student teaching in Minnesota-approved teacher
118.26 preparation programs. The field-specific student teaching requirement does not apply to a
118.27 ~~candidate~~ an applicant that has two years of field-specific teaching experience;

118.28 (3) submission of a content-specific licensure portfolio;

118.29 (4) a professional teaching license from another state, evidence that the ~~candidate's~~
118.30 applicant's license is in good standing, and two years of field-specific teaching experience;
118.31 or

119.1 (5) the applicant fills a shortage area under section 122A.06, subdivision 6, clause (2),
119.2 and has three years of teaching experience under a Tier 2 license and evidence of summative
119.3 teacher evaluations that did not result in placing or otherwise keeping the teacher on an
119.4 improvement process pursuant to section 122A.40, subdivision 8, or section 122A.41,
119.5 subdivision 5.

119.6 Sec. 30. Minnesota Statutes 2020, section 122A.183, is amended by adding a subdivision
119.7 to read:

119.8 Subd. 2a. **Exemptions from a bachelor's degree.** (a) The following applicants for a
119.9 Tier 3 license are exempt from the requirement to hold a bachelor's degree in subdivision
119.10 1:

119.11 (1) an applicant for a Tier 3 license to teach career and technical education or career
119.12 pathways courses of study when the applicant has:

119.13 (i) an associate's degree;

119.14 (ii) a professional certification; or

119.15 (iii) five years of relevant work experience;

119.16 (2) an applicant for a Tier 3 license to teach world languages and culture pursuant to
119.17 Minnesota Rules, part 8710.4950, if the applicant is a native speaker of the language; and

119.18 (3) an applicant for a Tier 3 license in the performing or visual arts pursuant to Minnesota
119.19 Rules, parts 8710.4300 (dance and theater), 8710.4310 (dance), 8710.4320 (theater),
119.20 8710.4650 (vocal music and instrumental music), and 8710.4900 (visual arts), if the applicant
119.21 has at least five years of relevant work experience.

119.22 (b) The Professional Educator Licensing and Standards Board must adopt and revise
119.23 rules regarding the qualifications and determinations for applicants exempt from subdivision
119.24 1.

119.25 Sec. 31. Minnesota Statutes 2020, section 122A.183, subdivision 3, is amended to read:

119.26 Subd. 3. **Term of license and renewal.** The Professional Educator Licensing and
119.27 Standards Board must issue an initial Tier 3 license for a term of three years. Before a Tier
119.28 3 license is renewed for the first time, the applicant must meet initial teacher renewal
119.29 requirements in section 122A.187. A Tier 3 license may be renewed every three years
119.30 without limitation.

120.1 Sec. 32. Minnesota Statutes 2020, section 122A.184, subdivision 1, is amended to read:

120.2 Subdivision 1. **Requirements.** The Professional Educator Licensing and Standards
120.3 Board must issue a Tier 4 license to ~~a candidate~~ an applicant who provides information
120.4 sufficient to demonstrate all of the following:

120.5 (1) the ~~candidate~~ applicant meets all requirements for a Tier 3 license under section
120.6 122A.183, and has completed a teacher preparation program under section 122A.183,
120.7 subdivision 2, clause (1) or (2);

120.8 (2) the ~~candidate~~ applicant has at least three years of field-specific teaching experience
120.9 ~~in Minnesota~~ as a teacher of record;

120.10 (3) the ~~candidate~~ applicant has obtained a passing score on all required licensure exams
120.11 under section 122A.185; and

120.12 (4) ~~the candidate's most recent summative teacher evaluation did not result in placing~~
120.13 ~~or otherwise keeping the teacher in an improvement process pursuant to section 122A.40,~~
120.14 ~~subdivision 8, or 122A.41, subdivision 5 if the applicant previously held a Tier 3 license~~
120.15 under section 122A.183, the applicant has completed the initial teacher renewal requirements
120.16 in section 122A.187.

120.17 Sec. 33. Minnesota Statutes 2020, section 122A.184, subdivision 2, is amended to read:

120.18 Subd. 2. **Term of license and renewal.** The Professional Educator Licensing and
120.19 Standards Board must issue an initial Tier 4 license for a term of five years. A Tier 4 license
120.20 may be renewed every five years without limitation if the applicant meets the continuing
120.21 teacher renewal requirements in section 122A.187.

120.22 Sec. 34. Minnesota Statutes 2020, section 122A.185, subdivision 1, is amended to read:

120.23 Subdivision 1. **Tests.** ~~(a) The Professional Educator Licensing and Standards Board~~
120.24 ~~must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted~~
120.25 ~~examination of skills in reading, writing, and mathematics before being granted a Tier 4~~
120.26 ~~teaching license under section 122A.184 to provide direct instruction to pupils in elementary,~~
120.27 ~~secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier~~
120.28 ~~3 license to provide direct instruction to pupils in elementary, secondary, or special education~~
120.29 ~~programs if candidates meet the other requirements in section 122A.181, 122A.182, or~~
120.30 ~~122A.183, respectively.~~

120.31 ~~(b)~~ (a) The board must adopt and revise rules requiring ~~candidates~~ applicants for ~~Tier 3~~
 120.32 ~~and~~ Tier 4 licenses to pass an examination or performance assessment of general pedagogical
 121.1 knowledge and examinations of licensure field specific content, including an examination
 121.2 taken in another state, if the applicant has not completed a board-approved preparation
 121.3 program assuring candidates from the program recommended for licensure meet content
 121.4 and pedagogy licensure standards in Minnesota. The content examination requirement does
 121.5 not apply if no relevant content exam exists. Applicants who have satisfactorily completed
 121.6 a preparation program in another state and passed licensure examinations in that state are
 121.7 not additionally required to pass similar examinations required in Minnesota.

121.8 ~~(c) Candidates~~ (b) Applicants for initial ~~Tier 3 and~~ Tier 4 licenses to teach elementary
 121.9 students must pass test items assessing the ~~candidates'~~ applicants' knowledge, skill, and
 121.10 ability in comprehensive, scientifically based reading instruction under section 122A.06,
 121.11 subdivision 4, knowledge and understanding of the foundations of reading development,
 121.12 development of reading comprehension and reading assessment and instruction, and the
 121.13 ability to integrate that knowledge and understanding into instruction strategies under section
 121.14 122A.06, subdivision 4.

121.15 ~~(d) The requirement to pass a board-adopted reading, writing, and mathematics skills~~
 121.16 ~~examination does not apply to nonnative English speakers, as verified by qualified Minnesota~~
 121.17 ~~school district personnel or Minnesota higher education faculty, who, after meeting the~~
 121.18 ~~content and pedagogy requirements under this subdivision, apply for a teaching license to~~
 121.19 ~~provide direct instruction in their native language or world language instruction under section~~
 121.20 ~~120B.022, subdivision 1.~~

121.21 (c) All testing centers in the state must provide regular opportunities for extended time
 121.22 content and pedagogy examinations. These opportunities must be advertised on the test
 121.23 registration website. The board must require the exam vendor to provide other equitable
 121.24 opportunities to pass exams, including providing financial assistance for test takers who
 121.25 qualify for federal grants; providing free, multiple, full-length practice tests for each exam
 121.26 and free, comprehensive study guides on the test registration website; making content and
 121.27 pedagogy exams available in languages other than English for teachers seeking licensure
 121.28 to teach in language immersion programs; and providing a free, detailed exam results analysis
 121.29 by test objective to assist candidates who do not pass an exam in identifying areas for
 121.30 improvement. Any candidate who has not passed a required exam after two attempts must
 121.31 be allowed to retake the exam, including new versions of the exam, without being charged
 121.32 an additional fee.

122.1 Sec. 35. Minnesota Statutes 2020, section 122A.185, subdivision 4, is amended to read:

122.2 Subd. 4. **Remedial assistance.** (a) A board-approved teacher preparation program must
 122.3 make available upon request remedial assistance that includes a formal diagnostic component
 122.4 to persons enrolled in their ~~institution~~ teacher preparation program who did not achieve a
 122.5 qualifying score on a board-adopted ~~skills~~ examination, including those for whom English
 122.6 is a second language. The teacher preparation programs must make available assistance in
 122.7 the specific academic areas of candidates' deficiency. Teacher preparation providers must

122.8 report annually on supports provided, number of candidates supported, and demographic
122.9 data of those candidates.

122.10 (b) School districts may make available upon request similar, appropriate, and timely
122.11 remedial assistance that includes a formal diagnostic component to those persons employed
122.12 by the district who completed their teacher education program, who did not achieve a
122.13 qualifying score on a board-adopted ~~skills~~ examination, and who received a Tier 1, Tier 2,
122.14 or Tier 3 license under section 122A.181, 122A.182, or 122A.183, respectively, to teach in
122.15 Minnesota.

122.16 Sec. 36. Minnesota Statutes 2020, section 122A.187, is amended to read:

122.17 **122A.187 EXPIRATION AND RENEWAL.**

122.18 Subdivision 1. **License form requirements.** Each license issued under this chapter must
122.19 bear the date of issue and the name of the state-approved teacher training provider or
122.20 alternative teaching program, as applicable. Licenses must expire and be renewed according
122.21 to rules adopted by the Professional Educator Licensing and Standards Board or the Board
122.22 of School Administrators. ~~The rules adopted by the Professional Educator Licensing and~~
122.23 ~~Standards Board for renewing a Tier 3 or Tier 4 license under sections 122A.183 and~~
122.24 ~~122A.184, respectively, must include showing satisfactory evidence of successful teaching~~
122.25 ~~or administrative experience for at least one school year during the period covered by the~~
122.26 ~~license in grades or subjects for which the license is valid or completing such additional~~
122.27 ~~preparation as required under this section, or as the Professional Educator Licensing and~~
122.28 ~~Standards Board prescribes.~~ The Board of School Administrators shall establish requirements
122.29 for renewing the licenses of supervisory personnel except athletic coaches. The Professional
122.30 Educator Licensing and Standards Board shall establish requirements for renewing the
122.31 licenses of athletic coaches.

122.32 Subd. 2. **Local committees.** The Professional Educator Licensing and Standards Board
122.33 must receive recommendations from local committees as established by the board for the
122.34 renewal of teaching licenses.

123.1 Subd. 3. **Professional growth.** (a) Applicants for license renewal for a Tier 3 or Tier 4
123.2 license under sections 122A.183 and 122A.184, respectively, who have been employed as
123.3 a teacher during the renewal period of the expiring license, as a condition of license renewal,
123.4 must present to their local continuing education and relicensure committee or other local
123.5 relicensure committee evidence of work that demonstrates professional reflection and growth
123.6 in best teaching practices, ~~including among other things, cultural competence in accordance~~
123.7 ~~with section 120B.30, subdivision 1, paragraph (q), and practices in meeting the varied~~
123.8 ~~needs of English learners, from young children to adults under section 124D.59, subdivisions~~
123.9 ~~2 and 2a. A teacher may satisfy the requirements of this paragraph by submitting the teacher's~~
123.10 ~~most recent summative evaluation or improvement plan under section 122A.40, subdivision~~
123.11 ~~8, or 122A.41, subdivision 5.~~

123.12 (b) The Professional Educator Licensing and Standards Board must ensure that its teacher
123.13 relicensing requirements include paragraph (a).

123.14 (c) The board may adopt and revise rule setting criteria for initial Tier 3 license renewal
123.15 requirements that must be completed before a teacher may move to a Tier 4 license.

123.16 Subd. 4. **Behavior interventions.** The Professional Educator Licensing and Standards
123.17 Board must adopt and revise rules that require all licensed teachers who are renewing a Tier
123.18 3 or Tier 4 teaching license under sections 122A.183 and 122A.184, respectively, to include
123.19 in the renewal requirements further preparation in the areas of using positive behavior
123.20 interventions and in accommodating, modifying, and adapting curricula, materials, and
123.21 strategies to appropriately meet the needs of individual students and ensure adequate progress
123.22 toward the state's graduation rule.

123.23 Subd. 5. **Reading preparation.** The Professional Educator Licensing and Standards
123.24 Board must adopt and revise rules that require all licensed teachers who are renewing a Tier
123.25 3 or Tier 4 teaching license under sections 122A.183 and 122A.184, respectively, to include
123.26 in the renewal requirements further reading preparation, consistent with section 122A.06,
123.27 subdivision 4. ~~The rules do not take effect until they are approved by law.~~ Teachers who
123.28 do not provide direct instruction including, at least, counselors, school psychologists, school
123.29 nurses, school social workers, audiovisual directors and coordinators, and recreation
123.30 personnel are exempt from this section.

123.31 Subd. 6. **Mental illness health.** ~~Illness health.~~ The Professional Educator Licensing and Standards
123.32 Board must adopt and revise rules that require all licensed teachers renewing a teaching
123.33 license under sections 122A.181 to 122A.184 to include in the renewal requirements at least
123.34 one hour of suicide prevention best practices training in each licensure renewal period based
124.1 on nationally recognized evidence-based programs and practices, among the continuing
124.2 education credits required to renew a license under this subdivision. Initial training must
124.3 include understanding the key warning signs of early-onset mental illness in children and
124.4 adolescents, and during subsequent licensure renewal periods, training must include a more
124.5 in-depth understanding of students' mental illness trauma, accommodations for students'
124.6 mental illness, parents' roles in addressing students' mental illness, Fetal Alcohol Spectrum
124.7 Disorders, autism, the requirements of section 125A.0942 governing restrictive procedures,
124.8 and de-escalation methods, among other similar topics.

124.9 Subd. 7. **Cultural competency.** The Professional Educator Licensing and Standards
124.10 Board must adopt and revise rules that require all licensed teachers renewing a Tier 3 or
124.11 Tier 4 license under sections 122A.183 and 122A.184, respectively, to include cultural
124.12 competency training.

124.13 Subd. 8. **Meeting needs of multilingual learners.** The Professional Educator Licensing
124.14 and Standards Board must adopt and revise rules requiring all licensed teachers renewing
124.15 a Tier 3 or Tier 4 license under sections 122A.183 and 122A.184, respectively, to include

124.16 a training on meeting the varied needs of multilingual learners from young children to adults
124.17 under section 124D.59, subdivisions 2 and 2a.

124.18 Subd. 9. **Mandatory renewal requirements.** The board must adopt and revise rules
124.19 setting forth standards that meet all mandatory renewal requirements. All trainings meeting
124.20 the renewal requirements for subdivisions 4 to 8 must align to board-adopted criteria. Any
124.21 training provided outside of a district, charter school, cooperative unit, or state agency must
124.22 be approved by the board to be accepted to meet this renewal requirement.

124.23 Sec. 37. Minnesota Statutes 2020, section 122A.19, subdivision 4, is amended to read:

124.24 Subd. 4. **Teacher preparation programs.** (a) For the purpose of licensing bilingual
124.25 and English as a second language teachers, the board may approve teacher preparation
124.26 programs at colleges or universities designed for their training.

124.27 (b) Programs that prepare English as a second language teachers must provide instruction
124.28 in implementing research-based practices designed specifically for English learners. The
124.29 programs must focus on developing English learners' academic language proficiency in
124.30 English, including oral academic language, giving English learners meaningful access to
124.31 the full school curriculum, developing culturally relevant teaching practices appropriate for
124.32 immigrant students, and providing more intensive instruction and resources to English
124.33 learners with lower levels of academic English proficiency and varied needs, consistent
124.34 with section 124D.59, subdivisions 2 and 2a.

125.1 Sec. 38. Minnesota Statutes 2020, section 122A.26, subdivision 2, is amended to read:

125.2 Subd. 2. **Exceptions.** (a) A person who teaches in a community education program
125.3 ~~which that~~ qualifies for aid pursuant to section 124D.52 shall continue to meet licensure
125.4 requirements as a teacher. A person who teaches in an early childhood and family education
125.5 program which that is offered through a community education program and which that
125.6 qualifies for community education aid pursuant to section 124D.20 or early childhood and
125.7 family education aid pursuant to section 124D.135 shall continue to meet licensure
125.8 requirements as a teacher. A person who teaches in a community education course which
125.9 that is offered for credit for graduation to persons under 18 years of age shall continue to
125.10 meet licensure requirements as a teacher.

125.11 (b) A person who teaches a driver training course ~~which that~~ is offered through a
125.12 community education program to persons under 18 years of age shall be licensed by the
125.13 Professional Educator Licensing and Standards Board or be subject to section 171.35. A
125.14 license which is required for an instructor in a community education program pursuant to
125.15 this subdivision paragraph shall not be construed to bring an individual within the definition
125.16 of a teacher for purposes of section 122A.40, subdivision 1, or 122A.41, subdivision 1,
125.17 clause paragraph (a).

125.18 Sec. 39. Minnesota Statutes 2020, section 122A.40, subdivision 5, is amended to read:

125.19 Subd. 5. **Probationary period.** (a) The first three consecutive years of a teacher's first
125.20 teaching experience in Minnesota in a single district is deemed to be a probationary period
125.21 of employment, and, the probationary period in each district in which the teacher is thereafter
125.22 employed shall be one year. The school board must adopt a plan for written evaluation of
125.23 teachers during the probationary period that is consistent with subdivision 8. Evaluation
125.24 must occur at least three times periodically throughout each school year for a teacher
125.25 performing services during that school year; the first evaluation must occur within the first
125.26 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops,
125.27 and other staff development opportunities and days on which a teacher is absent from school
125.28 must not be included in determining the number of school days on which a teacher performs
125.29 services. Except as otherwise provided in paragraph (b), during the probationary period any
125.30 annual contract with any teacher may or may not be renewed as the school board shall see
125.31 fit. However, the board must give any such teacher whose contract it declines to renew for
125.32 the following school year written notice to that effect before July 1. If the teacher requests
125.33 reasons for any nonrenewal of a teaching contract, the board must give the teacher its reason
125.34 in writing, including a statement that appropriate supervision was furnished describing the
126.1 nature and the extent of such supervision furnished the teacher during the employment by
126.2 the board, within ten days after receiving such request. The school board may, after a hearing

63.16 Sec. 8. Minnesota Statutes 2020, section 122A.40, subdivision 3, is amended to read:

63.17 Subd. 3. **Hiring, dismissing.** (a) School boards must hire or dismiss teachers at duly
63.18 called meetings. Where a husband and wife, brother and sister, or two brothers or sisters,
63.19 constitute a quorum, no contract employing a teacher shall be made or authorized except
63.20 upon the unanimous vote of the full board. A teacher related by blood or marriage, within
63.21 the fourth degree, computed by the civil law, to a board member shall not be employed
63.22 except by a unanimous vote of the full board. The initial employment of the teacher in the
63.23 district must be by written contract, signed by the teacher and by the chair and clerk. All
63.24 subsequent employment of the teacher in the district must be by written contract, signed by
63.25 the teacher and by the chair and clerk, except where there is a master agreement covering
63.26 the employment of the teacher. Contracts for teaching or supervision of teaching can be
63.27 made only with qualified teachers. A teacher shall not be required to reside within the
63.28 employing district as a condition to teaching employment or continued teaching employment.

63.29 (b) A school district must not give preference in the hiring or dismissal of a teacher
63.30 based on the teacher's seniority.

63.31 (c) A school district must report all new teacher hires and terminations, including layoffs,
63.32 by race and ethnicity annually to the Professional Educator Licensing and Standards Board.
63.33 The report must not include data that would personally identify individuals.

64.1 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements
64.2 entered into on or after July 1, 2021.

126.3 held upon due notice, discharge a teacher during the probationary period for cause, effective
126.4 immediately, under section 122A.44.

126.5 (b) A board must discharge a probationary teacher, effective immediately, upon receipt
126.6 of notice under section 122A.20, subdivision 1, paragraph (b), that the teacher's license has
126.7 been revoked due to a conviction for child abuse or sexual abuse.

126.8 (c) A probationary teacher whose first three years of consecutive employment are
126.9 interrupted for active military service and who promptly resumes teaching consistent with
126.10 federal reemployment timelines for uniformed service personnel under United States Code,
126.11 title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes
126.12 of paragraph (a).

126.13 (d) A probationary teacher whose first three years of consecutive employment are
126.14 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12
126.15 months of when the leave began is considered to have a consecutive teaching experience
126.16 for purposes of paragraph (a) if the probationary teacher completes a combined total of
126.17 three years of teaching service immediately before and after the leave.

126.18 (e) A probationary teacher must complete at least 120 days of teaching service each year
126.19 during the probationary period. Days devoted to parent-teacher conferences, teachers'
126.20 workshops, and other staff development opportunities and days on which a teacher is absent
126.21 from school do not count as days of teaching service under this paragraph.

126.22 (f) Notwithstanding any law to the contrary, a teacher who has taught for three
126.23 consecutive years in a single school district or charter school in Minnesota or another state
126.24 must serve a one-year probationary period in a Minnesota school district.

126.25 (g) A board may renew a probationary teacher while placing teachers with continuing
126.26 contract on unrequested leave of absence pursuant to a plan adopted under subdivisions 10
126.27 and 10a.

126.28 **EFFECTIVE DATE.** Paragraph (f) is effective for collective bargaining agreements
126.29 effective July 1, 2021, and thereafter. Paragraph (g) is effective the day following final
126.30 enactment.

126.31 Sec. 40. Minnesota Statutes 2020, section 122A.40, subdivision 8, is amended to read:

126.32 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**
126.33 **teachers.** (a) To improve student learning and success, a school board and an exclusive
127.1 representative of the teachers in the district, consistent with paragraph (b), may develop a
127.2 teacher evaluation and peer review process for probationary and continuing contract teachers
127.3 through joint agreement. If a school board and the exclusive representative of the teachers
127.4 do not agree to an annual teacher evaluation and peer review process, then the school board
127.5 and the exclusive representative of the teachers must implement the state teacher evaluation
127.6 plan under paragraph (c). The process must include having trained observers serve as peer

127.7 coaches or having teachers participate in professional learning communities, consistent with
127.8 paragraph (b).

127.9 (b) To develop, improve, and support qualified teachers and effective teaching practices,
127.10 improve student learning and success, and provide all enrolled students in a district or school
127.11 with improved and equitable access to more effective and diverse teachers, the annual
127.12 evaluation process for teachers:

127.13 (1) must, for probationary teachers, provide for all evaluations required under subdivision
127.14 5;

127.15 (2) must establish a three-year professional review cycle for each teacher that includes
127.16 an individual growth and development plan, a peer review process, and at least one
127.17 summative evaluation performed by a qualified and trained evaluator such as a school
127.18 administrator. For the years when a tenured teacher is not evaluated by a qualified and
127.19 trained evaluator, the teacher must be evaluated by a peer review;

127.20 (3) must ~~be based on professional teaching standards established in rule~~ create, adopt,
127.21 or revise a rubric of performance standards for teacher practice that (i) is based on
127.22 professional teaching standards established in rule, (ii) includes culturally responsive
127.23 methodologies, and (iii) provides common descriptions of effectiveness using at least three
127.24 levels of performance;

127.25 (4) must coordinate staff development activities under sections 122A.60 and 122A.61
127.26 with this evaluation process and teachers' evaluation outcomes;

127.27 (5) may provide time during the school day and school year for peer coaching and teacher
127.28 collaboration;

127.29 (6) may include job-embedded learning opportunities such as professional learning
127.30 communities;

127.31 (7) may include mentoring and induction programs for teachers, including teachers who
127.32 are members of populations underrepresented among the licensed teachers in the district or
128.1 school and who reflect the diversity of students under section 120B.35, subdivision 3,
128.2 paragraph (b), clause (2), who are enrolled in the district or school;

128.3 (8) must include an option for teachers to develop and present a portfolio demonstrating
128.4 evidence of reflection and professional growth, consistent with section 122A.187, subdivision
128.5 3, and include teachers' own performance assessment based on student work samples and
128.6 examples of teachers' work, which may include video among other activities for the
128.7 summative evaluation;

128.8 (9) must use data from valid and reliable assessments aligned to state and local academic
128.9 standards and must use state and local measures of student growth and literacy that may
128.10 include value-added models or student learning goals to determine 35 percent of teacher
128.11 evaluation results;

128.12 (10) must use longitudinal data on student engagement and connection, and other student
128.13 outcome measures explicitly aligned with the elements of curriculum for which teachers
128.14 are responsible, including academic literacy, oral academic language, and achievement of
128.15 content areas of English learners;

128.16 (11) must require qualified and trained evaluators such as school administrators to
128.17 perform summative evaluations and ensure school districts and charter schools provide for
128.18 effective evaluator training specific to teacher development and evaluation;

128.19 (12) must give teachers not meeting professional teaching standards under clauses (3)
128.20 through (11) support to improve through a teacher improvement process that includes
128.21 established goals and timelines; and

128.22 (13) must discipline a teacher for not making adequate progress in the teacher
128.23 improvement process under clause (12) that may include a last chance warning, termination,
128.24 discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline
128.25 a school administrator determines is appropriate.

128.26 Data on individual teachers generated under this subdivision are personnel data under
128.27 section 13.43. The observation and interview notes of peer coaches may only be disclosed
128.28 to other school officials with the consent of the teacher being coached.

128.29 (c) The department, in consultation with parents who may represent parent organizations
128.30 and teacher and administrator representatives appointed by their respective organizations,
128.31 representing the Professional Educator Licensing and Standards Board, the Minnesota
128.32 Association of School Administrators, the Minnesota School Boards Association, the
128.33 Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and
129.1 representatives of the Minnesota Assessment Group, the Minnesota Business Partnership,
129.2 the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with
129.3 research expertise in teacher evaluation, must create and publish a teacher evaluation process
129.4 that complies with the requirements in paragraph (b) and applies to all teachers under this
129.5 section and section 122A.41 for whom no agreement exists under paragraph (a) for an annual
129.6 teacher evaluation and peer review process. The teacher evaluation process created under
129.7 this subdivision does not create additional due process rights for probationary teachers under
129.8 subdivision 5.

129.9 (d) Consistent with the measures of teacher effectiveness under this subdivision:

129.10 (1) for students in kindergarten through grade 4, a school administrator must not place
129.11 or approve the placement of a student in the classroom of a teacher who is in the improvement
129.12 process referenced in paragraph (b), clause (12), or has not had a summative evaluation if,
129.13 in the prior year, that student was in the classroom of a teacher who received discipline
129.14 pursuant to paragraph (b), clause (13), unless no other teacher at the school teaches that
129.15 grade; and

129.16 (2) for students in grades 5 through 12, a school administrator must not place or approve
129.17 the placement of a student in the classroom of a teacher who is in the improvement process

129.18 referenced in paragraph (b), clause (12), or has not had a summative evaluation if, in the
129.19 prior year, that student was in the classroom of a teacher who received discipline pursuant
129.20 to paragraph (b), clause (13), unless no other teacher at the school teaches that subject area
129.21 and grade.

129.22 All data created and used under this paragraph retains its classification under chapter 13.

129.23 **EFFECTIVE DATE.** This section is effective July 1, 2023.

129.24 Sec. 41. Minnesota Statutes 2020, section 122A.40, subdivision 10, is amended to read:

129.25 Subd. 10. **Negotiated unrequested leave of absence.** (a) The school board and the
129.26 exclusive bargaining representative of the teachers must negotiate a plan providing for
129.27 unrequested leave of absence without pay or fringe benefits for as many teachers as may
129.28 be necessary because of discontinuance of position, lack of pupils, financial limitations, or
129.29 merger of classes caused by consolidation of districts.

129.30 (b) A plan may include a process to exempt up to five percent of the teachers in the
129.31 district from unrequested leave of absence or nonrenewal regardless of a teacher's
129.32 probationary status or seniority if the plan meets the requirements of subdivision 10a, and
130.1 if the board and the exclusive representative of the teachers agree in writing to the process
130.2 by October 1 of each school year.

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

130.4 Sec. 42. Minnesota Statutes 2020, section 122A.40, is amended by adding a subdivision
130.5 to read:

130.6 Subd. 10a. **Unrequested leave of absence exemption process.** (a) A plan to exempt
130.7 up to five percent of the teachers in the district from unrequested leave of absence or
130.8 nonrenewal must establish a committee to select teachers to receive the exemption. The
130.9 committee must have an equal number of representatives selected by the superintendent
130.10 and the exclusive representative, and must have at least three representatives appointed by
130.11 the superintendent and three representatives appointed by the exclusive representative.
130.12 School districts and exclusive representatives are strongly encouraged to include members
130.13 of underrepresented communities as their committee representatives. The committee must
130.14 complete comprehensive anti-racism training by a training provider approved by the
130.15 Professional Educator Licensing and Standards Board before beginning the selection process.

130.16 (b) A teacher selected for exemption from unrequested leave of absence or nonrenewal
130.17 must have demonstrated excellent teaching or professional performance, as determined by
130.18 colleagues, mentors, and administrators. In addition, the teacher must be a member of a
130.19 protected class that:

64.3 Sec. 9. Minnesota Statutes 2020, section 122A.40, subdivision 10, is amended to read:

64.4 Subd. 10. **Negotiated unrequested leave of absence.** (a) The school board and the
64.5 exclusive bargaining representative of the teachers must negotiate a plan providing for
64.6 unrequested leave of absence without pay or fringe benefits for as many teachers as may
64.7 be necessary because of discontinuance of position, lack of pupils, financial limitations, or
64.8 merger of classes caused by consolidation of districts.

64.9 (b) The plan for unrequested leave of absence must not require the school board to place
64.10 a teacher on unrequested leave of absence first based on their tier of licensure.

64.11 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements
64.12 entered into on or after July 1, 2021.

130.20 (1) is underrepresented among either (i) teachers in the district relative to the percentage
130.21 of students in the protected class enrolled in the district, or (ii) licensed teachers in Minnesota;
130.22 and

130.23 (2) has experienced systemic barriers to entering and remaining in the teaching profession,
130.24 as determined by the committee.

130.25 (c) The district and exclusive representative may negotiate additional criteria for the
130.26 committee to consider, including licensure tier. The committee may annually determine by
130.27 majority vote the percentage of teachers eligible for the exemption, not to exceed five percent
130.28 of teachers in the district.

130.29 (d) The committee must make final decisions and notify affected teachers no later than
130.30 February 1 of each school year. The exemption is valid for the school year in which the
130.31 exemption is granted unless the committee renews the exemption in a subsequent year. The
130.32 committee may, by majority vote, grant a teacher a two-year exemption from nonrenewal.

131.1 (e) If the committee is unable to reach a consensus regarding its selections, the committee
131.2 must vote on each candidate for the exemption. The candidates receiving the most votes
131.3 must be granted the exemption until the number of teachers receiving the exemption reaches
131.4 the lower of five percent of the teachers in the district or the percentage determined by
131.5 majority vote of the committee.

131.6 (f) Data on individual teachers collected, created, received, maintained, or disseminated
131.7 by the committee are private personnel data pursuant to section 13.43.

131.8 (g) A dispute over violations of procedures under this section is subject to the grievance
131.9 procedure in the applicable collective bargaining agreement.

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

131.11 Sec. 43. Minnesota Statutes 2020, section 122A.41, subdivision 2, is amended to read:

131.12 Subd. 2. **Probationary period; discharge or demotion.** (a) All teachers in the public
131.13 schools in cities of the first class during the first three years of consecutive employment
131.14 shall be deemed to be in a probationary period of employment during which period any
131.15 annual contract with any teacher may, or may not, be renewed as the school board, after
131.16 consulting with the peer review committee charged with evaluating the probationary teachers
131.17 under subdivision 3, shall see fit. The school site management team or the school board if
131.18 there is no school site management team, shall adopt a plan for a written evaluation of
131.19 teachers during the probationary period according to subdivisions 3 and 5. Evaluation by
131.20 the peer review committee charged with evaluating probationary teachers under subdivision
131.21 3 shall occur at least three times periodically throughout each school year for a teacher
131.22 performing services during that school year; the first evaluation must occur within the first
131.23 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops,
131.24 and other staff development opportunities and days on which a teacher is absent from school
131.25 shall not be included in determining the number of school days on which a teacher performs

131.26 services. The school board may, during such probationary period, discharge or demote a
131.27 teacher for any of the causes as specified in this code. A written statement of the cause of
131.28 such discharge or demotion shall be given to the teacher by the school board at least 30
131.29 days before such removal or demotion shall become effective, and the teacher so notified
131.30 shall have no right of appeal therefrom.

131.31 (b) A probationary teacher whose first three years of consecutive employment are
131.32 interrupted for active military service and who promptly resumes teaching consistent with
131.33 federal reemployment timelines for uniformed service personnel under United States Code,
132.1 title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes
132.2 of paragraph (a).

132.3 (c) A probationary teacher whose first three years of consecutive employment are
132.4 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12
132.5 months of when the leave began is considered to have a consecutive teaching experience
132.6 for purposes of paragraph (a) if the probationary teacher completes a combined total of
132.7 three years of teaching service immediately before and after the leave.

132.8 (d) A probationary teacher must complete at least 120 days of teaching service each year
132.9 during the probationary period. Days devoted to parent-teacher conferences, teachers'
132.10 workshops, and other staff development opportunities and days on which a teacher is absent
132.11 from school do not count as days of teaching service under this paragraph.

132.12 (e) Notwithstanding any law to the contrary, a teacher who has taught for three
132.13 consecutive years in a single school district or charter school in Minnesota or another state
132.14 must serve a one-year probationary period in a Minnesota school district.

132.15 (f) A board may renew a probationary teacher while placing teachers with continuing
132.16 contract on unrequested leave of absence pursuant to a plan adopted under subdivisions 14a
132.17 and 14b.

132.18 **EFFECTIVE DATE.** Paragraph (e) is effective for collective bargaining agreements
132.19 effective July 1, 2021, and thereafter. Paragraph (f) is effective the day following final
132.20 enactment.

132.21 Sec. 44. Minnesota Statutes 2020, section 122A.41, subdivision 5, is amended to read:

132.22 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**
132.23 **teachers.** (a) To improve student learning and success, a school board and an exclusive
132.24 representative of the teachers in the district, consistent with paragraph (b), may develop an
132.25 annual teacher evaluation and peer review process for probationary and nonprobationary
132.26 teachers through joint agreement. If a school board and the exclusive representative of the
132.27 teachers in the district do not agree to an annual teacher evaluation and peer review process,
132.28 then the school board and the exclusive representative of the teachers must implement the
132.29 state teacher evaluation plan developed under paragraph (c). The process must include
132.30 having trained observers serve as peer coaches or having teachers participate in professional
132.31 learning communities, consistent with paragraph (b).

132.32 (b) To develop, improve, and support qualified teachers and effective teaching practices
132.33 and improve student learning and success, and provide all enrolled students in a district or
133.1 school with improved and equitable access to more effective and diverse teachers, the annual
133.2 evaluation process for teachers:

133.3 (1) must, for probationary teachers, provide for all evaluations required under subdivision
133.4 2;

133.5 (2) must establish a three-year professional review cycle for each teacher that includes
133.6 an individual growth and development plan, a peer review process, and at least one
133.7 summative evaluation performed by a qualified and trained evaluator such as a school
133.8 administrator;

133.9 (3) must ~~be based on professional teaching standards established in rule~~ create, adopt,
133.10 or revise a rubric of performance standards for teacher practice that (i) is based on
133.11 professional teaching standards established in rule, (ii) includes culturally responsive
133.12 methodologies, and (iii) provides common descriptions of effectiveness using at least three
133.13 levels of performance;

133.14 (4) must coordinate staff development activities under sections 122A.60 and 122A.61
133.15 with this evaluation process and teachers' evaluation outcomes;

133.16 (5) may provide time during the school day and school year for peer coaching and teacher
133.17 collaboration;

133.18 (6) may include job-embedded learning opportunities such as professional learning
133.19 communities;

133.20 (7) may include mentoring and induction programs for teachers, including teachers who
133.21 are members of populations underrepresented among the licensed teachers in the district or
133.22 school and who reflect the diversity of students under section 120B.35, subdivision 3,
133.23 paragraph (b), clause (2), who are enrolled in the district or school;

133.24 (8) must include an option for teachers to develop and present a portfolio demonstrating
133.25 evidence of reflection and professional growth, consistent with section 122A.187, subdivision
133.26 3, and include teachers' own performance assessment based on student work samples and
133.27 examples of teachers' work, which may include video among other activities for the
133.28 summative evaluation;

133.29 (9) must use data from valid and reliable assessments aligned to state and local academic
133.30 standards and must use state and local measures of student growth and literacy that may
133.31 include value-added models or student learning goals to determine 35 percent of teacher
133.32 evaluation results;

134.1 (10) must use longitudinal data on student engagement and connection and other student
134.2 outcome measures explicitly aligned with the elements of curriculum for which teachers
134.3 are responsible, including academic literacy, oral academic language, and achievement of
134.4 English learners;

134.5 (11) must require qualified and trained evaluators such as school administrators to
134.6 perform summative evaluations and ensure school districts and charter schools provide for
134.7 effective evaluator training specific to teacher development and evaluation;

134.8 (12) must give teachers not meeting professional teaching standards under clauses (3)
134.9 through (11) support to improve through a teacher improvement process that includes
134.10 established goals and timelines; and

134.11 (13) must discipline a teacher for not making adequate progress in the teacher
134.12 improvement process under clause (12) that may include a last chance warning, termination,
134.13 discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline
134.14 a school administrator determines is appropriate.

134.15 Data on individual teachers generated under this subdivision are personnel data under
134.16 section 13.43. The observation and interview notes of peer coaches may only be disclosed
134.17 to other school officials with the consent of the teacher being coached.

134.18 (c) The department, in consultation with parents who may represent parent organizations
134.19 and teacher and administrator representatives appointed by their respective organizations,
134.20 representing the Professional Educator Licensing and Standards Board, the Minnesota
134.21 Association of School Administrators, the Minnesota School Boards Association, the
134.22 Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and
134.23 representatives of the Minnesota Assessment Group, the Minnesota Business Partnership,
134.24 the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with
134.25 research expertise in teacher evaluation, must create and publish a teacher evaluation process
134.26 that complies with the requirements in paragraph (b) and applies to all teachers under this
134.27 section and section 122A.40 for whom no agreement exists under paragraph (a) for an annual
134.28 teacher evaluation and peer review process. The teacher evaluation process created under
134.29 this subdivision does not create additional due process rights for probationary teachers under
134.30 subdivision 2.

134.31 (d) Consistent with the measures of teacher effectiveness under this subdivision:

134.32 (1) for students in kindergarten through grade 4, a school administrator must not place
134.33 or approve the placement of a student in the classroom of a teacher who is in the improvement
134.34 process referenced in paragraph (b), clause (12), or has not had a summative evaluation if,
135.1 in the prior year, that student was in the classroom of a teacher who received discipline
135.2 pursuant to paragraph (b), clause (13), unless no other teacher at the school teaches that
135.3 grade; and

135.4 (2) for students in grades 5 through 12, a school administrator must not place or approve
135.5 the placement of a student in the classroom of a teacher who is in the improvement process
135.6 referenced in paragraph (b), clause (12), or has not had a summative evaluation if, in the
135.7 prior year, that student was in the classroom of a teacher who received discipline pursuant
135.8 to paragraph (b), clause (13), unless no other teacher at the school teaches that subject area
135.9 and grade.

135.10 All data created and used under this paragraph retains its classification under chapter 13.

135.11 **EFFECTIVE DATE.** This section is effective July 1, 2023.

135.12 Sec. 45. Minnesota Statutes 2020, section 122A.41, subdivision 14a, is amended to read:

135.13 Subd. 14a. **Negotiated unrequested leave of absence.** (a) The school board and the
135.14 exclusive bargaining representative of the teachers must negotiate a plan providing for
135.15 unrequested leave of absence without pay or fringe benefits for as many teachers as may
135.16 be necessary because of discontinuance of position, lack of pupils, financial limitations, or
135.17 merger of classes caused by consolidation of districts.

135.18 (b) A plan may include a process to exempt up to five percent of the teachers in the
135.19 district from unrequested leave of absence or nonrenewal regardless of a teacher's
135.20 probationary status or seniority if the plan meets the requirements of subdivision 10a, and
135.21 if the board and the exclusive representative of the teachers agree in writing to the process
135.22 by October 1 of each school year.

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

135.24 Sec. 46. Minnesota Statutes 2020, section 122A.41, is amended by adding a subdivision
135.25 to read:

135.26 Subd. 14b. **Unrequested leave of absence exemption process.** (a) A plan to exempt
135.27 up to five percent of the teachers in the district from unrequested leave of absence or
135.28 nonrenewal must establish a committee to select teachers to receive the exemption. The
135.29 committee must have an equal number of representatives selected by the superintendent
135.30 and the exclusive representative, and must have at least three representatives appointed by
135.31 the superintendent and three representatives appointed by the exclusive representative.
135.32 School districts and exclusive representatives are strongly encouraged to include members
136.1 of underrepresented communities as their committee representatives. The committee must
136.2 complete comprehensive anti-racism training by a training provider approved by the
136.3 Professional Educator Licensing and Standards Board before beginning the selection process.

136.4 (b) A teacher selected for exemption from unrequested leave of absence or nonrenewal
136.5 must have demonstrated excellent teaching or professional performance, as determined by
136.6 colleagues, mentors, and administrators. In addition, the teacher must be a member of a
136.7 protected class that:

136.8 (1) is underrepresented among either (i) teachers in the district relative to the percentage
136.9 of students in the protected class enrolled in the district, or (ii) licensed teachers in Minnesota;
136.10 and

136.11 (2) has experienced systemic barriers to entering and remaining in the teaching profession,
136.12 as determined by the committee.

64.13 Sec. 10. Minnesota Statutes 2020, section 122A.41, subdivision 14a, is amended to read:

64.14 Subd. 14a. **Negotiated unrequested leave of absence.** (a) The school board and the
64.15 exclusive bargaining representative of the teachers must negotiate a plan providing for
64.16 unrequested leave of absence without pay or fringe benefits for as many teachers as may
64.17 be necessary because of discontinuance of position, lack of pupils, financial limitations, or
64.18 merger of classes caused by consolidation of districts.

64.19 (b) The plan for unrequested leave of absence must not require the school board to place
64.20 a teacher on unrequested leave of absence first based on their tier of licensure.

64.21 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements
64.22 entered into on or after July 1, 2021.

136.13 (c) The district and exclusive representative may negotiate additional criteria for the
136.14 committee to consider, including licensure tier. The committee may annually determine by
136.15 majority vote the percentage of teachers eligible for the exemption, not to exceed five percent
136.16 of teachers in the district.

136.17 (d) The committee must make final decisions and notify affected teachers no later than
136.18 February 1 of each school year. The exemption is valid for the school year in which the
136.19 exemption is granted unless the committee renews the exemption in a subsequent year. The
136.20 committee may, by majority vote, grant a teacher a two-year exemption from nonrenewal.

136.21 (e) If the committee is unable to reach a consensus regarding its selections, the committee
136.22 must vote on each candidate for the exemption. The candidates receiving the most votes
136.23 must be granted the exemption until the number of teachers receiving the exemption reaches
136.24 the lower of five percent of the teachers in the district or the percentage determined by
136.25 majority vote of the committee.

136.26 (f) Data on individual teachers collected, created, received, maintained, or disseminated
136.27 by the committee are private personnel data pursuant to section 13.43.

136.28 (g) A dispute over violations of procedures under this section is subject to the grievance
136.29 procedure in the applicable collective bargaining agreement.

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

137.1 Sec. 47. **[122A.59] COME TEACH IN MINNESOTA HIRING BONUSES.**

137.2 Subdivision 1. **Purpose.** This section establishes a program to support districts and
137.3 schools recruiting and offering hiring bonuses for licensed teachers who are American
137.4 Indian or a person of color from another state or country in order to meet staffing needs in
137.5 shortage areas in economic development regions in Minnesota.

137.6 Subd. 2. **Eligibility.** A district or school must verify that the hiring bonus is given to
137.7 teachers licensed in another state who:

64.23 Sec. 11. Minnesota Statutes 2020, section 122A.41, is amended by adding a subdivision
64.24 to read:

64.25 Subd. 16. **Hiring and dismissal.** (a) A school district must not give preference in the
64.26 hiring or dismissal of a teacher based on the teacher's seniority.

64.27 (b) A school district must report all new teacher hires and terminations, including layoffs,
64.28 by race and ethnicity annually to the Professional Educator Licensing and Standards Board.
64.29 The report must not include data that would personally identify individuals.

64.30 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements
64.31 entered into on or after July 1, 2021.

65.1 Sec. 12. **[122A.59] COME TEACH IN MINNESOTA HIRING BONUSES.**

65.2 Subdivision 1. **Purpose.** This section establishes a program to support districts and
65.3 schools recruiting and offering hiring bonuses for licensed teachers who are American
65.4 Indian or a person of color from another state or country in order to meet staffing needs in
65.5 shortage areas in economic development regions in Minnesota.

65.6 Subd. 2. **Eligibility.** A district or school must verify that the hiring bonus is given to
65.7 teachers licensed in another state who:

137.8 (1) qualify for a Tier 3 or Tier 4 Minnesota license;

137.9 (2) have moved to the economic development region in Minnesota where they were

137.10 hired; and

137.11 (3) belong to a racial or ethnic group that is underrepresented among teachers compared

137.12 to students in the district or school under section 120B.35, subdivision 3, paragraph (b),

137.13 clause (2).

137.14 Subd. 3. **Bonus amount.** A district or school may offer a signing and retention bonus

137.15 of a minimum of \$2,500 and a maximum of \$5,000 to a teacher who meets the eligibility

137.16 requirements. A teacher who meets the eligibility requirements and meets a licensure shortage

137.17 area in the economic development region of the state where the school is located may be

137.18 offered a signing bonus of a minimum of \$4,000 and a maximum of \$8,000. A teacher must

137.19 be paid half of the bonus when starting employment and half after completing four years

137.20 of service in the hiring district or school if the teacher has demonstrated teaching effectiveness

137.21 and is not on a professional improvement plan under section 122A.40, subdivision 8,

137.22 paragraph (b), clause (12) or (13), or section 122A.41, subdivision 5, paragraph (b), clause

137.23 (12) or (13), or is not being considered for termination under section 122A.40, subdivision

137.24 9. A teacher who does not complete their first school year upon receiving a hiring bonus

137.25 must repay the hiring bonus.

137.26 Subd. 4. **Administration.** The commissioner must establish a process for districts or

137.27 schools to seek reimbursement for hiring bonuses given to teachers in shortage areas moving

137.28 to and working in Minnesota schools experiencing specific shortages. The commissioner

137.29 must provide guidance for districts to seek repayment of a hiring bonus from a teacher who

137.30 does not complete the first year of employment. The department may conduct a pilot program

137.31 with a small number of teachers during the 2022-2023 biennium to establish feasibility.

137.32 The department must submit a report by December 1, 2022, to the chairs and ranking minority

137.33 members of the legislative committees with jurisdiction over kindergarten through grade

138.1 12 education detailing the effectiveness of the program and recommendations for

138.2 improvement in future years.

138.3 Subd. 5. **Account established.** A Come Teach in Minnesota Hiring Bonus program

138.4 account is created in the special revenue fund for depositing money appropriated to or

138.5 received by the department for this program. Money deposited in the account is appropriated

138.6 to the commissioner, does not cancel, and is continuously available for reimbursements to

138.7 districts under this section.

138.8 **EFFECTIVE DATE.** This section applies to teacher contracts entered into on or after

138.9 July 1, 2021.

65.8 (1) qualify for a Tier 3 or Tier 4 Minnesota license;

65.9 (2) have moved to the economic development region in Minnesota where they were

65.10 hired; and

65.11 (3) belong to a racial or ethnic group that is underrepresented among teachers compared

65.12 to students in the district or school under section 120B.35, subdivision 3, paragraph (b),

65.13 clause (2).

65.14 Subd. 3. **Bonus amount.** A district or school may offer a signing and retention bonus

65.15 of a minimum of \$2,500 and a maximum of \$5,000 to a teacher who meets the eligibility

65.16 requirements. A teacher who meets eligibility requirements and meets a licensure shortage

65.17 area in the economic development region of the state where the school is located may be

65.18 offered a signing bonus of a minimum of \$4,000 and a maximum of \$8,000. A teacher must

65.19 be paid half of the bonus when starting employment and half after completing four years

65.20 of service in the hiring district or school if they have demonstrated teaching effectiveness

65.21 and are not on a professional improvement plan under section 122A.40, subdivision 8,

65.22 paragraph (b), clause (12) or (13), or are being considered for termination under section

65.23 122A.40, subdivision 9. A teacher who does not complete their first school year upon

65.24 receiving a hiring bonus must repay the hiring bonus. The maximum bonus amounts listed

65.25 in this section are only for purposes of reimbursement under subdivision 4. A district may

65.26 include a signing and retention bonus in its achievement and integration plan under section

65.27 124D.861, subdivision 2.

65.28 Subd. 4. **Administration.** The commissioner must establish a process for districts or

65.29 schools to seek reimbursement for hiring bonuses given to teachers in shortage areas moving

65.30 to and working in Minnesota schools experiencing specific shortages. The commissioner

65.31 must provide guidance for districts to seek repayment of a hiring bonus from a teacher who

65.32 does not complete their first year of employment. The department may conduct a pilot

65.33 program with a small number of teachers during the 2022-2023 biennium to establish

65.34 feasibility. The department must submit a report by December 1, 2022, to the chairs and

66.1 ranking minority members of the legislative committees having jurisdiction over K-12

66.2 education detailing the effectiveness of the program and recommendations for improvement

66.3 in future years.

66.4 **EFFECTIVE DATE.** This section applies to teacher contracts entered into on or after

66.5 July 1, 2021.

138.10 Sec. 48. Minnesota Statutes 2020, section 122A.61, subdivision 1, is amended to read:

138.11 Subdivision 1. **Staff development revenue.** (a) A district is required to reserve an amount
138.12 equal to at least two percent of the basic revenue under section 126C.10, subdivision 2, for:

138.13 (1) teacher development and evaluation under section 122A.40, subdivision 8, or 122A.41,
138.14 subdivision 5;

138.15 (2) principal development and evaluation under section 123B.147, subdivision 3;

138.16 (3) professional development under section 122A.60; ~~and~~

138.17 (4) in-service education for programs under section 120B.22, subdivision 2; and

138.18 (5) teacher mentorship under section 122A.70, subdivision 1.

138.19 (b) To the extent extra funds remain, staff development revenue may be used for staff
138.20 development plans, including plans for challenging instructional activities and experiences
138.21 under section 122A.60, and for curriculum development and programs, other in-service
138.22 education, ~~teachers' mentoring under section 122A.70 and evaluation,~~ teachers' workshops,
138.23 teacher conferences, the cost of substitute teachers for staff development purposes, preservice
138.24 and in-service education for special education professionals and paraprofessionals, and
138.25 other related costs for staff development efforts.

138.26 (c) A district may annually waive the requirement to reserve their basic revenue under
138.27 this section if a majority vote of the licensed teachers in the district and a majority vote of
138.28 the school board agree to a resolution to waive the requirement. A district in statutory
138.29 operating debt is exempt from reserving basic revenue according to this section. Districts
138.30 may expend an additional amount of unreserved revenue for staff development based on
138.31 their needs.

138.32 **EFFECTIVE DATE.** This section is effective July 1, 2021.

139.1 Sec. 49. Minnesota Statutes 2020, section 122A.63, subdivision 6, is amended to read:

139.2 Subd. 6. ~~Eligibility for scholarships~~ **Eligible students.** ~~(a) The following American~~
139.3 ~~Indian people are eligible for scholarships~~ An eligible student is a person who:

139.4 ~~(1) a student having~~ has origins in any of the original peoples of North America and
139.5 ~~maintaining~~ maintains cultural identification through tribal affiliation or community
139.6 recognition; and

139.7 (2) is:

139.8 (i) a student, including a teacher aide employed by a district receiving a joint grant or
139.9 their contracted partner school, who intends to become a teacher or ~~who~~ is interested in the
139.10 field of education, ~~and who is enrolled in a postsecondary institution or their contracted~~
139.11 ~~partner institutions receiving a joint grant;~~

66.6 Sec. 13. Minnesota Statutes 2020, section 122A.61, subdivision 1, is amended to read:

66.7 Subdivision 1. **Staff development revenue.** (a) A district is required to reserve an amount
66.8 equal to at least two percent of the basic revenue under section 126C.10, subdivision 2, for:

66.9 (1) teacher development and evaluation under section 122A.40, subdivision 8, or 122A.41,
66.10 subdivision 5;

66.11 (2) principal development and evaluation under section 123B.147, subdivision 3;

66.12 (3) professional development under section 122A.60; ~~and~~

66.13 (4) in-service education for programs under section 120B.22, subdivision 2; and

66.14 (5) teacher mentorship under section 122A.70, subdivision 1.

66.15 (b) To the extent extra funds remain, staff development revenue may be used for staff
66.16 development plans, including plans for challenging instructional activities and experiences
66.17 under section 122A.60, and for curriculum development and programs, other in-service
66.18 education, ~~teachers' mentoring under section 122A.70 and evaluation,~~ teachers' workshops,
66.19 teacher conferences, the cost of substitute teachers for staff development purposes, preservice
66.20 and in-service education for special education professionals and paraprofessionals, and
66.21 other related costs for staff development efforts.

66.22 (c) A district may annually waive the requirement to reserve their basic revenue under
66.23 this section if a majority vote of the licensed teachers in the district and a majority vote of
66.24 the school board agree to a resolution to waive the requirement. A district in statutory
66.25 operating debt is exempt from reserving basic revenue according to this section. Districts
66.26 may expend an additional amount of unreserved revenue for staff development based on
66.27 their needs.

139.12 ~~(2)~~ (ii) a licensed employee of a district receiving a joint grant or a contracted partner
 139.13 institution, who is enrolled in a master of education program; ~~and~~ or

139.14 ~~(4)~~ (iii) a student who, after applying for federal and state financial aid and an American
 139.15 Indian scholarship according to section 136A.126, has financial needs that remain unmet.
 139.16 Financial need must be determined according to the congressional methodology for needs
 139.17 determination or as otherwise set in federal law.

139.18 (b) Priority must be given first to a student eligible students who ~~is~~ are tribally enrolled
 139.19 in a federally or state recognized Tribe and then to first- and second-generation descendants.

139.20 Sec. 50. Minnesota Statutes 2020, section 122A.63, subdivision 9, is amended to read:

139.21 Subd. 9. **Eligible programming.** (a) The grantee institutions ~~and their contracted partner~~
 139.22 ~~institutions~~ may provide scholarships to eligible students progressing toward educational
 139.23 goals in any area of teacher licensure, including an associate's, bachelor's, master's, or
 139.24 doctoral degree in the following:

139.25 (1) any educational certification necessary for employment;

139.26 (2) early childhood family education or prekindergarten licensure;

139.27 (3) elementary and secondary education;

139.28 (4) school administration; or

139.29 (5) any educational program that provides services to American Indian students in
 139.30 prekindergarten through grade 12.

140.1 (b) Scholarships may be used to cover an eligible student's cost of attendance under
 140.2 section 136A.126, subdivision 3.

140.3 ~~(b)~~ (c) For purposes of recruitment, the grantees or their contracted partner institutions
 140.4 must agree to work with their respective organizations to hire an American Indian work-study
 140.5 student or other American Indian staff to conduct initial information queries and to contact
 140.6 persons working in schools to provide programming regarding education professions to
 140.7 high school students who may be interested in education as a profession.

140.8 ~~(c)~~ (d) At least 80 percent of the grants awarded under this section must be used for
 140.9 student scholarships. No more than 20 percent of the grants awarded under this section may
 140.10 be used for recruitment or administration of the student scholarships.

66.28 Sec. 14. Minnesota Statutes 2020, section 122A.635, subdivision 1, is amended to read:

66.29 Subdivision 1. **Establishment.** The Professional Educator Licensing and Standards
 66.30 Board must award competitive grants to increase the number of teacher candidates of color
 66.31 or who are American Indian, and meet the requirements for a Tier 1, 2, or 3 license under
 67.1 section 122A.181, 122A.182, or 122A.183. Eligibility for a grant under this section is limited

67.2 to ~~public or private higher education institutions that offer a teacher preparation program~~
67.3 ~~approved by the Professional Educator Licensing and Standards Board~~ programs, including
67.4 alternative teacher preparation programs, located in Minnesota.

67.5 Sec. 15. Minnesota Statutes 2020, section 122A.635, subdivision 2, is amended to read:

67.6 Subd. 2. **Competitive grants.** (a) The Professional Educator Licensing and Standards
67.7 Board must award competitive grants under this section based on the following criteria:

67.8 (1) the number or percentage of teacher candidates being supported in the program who
67.9 are of color or who are American Indian;

67.10 (2) program outcomes, including graduation or program completion rates, licensure
67.11 rates, and placement rates and, for each outcome measure, the number of those teacher
67.12 candidates of color or who are American Indian; and

67.13 (3) the percent of racially and ethnically diverse teacher candidates enrolled in the
67.14 institution compared to:

67.15 (i) the total percent of students of color and American Indian students enrolled at the
67.16 institution, regardless of major; and

67.17 (ii) the percent of underrepresented racially and ethnically diverse teachers in the
67.18 economic development region of the state where the institution is located and where a
67.19 shortage of diverse teachers exists, as reported under section 122A.091, subdivision 5.

67.20 ~~(b) The board must give priority in awarding grants under this section to institutions that~~
67.21 ~~received grants under Laws 2017, First Special Session chapter 5, article 2, section 57,~~
67.22 ~~subdivision 27, and have demonstrated continuing success at recruiting, retaining, graduating,~~
67.23 ~~and inducting teacher candidates of color or who are American Indian. If the board awards~~
67.24 ~~a competitive grant based on the criteria in paragraph (a) to a program that has not previously~~
67.25 ~~received funding, the board must thereafter give priority to the program equivalent to other~~
67.26 ~~programs given priority under this paragraph.~~

67.27 ~~(b)~~ (b) The board must determine award amounts for maintenance and expansion of
67.28 programs based on the number of candidates supported by an applicant program, sustaining
67.29 support for those candidates, and funds available.

140.11 Sec. 51. Minnesota Statutes 2020, section 122A.635, subdivision 3, is amended to read:

140.12 Subd. 3. **Grant program administration.** The Professional Educator Licensing and
140.13 Standards Board may enter into an interagency agreement with the Office of Higher
140.14 Education. The agreement may include a transfer of funds to the Office of Higher Education
140.15 to help establish and administer the competitive grant process. The board must award grants
140.16 to institutions located in various economic development regions throughout the state, but
140.17 must not predetermine the number of institutions to be awarded grants under this section
140.18 or set a limit for the amount that any one institution may receive as part of the competitive
140.19 grant application process. All grants must be awarded by August 15 of the fiscal year in

140.20 which the grants are to be used ~~except that, for initial competitive grants awarded for fiscal~~
140.21 ~~year 2020, grants must be awarded by September 15.~~ Grants awarded after fiscal year 2021
140.22 must be awarded for a two-year grant period. An institution that receives a grant under this
140.23 section may use the grant funds over a two- to four-year period to support teacher candidates.

140.24 Sec. 52. Minnesota Statutes 2020, section 122A.635, subdivision 4, is amended to read:

140.25 Subd. 4. **Report.** (a) By ~~January 15~~ June 30 of each year, an institution awarded a grant
140.26 under this section must prepare for the legislature and the board a detailed report regarding
140.27 the expenditure of grant funds, including the amounts used to recruit, retain, and induct
140.28 teacher candidates of color or who are American Indian. The report must include the total
140.29 number of teacher candidates of color, disaggregated by race or ethnic group, who are
140.30 recruited to the institution, are newly admitted to the licensure program, are enrolled in the
140.31 licensure program, have completed student teaching, have graduated, are licensed, and are
140.32 newly employed as Minnesota teachers in their licensure field. A grant recipient must report
140.33 the total number of teacher candidates of color or who are American Indian at each stage
141.1 from recruitment to licensed teaching as a percentage of total candidates seeking the same
141.2 licensure at the institution.

141.3 (b) ~~By September 1 of each year,~~ the board must post a report on its website summarizing
141.4 the activities and outcomes of grant recipients and results that promote sharing of effective
141.5 practices among grant recipients.

141.6 Sec. 53. Minnesota Statutes 2020, section 122A.70, is amended to read:

141.7 **122A.70 TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE**
141.8 **TEACHERS.**

141.9 Subdivision 1. **Teacher mentoring, induction, and retention programs.** (a) School
141.10 districts ~~are encouraged to~~ must develop teacher mentoring programs for teachers new to
141.11 the profession or district, including teaching residents, teachers of color, teachers who are
141.12 American Indian, teachers in license shortage areas, teachers with special needs, or
141.13 experienced teachers in need of peer coaching.

141.14 (b) Teacher mentoring programs must be included in or aligned with districts' teacher
141.15 evaluation and peer review processes under sections 122A.40, subdivision 8, and 122A.41,
141.16 subdivision 5. A district may use staff development revenue under section 122A.61, special
141.17 grant programs established by the legislature, or another funding source to pay a stipend to
141.18 a mentor who may be a current or former teacher who has taught at least three years and is
141.19 not on an improvement plan. Other initiatives using such funds or funds available under
141.20 sections 124D.861 and 124D.862 may include:

141.21 (1) additional stipends as incentives to mentors of color or who are American Indian;

141.22 (2) financial supports for professional learning community affinity groups across schools
141.23 within and between districts for teachers from underrepresented racial and ethnic groups to
141.24 come together throughout the school year. For purposes of this section, "affinity groups"

68.1 Sec. 16. Minnesota Statutes 2020, section 122A.70, is amended to read:

68.2 **122A.70 TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE**
68.3 **TEACHERS.**

68.4 Subdivision 1. **Teacher mentoring, induction, and retention programs.** (a) School
68.5 districts ~~are encouraged to~~ must develop teacher mentoring programs for teachers new to
68.6 the profession or district, including teaching residents, teachers of color, teachers who are
68.7 American Indian, teachers in license shortage areas, teachers with special needs, or
68.8 experienced teachers in need of peer coaching.

68.9 (b) Teacher mentoring programs must be included in or aligned with districts' teacher
68.10 evaluation and peer review processes under sections 122A.40, subdivision 8, and 122A.41,
68.11 subdivision 5. A district may use staff development revenue under section 122A.61, special
68.12 grant programs established by the legislature, or another funding source to pay a stipend to
68.13 a mentor who may be a current or former teacher who has taught at least three years and is
68.14 not on an improvement plan. Other initiatives using such funds or funds available under
68.15 sections 124D.861 and 124D.862 may include:

68.16 (1) additional stipends as incentives to mentors of color or who are American Indian;

68.17 (2) financial supports for professional learning community affinity groups across schools
68.18 within and between districts for teachers from underrepresented racial and ethnic groups to
68.19 come together throughout the school year. For purposes of this section, "affinity groups"

141.25 are groups of educators who share a common racial or ethnic identity in society as persons
141.26 of color or who are American Indian;

141.27 (3) programs for induction aligned with the district or school mentorship program during
141.28 the first three years of teaching, especially for teachers from underrepresented racial and
141.29 ethnic groups; or

141.30 (4) grants supporting licensed and nonlicensed educator participation in professional
141.31 development, such as workshops and graduate courses, related to increasing student
141.32 achievement for students of color and American Indian students in order to close opportunity
141.33 and achievement gaps.

142.1 (c) A school or district that receives a grant must negotiate additional retention strategies
142.2 or protection from unrequested leave of absences in the beginning years of employment for
142.3 teachers of color and teachers who are American Indian. Retention strategies may include
142.4 providing financial incentives for teachers of color and teachers who are American Indian
142.5 to work in the school or district for at least five years and placing American Indian educators
142.6 at sites with other American Indian educators and educators of color at sites with other
142.7 educators of color to reduce isolation and increase opportunity for collegial support.

142.8 Subd. 2. ~~Applications Board grants.~~ The Professional Educator Licensing and Standards
142.9 Board must make grant application forms available to sites interested in developing or
142.10 expanding a mentorship program. A school district; a group of school districts; a coalition
142.11 of districts, teachers, and teacher education institutions; or a coalition of schools, teachers,
142.12 or nonlicensed educators may apply for a program grant. The Professional Educator Licensing
142.13 and Standards Board, in consultation with the teacher mentoring task force, must approve
142.14 or disapprove the applications. To the extent possible, the approved applications must reflect
142.15 effective mentoring, professional development, and retention components, and be
142.16 geographically distributed throughout the state. The Professional Educator Licensing and
142.17 Standards Board must encourage the selected sites to consider the use of its assessment
142.18 procedures.

142.19 Subd. 3. **Criteria for selection.** At a minimum, applicants for grants under subdivision
142.20 2 must express commitment to:

142.21 (1) allow staff participation;

142.22 (2) assess skills of both beginning and mentor teachers;

142.23 (3) provide appropriate in-service to needs identified in the assessment;

142.24 (4) provide leadership to the effort;

142.25 (5) cooperate with higher education institutions;

142.26 (6) provide facilities and other resources;

142.27 (7) share findings, materials, and techniques with other school districts; and

68.20 are groups of educators who share a common racial or ethnic identity in society as persons
68.21 of color or who are American Indian;

68.22 (3) programs for induction aligned with the district or school mentorship program during
68.23 the first three years of teaching, especially for teachers from underrepresented racial and
68.24 ethnic groups; or

68.25 (4) grants supporting licensed and nonlicensed educator participation in professional
68.26 development, such as workshops and graduate courses, related to increasing student
68.27 achievement for students of color and American Indian students in order to close opportunity
68.28 and achievement gaps.

68.29 (c) A school or district that receives a grant must negotiate additional retention strategies
68.30 or protection from unrequested leave of absences in the beginning years of employment for
68.31 teachers of color and teachers who are American Indian. Retention strategies may include
68.32 providing financial incentives for teachers of color and teachers who are American Indian
68.33 to work in the school or district for at least five years and placing American Indian educators
69.1 at sites with other American Indian educators and educators of color at sites with other
69.2 educators of color to reduce isolation and increase opportunity for collegial support.

69.3 Subd. 2. ~~Applications Board grants.~~ The Professional Educator Licensing and Standards
69.4 Board must make grant application forms available to sites interested in developing or
69.5 expanding a mentorship program. A school district; a group of school districts; a coalition
69.6 of districts, teachers, and teacher education institutions; or a coalition of schools, teachers,
69.7 or nonlicensed educators may apply for a program grant. The Professional Educator Licensing
69.8 and Standards Board, in consultation with the teacher mentoring task force, must approve
69.9 or disapprove the applications. To the extent possible, the approved applications must reflect
69.10 effective mentoring, professional development, and retention components, and be
69.11 geographically distributed throughout the state. The Professional Educator Licensing and
69.12 Standards Board must encourage the selected sites to consider the use of its assessment
69.13 procedures.

69.14 Subd. 3. **Criteria for selection.** At a minimum, applicants for grants under subdivision
69.15 2 must express commitment to:

69.16 (1) allow staff participation;

69.17 (2) assess skills of both beginning and mentor teachers;

69.18 (3) provide appropriate in-service to needs identified in the assessment;

69.19 (4) provide leadership to the effort;

69.20 (5) cooperate with higher education institutions;

69.21 (6) provide facilities and other resources;

69.22 (7) share findings, materials, and techniques with other school districts; and

142.28 (8) retain teachers of color and teachers who are American Indian.

142.29 Subd. 4. **Additional funding.** Grant applicants ~~are required to~~ must seek additional
142.30 funding and assistance from sources such as school districts, postsecondary institutions,
142.31 foundations, and the private sector.

143.1 Subd. 5. **Program implementation.** New and expanding mentorship sites that ~~are funded~~
143.2 receive a board grant under subdivision 2 to design, develop, implement, and evaluate their
143.3 program must participate in activities that support program development and implementation.
143.4 ~~The Professional Educator Licensing and Standards Board must provide resources and~~
143.5 ~~assistance to support new sites in their program efforts. These activities and services may~~
143.6 ~~include, but are not limited to: planning, planning guides, media, training, conferences,~~
143.7 ~~institutes, and regional and statewide networking meetings. Nonfunded schools or districts~~
143.8 ~~interested in getting started may participate. Fees may be charged for meals, materials, and~~
143.9 ~~the like.~~

143.10 Subd. 6. **Report.** By June 30 of each year after receiving a grant, recipients must submit
143.11 a report to the Professional Educator Licensing and Standards Board on program efforts
143.12 that describes mentoring and induction activities and assesses the impact of these programs
143.13 on teacher effectiveness and retention.

143.14 **EFFECTIVE DATE.** This section is effective July 1, 2021.

143.15 Sec. 54. Minnesota Statutes 2020, section 122A.76, is amended to read:

143.16 **122A.76 STATEWIDE CONCURRENT ENROLLMENT TEACHER TRAINING**
143.17 **PROGRAM PARTNERSHIP.**

143.18 Subdivision 1. **Definition.** (a) For purposes of this section, the following terms have the
143.19 meanings given them.

143.20 (b) "~~Northwest Regional Partnership~~" "Concurrent Enrollment Teacher Partnership"
143.21 means a voluntary association of the Lakes Country Service Cooperative, the Northwest
143.22 Service Cooperative, ~~and the Metropolitan Education Cooperative Service Unit~~, Minnesota
143.23 State University-Moorhead, and other interested Minnesota State Colleges and Universities
143.24 that works work together to provide coordinated higher learning opportunities for teachers.

143.25 (c) "~~State Partnership~~" means a voluntary association of the Northwest Regional
143.26 Partnership and the Metropolitan Educational Cooperative Service Unit.

143.27 ~~(d)~~ "Eligible postsecondary institution" means a public or private postsecondary institution
143.28 that awards graduate credits.

143.29 ~~(e)~~ (d) "Eligible teacher" means a licensed teacher of ~~secondary school~~ courses for
143.30 postsecondary credit.

69.23 (8) retain teachers of color and teachers who are American Indian.

69.24 Subd. 4. **Additional funding.** Grant applicants ~~are required to~~ must seek additional
69.25 funding and assistance from sources such as school districts, postsecondary institutions,
69.26 foundations, and the private sector.

69.27 Subd. 5. **Program implementation.** New and expanding mentorship sites that ~~are funded~~
69.28 receive a board grant under subdivision 2 to design, develop, implement, and evaluate their
69.29 program must participate in activities that support program development and implementation.
69.30 ~~The Professional Educator Licensing and Standards Board must provide resources and~~
69.31 ~~assistance to support new sites in their program efforts. These activities and services may~~
69.32 ~~include, but are not limited to: planning, planning guides, media, training, conferences,~~
70.1 ~~institutes, and regional and statewide networking meetings. Nonfunded schools or districts~~
70.2 ~~interested in getting started may participate. Fees may be charged for meals, materials, and~~
70.3 ~~the like.~~

70.4 Subd. 6. **Report.** By June 30 of each year after receiving a grant, recipients must submit
70.5 a report to the Professional Educator Licensing and Standards Board on program efforts
70.6 that describes mentoring and induction activities and assesses the impact of these programs
70.7 on teacher effectiveness and retention.

70.8 Sec. 17. Minnesota Statutes 2020, section 122A.76, is amended to read:

70.9 **122A.76 STATEWIDE CONCURRENT ENROLLMENT TEACHER TRAINING**
70.10 **PROGRAM PARTNERSHIP.**

70.11 Subdivision 1. **Definition.** (a) For purposes of this section, the following terms have the
70.12 meanings given them.

70.13 (b) "~~Northwest Regional Partnership~~" "Concurrent Enrollment Teacher Partnership"
70.14 means a voluntary association of the Lakes Country Service Cooperative, the Northwest
70.15 Service Cooperative, ~~and the Metropolitan Education Cooperative Service Unit~~, Minnesota
70.16 State University-Moorhead, and other interested Minnesota state colleges and universities
70.17 that works work together to provide coordinated higher learning opportunities for teachers.

70.18 (c) "~~State Partnership~~" means a voluntary association of the Northwest Regional
70.19 Partnership and the Metropolitan Educational Cooperative Service Unit.

70.20 ~~(d)~~ "Eligible postsecondary institution" means a public or private postsecondary institution
70.21 that awards graduate credits.

70.22 ~~(e)~~ (d) "Eligible teacher" means a licensed teacher of ~~secondary school~~ courses for
70.23 postsecondary credit.

143.31 Subd. 1a. **Fiscal host.** Lakes Country Service Cooperative is the fiscal host for the
143.32 Concurrent Enrollment Teacher Partnership.

144.1 Subd. 2. **Establishment.** (a) ~~Lakes Country Service Cooperative, in consultation with~~
144.2 ~~the Northwest Service Cooperative, The Concurrent Enrollment Teacher Partnership may~~
144.3 develop a continuing education program to allow eligible teachers to attain the requisite
144.4 graduate credits necessary to be qualified to teach secondary school courses for postsecondary
144.5 credit.

144.6 (b) ~~If established, the State Partnership~~ The Concurrent Enrollment Teacher Partnership
144.7 must contract with one or more eligible postsecondary institutions to establish a ~~continuing~~
144.8 ~~education-credit~~ program to allow eligible teachers to attain sufficient graduate credits to
144.9 qualify to teach ~~secondary school~~ courses for postsecondary credit. Members of the ~~State~~
144.10 Concurrent Enrollment Teacher Partnership must work to eliminate duplication of service
144.11 and develop the ~~continuing education-credit~~ program efficiently and cost-effectively.

144.12 Subd. 3. **Curriculum development.** The ~~continuing education~~ program must use flexible
144.13 delivery models, such as an online education curriculum, that allow eligible secondary
144.14 school teachers to attain graduate credit at a reduced credit rate. Information about the
144.15 curriculum, including course length and course requirements, must be posted on the website
144.16 of the eligible institution offering the course at least two weeks before eligible teachers are
144.17 required to register for courses ~~in the continuing education program.~~

144.18 Subd. 4. **Funding for course participation; course development; scholarships;**
144.19 **stipends participation incentives.** (a) Lakes Country Service Cooperative, in consultation
144.20 with the other members of the ~~Northwest Regional~~ Concurrent Enrollment Teacher
144.21 Partnership, shall: must

144.22 ~~(1) provide funding for course development~~ eligible teachers to participate in the program
144.23 for up to 18 credits in applicable postsecondary subject areas;

144.24 ~~(2) provide scholarships for eligible teachers to enroll in the continuing education~~
144.25 ~~program; and~~

144.26 ~~(3) develop criteria for awarding educator stipends on a per-credit basis to incentivize~~
144.27 ~~participation in the continuing education program.~~

144.28 (b) ~~If established, the State Partnership must:~~

144.29 ~~(1) provide funding for course development for up to 18 credits in applicable~~
144.30 ~~postsecondary subject areas;~~

144.31 ~~(2) provide scholarships for eligible teachers to enroll in the continuing education~~
144.32 ~~program; and~~

145.1 ~~(3) develop criteria for awarding educator stipends on a per-credit basis to incentivize~~
145.2 ~~participation in the continuing education program.~~

70.24 Subd. 1a. **Fiscal host.** Lakes Country Service Cooperative is the fiscal host for the
70.25 Concurrent Enrollment Teacher Partnership.

70.26 Subd. 2. **Establishment.** (a) ~~Lakes Country Service Cooperative, in consultation with~~
70.27 ~~the Northwest Service Cooperative, The Concurrent Enrollment Teacher Partnership may~~
70.28 develop a continuing education program to allow eligible teachers to attain the requisite
70.29 graduate credits necessary to be qualified to teach ~~secondary school~~ courses for postsecondary
70.30 credit.

70.31 (b) ~~If established, the State Partnership~~ The Concurrent Enrollment Teacher Partnership
70.32 must contract with one or more eligible postsecondary institutions to establish a ~~continuing~~
71.1 ~~education-credit~~ program to allow eligible teachers to attain sufficient graduate credits to
71.2 qualify to teach ~~secondary school~~ courses for postsecondary credit. Members of the ~~State~~
71.3 Concurrent Enrollment Teacher Partnership must work to eliminate duplication of service
71.4 and develop the ~~continuing education-credit~~ program efficiently and cost-effectively.

71.5 Subd. 3. **Curriculum development.** The ~~continuing education~~ program must use flexible
71.6 delivery models, such as an online education curriculum, that allow eligible secondary
71.7 school teachers to attain graduate credit at a reduced credit rate. Information about the
71.8 curriculum, including course length and course requirements, must be posted on the website
71.9 of the eligible institution offering the course at least two weeks before eligible teachers are
71.10 required to register for courses ~~in the continuing education program.~~

71.11 Subd. 4. **Funding for course participation; course development; scholarships;**
71.12 **stipends participation incentives.** (a) Lakes Country Service Cooperative, in consultation
71.13 with the other members of the ~~Northwest Regional~~ Concurrent Enrollment Teacher
71.14 Partnership, shall: must

71.15 ~~(1) provide funding for course development~~ eligible teachers to participate in the program
71.16 for up to 18 credits in applicable postsecondary subject areas;

71.17 ~~(2) provide scholarships for eligible teachers to enroll in the continuing education~~
71.18 ~~program; and~~

71.19 ~~(3) develop criteria for awarding educator stipends on a per-credit basis to incentivize~~
71.20 ~~participation in the continuing education program.~~

71.21 (b) ~~If established, the State Partnership must:~~

71.22 ~~(1) provide funding for course development for up to 18 credits in applicable~~
71.23 ~~postsecondary subject areas;~~

71.24 ~~(2) provide scholarships for eligible teachers to enroll in the continuing education~~
71.25 ~~program; and~~

71.26 ~~(3) develop criteria for awarding educator stipends on a per-credit basis to incentivize~~
71.27 ~~participation in the continuing education program.~~

145.3 (b) The Concurrent Enrollment Teacher Partnership may:
145.4 (1) provide funding for course development in applicable postsecondary subject areas;
145.5 (2) work with school districts to develop incentives for teachers to participate in the
145.6 program; and
145.7 (3) enroll college faculty, as space permits, and provide financial assistance if state aid
145.8 remains available.

145.9 Subd. 5. **Private funding.** The partnerships may receive private resources to supplement
145.10 the available public money. ~~All money received in fiscal year 2017 shall be administered~~
145.11 ~~by the Lakes Country Service Cooperative. All money received in fiscal year 2018 and later~~
145.12 ~~shall be administered by the State Partnership.~~

145.13 Subd. 6. **Report required.** ~~(a) The Northwest Regional Partnership must submit a report~~
145.14 ~~by January 15, 2018, on the progress of its activities to the legislature, commissioner of~~
145.15 ~~education, and Board of Trustees of the Minnesota State Colleges and Universities. The~~
145.16 ~~report shall contain a financial report for the preceding year.~~

145.17 ~~(b) If established, the State~~ The Concurrent Enrollment Teacher Partnership must submit
145.18 an annual joint report to the legislature and the Office of Higher Education by January 15
145.19 of each year on the progress of its activities. The report must include the number of teachers
145.20 participating in the program, the geographic location of the teachers, the number of credits
145.21 earned, and the subject areas of the courses in which participants earned credit. The report
145.22 must include a financial report for the preceding year.

145.23 **EFFECTIVE DATE.** This section is effective July 1, 2021.

71.28 (b) The Concurrent Enrollment Teacher Partnership may:
71.29 (1) provide funding for course development in applicable postsecondary subject areas;
71.30 (2) work with school districts to develop incentives for teachers to participate in the
71.31 program; and
72.1 (3) enroll college faculty, as space permits, and provide financial assistance if state aid
72.2 remains available.

72.3 Subd. 5. **Private funding.** The partnerships may receive private resources to supplement
72.4 the available public money. ~~All money received in fiscal year 2017 shall be administered~~
72.5 ~~by the Lakes Country Service Cooperative. All money received in fiscal year 2018 and later~~
72.6 ~~shall be administered by the State Partnership.~~

72.7 Subd. 6. **Report required.** ~~(a) The Northwest Regional Partnership must submit a report~~
72.8 ~~by January 15, 2018, on the progress of its activities to the legislature, commissioner of~~
72.9 ~~education, and Board of Trustees of the Minnesota State Colleges and Universities. The~~
72.10 ~~report shall contain a financial report for the preceding year.~~

72.11 ~~(b) If established, the State~~ The Concurrent Enrollment Teacher Partnership must submit
72.12 an annual joint report to the legislature and the Office of Higher Education by January 15
72.13 of each year on the progress of its activities. The report must include the number of teachers
72.14 participating in the program, the geographic location of the teachers, the number of credits
72.15 earned, and the subject areas of the courses in which participants earned credit. The report
72.16 must include a financial report for the preceding year.

72.17 Sec. 18. **[122A.85] TEACHER AND CLASSROOM SAFETY CODED ELSEWHERE.**
72.18 Subdivision 1. **Scope.** The sections referred to in subdivisions 2 to 5 are codified outside
72.19 this section. Those sections include many but not all the sections governing teacher and
72.20 classroom safety.

72.21 Subd. 2. **Dismissal and disciplinary report to the commissioner.** A teacher who was
72.22 physically assaulted by a student must receive a copy of the report to the commissioner
72.23 under section 121A.53.

72.24 Subd. 3. **Discipline and removal of students from class.** A student must be removed
72.25 from class immediately if the student engages in assault or violent behavior under section
72.26 121A.61.

72.27 Subd. 4. **Teachers' and paraprofessionals' legitimate educational interest.** (a) A
72.28 teacher has a legitimate educational interest in knowing which students placed in their

145.24 Sec. 55. Minnesota Statutes 2020, section 123B.147, subdivision 3, is amended to read:

145.25 Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative, supervisory,
145.26 and instructional leadership services, under the supervision of the superintendent of schools
145.27 of the district and according to the policies, rules, and regulations of the school board, for
145.28 the planning, management, operation, and evaluation of the education program of the building
145.29 or buildings to which the principal is assigned.

145.30 (b) To enhance a principal's culturally responsive leadership skills and support and
145.31 improve teaching practices, school performance, and student achievement for diverse student
145.32 populations, including at-risk students, children with disabilities, English learners, and gifted
146.1 students, among others, a district must develop and implement a performance-based system
146.2 for annually evaluating school principals assigned to supervise a school building within the
146.3 district. The evaluation must be designed to improve teaching and learning by supporting
146.4 the principal in shaping the school's professional environment and developing teacher
146.5 quality, performance, and effectiveness. The annual evaluation must:

146.6 (1) support and improve a principal's instructional leadership, organizational management,
146.7 and professional development, and strengthen the principal's capacity in the areas of
146.8 instruction, supervision, evaluation, and teacher development;

146.9 (2) support and improve a principal's culturally responsive leadership practices that
146.10 create inclusive and respectful teaching and learning environments for all students, families,
146.11 and employees;

146.12 ~~(2)~~ (3) include formative and summative evaluations based on multiple measures of
146.13 student progress toward career and college readiness;

146.14 ~~(3)~~ (4) be consistent with a principal's job description, a district's long-term plans and
146.15 goals, and the principal's own professional multiyear growth plans and goals, all of which

72.29 classroom have a history of violent behavior and must be notified before such students are
72.30 placed in their classroom under section 121A.64.

72.31 (b) A paraprofessional has a legitimate educational interest in knowing whether a student
72.32 with a disability that the paraprofessional works with alone or on a regular basis has a history
73.1 of violent behavior and must be notified before being assigned to work with the student
73.2 under section 121A.64.

73.3 Subd. 5. **General control of school and classroom.** A teacher of record must have the
73.4 general control and government of a school and classroom and a teacher may remove violent
73.5 or disruptive students from class as provided under section 122A.42.

73.6 Subd. 6. **Notice of rights and responsibilities.** At least once each school year, in the
73.7 form and manner determined by the charter school or school district, a teacher and
73.8 administrator must be informed of their rights and responsibilities under these statutes and
73.9 related school or district policies.

146.16 must support the principal's leadership behaviors and practices, rigorous curriculum, school
146.17 performance, and high-quality instruction;

146.18 ~~(4)~~ (5) include on-the-job observations and previous evaluations;

146.19 ~~(5)~~ (6) allow surveys to help identify a principal's effectiveness, leadership skills and
146.20 processes, and strengths and weaknesses in exercising leadership in pursuit of school success;

146.21 ~~(6)~~ (7) use longitudinal data on student academic growth as 35 percent of the evaluation
146.22 and incorporate district achievement goals and targets;

146.23 ~~(7)~~ (8) be linked to professional development that emphasizes improved teaching and
146.24 learning, curriculum and instruction, student learning, culturally responsive leadership
146.25 practices, and a collaborative professional culture; and

146.26 ~~(8)~~ (9) for principals not meeting standards of professional practice or other criteria
146.27 under this subdivision, implement a plan to improve the principal's performance and specify
146.28 the procedure and consequence if the principal's performance is not improved.

146.29 The provisions of this paragraph are intended to provide districts with sufficient flexibility
146.30 to accommodate district needs and goals related to developing, supporting, and evaluating
146.31 principals.

146.32 **EFFECTIVE DATE.** This section is effective July 1, 2023.

147.1 Sec. 56. Minnesota Statutes 2020, section 125A.08, is amended to read:

147.2 **125A.08 INDIVIDUALIZED EDUCATION PROGRAMS.**

147.3 (a) At the beginning of each school year, each school district shall have in effect, for
147.4 each child with a disability, an individualized education program.

147.5 (b) As defined in this section, every district must ensure the following:

147.6 (1) all students with disabilities are provided the special instruction and services which
147.7 are appropriate to their needs. Where the individualized education program team has
147.8 determined appropriate goals and objectives based on the student's needs, including the
147.9 extent to which the student can be included in the least restrictive environment, and where
147.10 there are essentially equivalent and effective instruction, related services, or assistive
147.11 technology devices available to meet the student's needs, cost to the district may be among
147.12 the factors considered by the team in choosing how to provide the appropriate services,
147.13 instruction, or devices that are to be made part of the student's individualized education
147.14 program. The individualized education program team shall consider and may authorize
147.15 services covered by medical assistance according to section 256B.0625, subdivision 26.
147.16 Before a school district evaluation team makes a determination of other health disability
147.17 under Minnesota Rules, part 3525.1335, subparts 1 and 2, item A, subitem (1), the evaluation
147.18 team must seek written documentation of the student's medically diagnosed chronic or acute
147.19 health condition signed by a licensed physician or a licensed health care provider acting

147.20 within the scope of the provider's practice. The student's needs and the special education
147.21 instruction and services to be provided must be agreed upon through the development of
147.22 an individualized education program. The program must address the student's need to develop
147.23 skills to live and work as independently as possible within the community. The individualized
147.24 education program team must consider positive behavioral interventions, strategies, and
147.25 supports that address behavior needs for children. During grade 9, the program must address
147.26 the student's needs for transition from secondary services to postsecondary education and
147.27 training, employment, community participation, recreation, and leisure and home living. In
147.28 developing the program, districts must inform parents of the full range of transitional goals
147.29 and related services that should be considered. The program must include a statement of
147.30 the needed transition services, including a statement of the interagency responsibilities or
147.31 linkages or both before secondary services are concluded. If the individualized education
147.32 program meets the plan components in section 120B.125, the individualized education
147.33 program satisfies the requirement and no additional transition plan is needed;

148.1 (2) children with a disability under age five and their families are provided special
148.2 instruction and services appropriate to the child's level of functioning and needs;

148.3 (3) children with a disability and their parents or guardians are guaranteed procedural
148.4 safeguards and the right to participate in decisions involving identification, assessment
148.5 including assistive technology assessment, and educational placement of children with a
148.6 disability;

148.7 (4) eligibility and needs of children with a disability are determined by an initial
148.8 evaluation or reevaluation, which may be completed using existing data under United States
148.9 Code, title 20, section 33, et seq.;

148.10 (5) to the maximum extent appropriate, children with a disability, including those in
148.11 public or private institutions or other care facilities, are educated with children who are not
148.12 disabled, and that special classes, separate schooling, or other removal of children with a
148.13 disability from the regular educational environment occurs only when and to the extent that
148.14 the nature or severity of the disability is such that education in regular classes with the use
148.15 of supplementary services cannot be achieved satisfactorily;

148.16 (6) in accordance with recognized professional standards, testing and evaluation materials,
148.17 and procedures used for the purposes of classification and placement of children with a
148.18 disability are selected and administered so as not to be racially or culturally discriminatory;
148.19 and

148.20 (7) the rights of the child are protected when the parents or guardians are not known or
148.21 not available, or the child is a ward of the state.

148.22 (c) For all paraprofessionals employed to work in programs whose role in part is to
148.23 provide direct support to students with disabilities, the school board in each district shall
148.24 ensure that:

148.25 (1) before or beginning at the time of employment, each paraprofessional must develop
148.26 sufficient knowledge and skills in emergency procedures, building orientation, roles and
148.27 responsibilities, confidentiality, vulnerability, and reportability, among other things, to begin
148.28 meeting the needs, especially disability-specific and behavioral needs, of the students with
148.29 whom the paraprofessional works;

148.30 (2) before beginning work alone with an individual student with a disability, the assigned
148.31 paraprofessional must be either given paid time, or time during the school day, to review a
148.32 student's individualized education program or be briefed on the student's specific needs by
148.33 appropriate staff, and in the case of a student transferring into the school during the school
149.1 year, the assigned paraprofessional must be given up to five days after the student's transfer
149.2 to review the student's individualized education program;

149.3 ~~(2)~~ (3) annual training opportunities are required to enable the paraprofessional to
149.4 continue to further develop the knowledge and skills that are specific to the students with
149.5 whom the paraprofessional works, including understanding disabilities, the unique and
149.6 individual needs of each student according to the student's disability and how the disability
149.7 affects the student's education and behavior, following lesson plans, and implementing
149.8 follow-up instructional procedures and activities; ~~and~~

149.9 (4) a minimum of 16 hours of paid orientation or professional development must be
149.10 provided annually to all paraprofessionals, Title I aides, and other instructional support
149.11 staff. Eight of the 16 hours must be completed before the first instructional day of the school
149.12 year or within 30 days of hire. The orientation or professional development must be relevant
149.13 to the employee's occupation and may include collaboration time with classroom teachers
149.14 and planning for the school year. For paraprofessionals who provide direct support to
149.15 students, at least 50 percent of the professional development or orientation must be dedicated
149.16 to meeting the requirements of this section. Professional development for paraprofessionals
149.17 may also address the requirements of section 120B.363, subdivision 3. A school administrator
149.18 must keep a record of, and provide to each paraprofessional, an annual certification of
149.19 compliance with this requirement; and

149.20 ~~(3)~~ (5) a districtwide process obligates each paraprofessional to work under the ongoing
149.21 direction of a licensed teacher and, where appropriate and possible, the supervision of a
149.22 school nurse.

149.23 (d) A school district may conduct a functional behavior assessment as defined in
149.24 Minnesota Rules, part 3525.0210, subpart 22, as a stand-alone evaluation without conducting
149.25 a comprehensive evaluation of the student in accordance with prior written notice provisions
149.26 in section 125A.091, subdivision 3a. A parent or guardian may request that a school district
149.27 conduct a comprehensive evaluation of the parent's or guardian's student.

149.28 Sec. 57. **[125A.755] PARAPROFESSIONAL TRAINING AID.**

149.29 Beginning in fiscal year 2022, each school district, charter school, and cooperative
149.30 organization serving pupils is eligible for paraprofessional training aid. Professional training

149.31 aid equals \$196 times the number of paraprofessionals, Title I aides, and other instructional
149.32 support staff employed by the school district, charter school, or cooperative organization
149.33 during the previous school year. A school district must reserve paraprofessional training
149.34 aid and spend it only on the training required in section 125A.08.

150.1 **EFFECTIVE DATE.** This section is effective for fiscal year 2022 and later.

150.2 Sec. 58. Minnesota Statutes 2020, section 179A.03, subdivision 19, is amended to read:

150.3 Subd. 19. **Terms and conditions of employment.** "Terms and conditions of employment"
150.4 means the hours of employment, the compensation therefor including fringe benefits except
150.5 retirement contributions or benefits other than employer payment of, or contributions to,
150.6 premiums for group insurance coverage of retired employees or severance pay, class sizes
150.7 in Minnesota school districts and charter schools, student testing, student-to-personnel ratios
150.8 in Minnesota school districts, and the employer's personnel policies affecting the working
150.9 conditions of the employees. In the case of professional employees the term does not mean
150.10 educational policies of a school district. "Terms and conditions of employment" is subject
150.11 to section 179A.07.

150.12 Sec. 59. **GRANTS FOR GROW YOUR OWN PROGRAMS.**

150.13 Subdivision 1. **Establishment.** The commissioner of education must award grants for
150.14 the three types of Grow Your Own programs established under this section in order to
150.15 develop a teaching workforce that more closely reflects the state's increasingly diverse
150.16 student population and ensure all students have equitable access to effective and diverse
150.17 teachers.

150.18 Subd. 2. **Definitions.** (a) For purposes of this section, the following terms have the
150.19 meanings given.

150.20 (b) "Eligible district" means a school district, charter school, or cooperative unit under
150.21 section 123A.24, subdivision 2.

150.22 (c) "Grow Your Own program" means a program established by an eligible district in
150.23 partnership with a Professional Educator Licensing and Standards Board-approved teacher
150.24 preparation program provider or by a Head Start program under section 119A.50 to provide
150.25 a pathway for candidates to enter the teaching profession and teach at any level from early
150.26 childhood to secondary school.

150.27 (d) "Residency program" means a Professional Educator Licensing and Standards
150.28 Board-approved teacher preparation program established by an eligible district and a
150.29 board-approved teacher preparation program provider that uses a cohort-based model and
150.30 includes a yearlong clinical experience integrating coursework and student teaching.

150.31 (e) "Resident" means a teacher candidate participating in a residency program.

151.1 Subd. 3. **Grants for residency programs.** (a) An eligible district may apply for grants
151.2 to develop, maintain, or expand effective residency programs. A residency program must

151.3 pair a resident with a teacher of record who must hold a Tier 3 or Tier 4 license. The
151.4 residency program must provide the teacher of record with ongoing professional development
151.5 in co-teaching, mentoring, and coaching skills and must ensure that the resident and teacher
151.6 of record co-teach and participate in required teacher professional development activities
151.7 for at least 80 percent of the contracted week for a full academic year.

151.8 (b) A grant recipient must use at least 80 percent of grant funds to provide tuition
151.9 scholarships or stipends to enable employees or community members seeking a teaching
151.10 license, who are of color or American Indian, to participate in a residency program. A grant
151.11 recipient may request permission from the commissioner to use the remaining grant funds
151.12 to provide tuition scholarships to employees who are not persons of color or American
151.13 Indian and who seek to teach in a licensure area in which the eligible district has a shortage
151.14 of Tier 3 or Tier 4 licensed teachers.

151.15 (c) An eligible district using grant funds under this subdivision to provide financial
151.16 support to teacher candidates may require a commitment from a candidate to teach in the
151.17 eligible district for a reasonable amount of time not to exceed five years.

151.18 Subd. 4. **Grants for programs serving adults.** (a) An eligible district or Head Start
151.19 program under section 119A.50 may apply for grants to provide financial assistance,
151.20 mentoring, and other experiences to support persons of color or American Indian persons
151.21 to become licensed teachers or preschool teachers.

151.22 (b) An eligible district or Head Start program must use grant funds awarded under this
151.23 subdivision for:

151.24 (1) tuition scholarships or stipends to eligible Tier 2 licensed teachers, education
151.25 assistants, cultural liaisons, or other nonlicensed employees who are of color or American
151.26 Indian and are enrolled in undergraduate or graduate-level coursework that is part of a
151.27 board-approved teacher preparation program leading to a Tier 3 teacher license;

151.28 (2) developing and implementing pathway programs with local community-based
151.29 organizations led by and for communities of color or American Indian communities that
151.30 provide stipends or tuition scholarships to parents and community members who are of
151.31 color or American Indian to change careers and obtain a Tier 3 license or other credential
151.32 needed to teach in a Head Start program; or

151.33 (3) collaborating with a board-approved teacher preparation program provided by a
151.34 postsecondary institution to develop and implement innovative teacher preparation programs
152.1 that lead to Tier 2 or Tier 3 licensure, involve more intensive and extensive clinical
152.2 experiences with more professional coaching or mentorship than are typically required in
152.3 traditional college or university campus-based teacher preparation programs, provide
152.4 candidates with support that is responsive to the unique needs of candidates who are of
152.5 color or American Indian, and have more than half of their candidates identify as persons
152.6 of color or American Indian.

152.7 (c) An eligible district or Head Start program providing financial assistance to individuals
152.8 under this subdivision may require a commitment from candidates to teach in the eligible
152.9 school or Head Start program for a reasonable amount of time not to exceed five years.

152.10 Subd. 5. **Grants for programs serving secondary school students.** (a) In addition to
152.11 grants for developing and offering dual-credit postsecondary course options in schools for
152.12 "Introduction to Teaching" or "Introduction to Education" courses under section 124D.09,
152.13 subdivision 10, a school district or charter school may apply for grants under this section
152.14 to offer other innovative programs that encourage secondary school students, especially
152.15 students of color and American Indian students, to pursue teaching. To be eligible for a
152.16 grant under this subdivision, a school district or charter school must ensure that the aggregate
152.17 percentage of secondary school students of color and American Indian students participating
152.18 in the program is equal to or greater than the aggregate percentage of students of color and
152.19 American Indian students in the school district or charter school.

152.20 (b) A grant recipient must use grant funds awarded under this subdivision for:

152.21 (1) supporting future teacher clubs or service-learning opportunities that provide middle
152.22 and high school students who are of color or American Indian with experiential learning
152.23 that supports the success of younger students or peers and increases students' interest in
152.24 pursuing a teaching career;

152.25 (2) providing direct support, including wrap-around services, for students who are of
152.26 color or American Indian to enroll and be successful in postsecondary enrollment options
152.27 courses under section 124D.09 that would meet degree requirements for teacher licensure;
152.28 or

152.29 (3) offering scholarships to graduating high school students who are of color or American
152.30 Indian to enroll in board-approved undergraduate teacher preparation programs at a college
152.31 or university in Minnesota.

152.32 Subd. 6. **Grant procedure.** (a) An eligible district or Head Start program must apply
152.33 for a grant under this section in the form and manner specified by the commissioner. The
153.1 commissioner must give priority to eligible districts or Head Start programs with the highest
153.2 total number or percentage of students who are of color or American Indian.

153.3 (b) For the 2022-2023 school year and later, grant applications for new and existing
153.4 programs must be received by the commissioner no later than January 15 of the year prior
153.5 to the school year in which the grant will be used. The commissioner must review all
153.6 applications and notify grant recipients by March 15 or as soon as practicable of the
153.7 anticipated amount awarded. If the commissioner determines that sufficient funding is
153.8 unavailable for the grants, the commissioner must notify grant applicants by June 30 or as
153.9 soon as practicable that there are insufficient funds.

153.10 (c) For the 2021-2022 school year, the commissioner must set a timetable for awarding
153.11 grants as soon as practicable.

- 153.12 Subd. 7. **Account established.** A Grow Your Own program account is created in the
153.13 special revenue fund for depositing money appropriated to or received by the department
153.14 for Grow Your Own programs. Money deposited in the account is appropriated to the
153.15 commissioner, does not cancel, and is continuously available for grants under this section.
153.16 Grant recipients may apply to use grant money over a period of up to 60 months.
- 153.17 Subd. 8. **Report.** Grant recipients must annually report to the commissioner in the form
153.18 and manner determined by the commissioner on their activities under this section, including
153.19 the number of participants, the percentage of participants who are of color or American
153.20 Indian, and an assessment of program effectiveness, including participant feedback, areas
153.21 for improvement, the percentage of participants continuing to pursue teacher licensure, and
153.22 where applicable, the number of participants hired in the school or district as teachers after
153.23 completing preparation programs. The commissioner must publish a report for the public
153.24 that summarizes the activities and outcomes of grant recipients and what was done to promote
153.25 sharing of effective practices among grant recipients and potential grant applicants.
- 153.26 **EFFECTIVE DATE.** This section is effective July 1, 2021.

- 73.10 Sec. 19. **PROFESSIONAL EDUCATOR LICENSING AND STANDARDS BOARD.**
- 73.11 Notwithstanding any law to the contrary, the Professional Educator Licensing and
73.12 Standards Board must extend by six months any calendar year 2021 deadline for completion
73.13 of license renewal requirements because of interruptions due to COVID-19 for licenses
73.14 under their jurisdiction.
- 73.15 **EFFECTIVE DATE.** This section is effective the day following final enactment.
- 73.16 Sec. 20. **SHORT-CALL SUBSTITUTE TEACHER PILOT.**
- 73.17 (a) A school district may employ a person who meets the professional requirements of
73.18 Minnesota Statutes, section 122A.181, subdivision 2, paragraph (b), as a short-call substitute
73.19 teacher in any content area, not only career and technical education, notwithstanding any
73.20 licensing requirements in Minnesota Statutes, chapter 122A. A school district must request
73.21 a background check in accordance with section 123B.03 on a short-call substitute teacher
73.22 employed under this section. Each assignment to replace a teacher of record must last no
73.23 longer than 15 consecutive school days.
- 73.24 (b) A district must report to the Professional Educator Licensing and Standards Board
73.25 all persons it employs under this section and affirm that each person meets the professional
73.26 requirements for a short-call substitute teacher.
- 73.27 **EFFECTIVE DATE.** This section is effective for the 2020-2021, 2021-2022, and
73.28 2022-2023 school years only.

153.27 Sec. 60. APPROPRIATIONS; DEPARTMENT OF EDUCATION.

153.28 Subdivision 1. **Department of Education.** The sums indicated in this section are
153.29 appropriated from the general fund to the Department of Education for the fiscal years
153.30 designated.

153.31 Subd. 2. **Black Men Teach Twin Cities grant.** (a) For a grant to Black Men Teach
153.32 Twin Cities:

154.1 \$ 750,000 2022

154.2 (b) Grant funds must be used to establish partnerships with eight school district
154.3 elementary schools or elementary charter schools with a goal of increasing the number of
154.4 black male teachers to 20 percent of the teachers at each school site.

154.5 (c) The grant recipient must provide a detailed report to the chairs and ranking minority
154.6 members of the legislative committees having jurisdiction over kindergarten through grade
154.7 12 education and higher education by January 15 of each year until 2027 describing how
154.8 the grant funds were used. The report must describe the progress made toward the goal of
154.9 increasing the number of black male teachers at each school site and strategies used.

154.10 (d) Any balance does not cancel but is available until June 30, 2024.

154.11 Subd. 3. **Concurrent enrollment teacher partnership.** (a) To the Lakes Country Service
154.12 Cooperative for the concurrent enrollment teacher partnership under Minnesota Statutes,
154.13 section 122A.76:

154.14 \$ 1,000,000 2022

154.15 \$ 1,000,000 2023

154.16 (b) Any balance in the first year does not cancel but is available in the second year.

154.17 Subd. 4. **Grow Your Own.** (a) For grants to develop, continue, or expand Grow Your
154.18 Own new teacher programs:

154.19 \$ 8,535,000 2022

154.20 \$ 9,285,000 2023

74.1 Sec. 21. APPROPRIATIONS; DEPARTMENT OF EDUCATION.

74.2 Subdivision 1. **Department of Education.** The sums indicated in this section are
74.3 appropriated from the general fund to the commissioner of education for the fiscal years
74.4 designated.

76.14 Subd. 10. **Black Men Teach Twin Cities grant** (a) For transfer to the Office of Higher
76.15 Education for a grant to Black Men Teach Twin Cities to establish partnerships with eight
76.16 school district elementary schools or elementary charter schools with a goal of increasing
76.17 the number of black male teachers to 20 percent of the employees at each school site:

76.18 \$ 750,000 2022

76.19 \$ 0 2023

76.22 (c) The grant recipient must provide a detailed report to the chairs and ranking minority
76.23 members of the legislative committees having jurisdiction over higher education and
76.24 kindergarten through grade 12 education by January 15 of each year until 2025 describing
76.25 how the grant funds were used. The report must describe the progress made toward the goal
76.26 of increasing the number of black male teachers at each school site and strategies used.

76.20 (b) Any balance does not cancel but is available until June 30, 2024. The base for fiscal
76.21 year 2024 and later is \$0.

74.5 Subd. 2. **Statewide concurrent enrollment teacher training program.** (a) For the
74.6 concurrent enrollment teacher partnership under Minnesota Statutes, section 122A.76:

74.7 \$ 375,000 2022

74.8 \$ 375,000 2023

74.9 (b) Any balance in the first year does not cancel but is available in the second year.

74.10 Subd. 3. **Paraprofessional pathway to teacher licensure.** (a) For grants to school
74.11 districts for Grow Your Own new teacher programs:

74.12 \$ 4,000,000 2022

74.13 \$ 4,000,000 2023

154.21 (b) Of this amount in each fiscal year, at least \$3,000,000 is for teacher residency
154.22 programs.

154.23 (c) The department may retain up to \$100,000 of the appropriation amount to monitor
154.24 and administer the grant program.

154.25 (d) Any balance in the first year does not cancel but is available in the second year.

154.26 Subd. 5. **Equity, diversity, and inclusion anti-bias professional development.** (a) For
154.27 grants to districts and charter schools to implement professional development for staff
154.28 focused on anti-bias instructional practices:

154.29 \$ 4,000,000 2022

154.30 (b) The department must develop tools and programs on anti-bias instructional practices.

155.1 (c) Eligible grantees include school districts, charter schools, intermediate school districts,
155.2 and cooperative units as defined in section 123A.24, subdivision 2.

155.3 (d) The department may retain up to five percent of the appropriation to administer the
155.4 program and grants.

155.5 (e) This is a onetime appropriation.

74.14 (b) The grants are for school districts with more than 30 percent minority students for
74.15 a Professional Educator Licensing and Standards Board-approved nonconventional teacher
74.16 residency pilot program or alternative teacher preparation program. The program must
74.17 provide tuition scholarships or stipends to enable school district employees or community
74.18 members affiliated with a school district who seek an education license to participate in a
74.19 nonconventional or an alternative teacher preparation program. School districts that receive
74.20 funds under this subdivision are strongly encouraged to recruit candidates of color and
74.21 American Indian candidates to participate in the Grow Your Own new teacher programs.
74.22 Districts or schools providing financial support may require a commitment as determined
74.23 by the district to teach in the district or school for a reasonable amount of time that does
74.24 not exceed five years.

75.3 (e) The department may retain up to \$120,000 of the appropriation amount in each fiscal
75.4 year to monitor and administer the grant program.

75.5 (f) Any balance in the first year does not cancel but is available in the second year.

74.25 (c) School districts and charter schools may also apply for grants to develop innovative
74.26 expanded Grow Your Own programs that encourage secondary school students to pursue
74.27 teaching, including developing and offering dual-credit postsecondary course options in
74.28 schools for "Introduction to Teaching" or "Introduction to Education" courses consistent
74.29 with Minnesota Statutes, section 124D.09, subdivision 10.

74.30 (d) Programs must annually report to the commissioner by the date determined by the
74.31 commissioner on their activities under this section, including the number of participants,
74.32 the percentage of participants who are of color or who are American Indian, and an
74.33 assessment of program effectiveness, including participant feedback, areas for improvement,
75.1 the percentage of participants continuing to pursue teacher licensure, and the number of
75.2 participants hired in the school or district as teachers after completing preparation programs.

155.6 (f) Any balance in the first year does not cancel but is available in the second year.

155.7 Subd. 6. **Nonexclusionary discipline.** (a) For grants to school districts and charter

155.8 schools to provide training for school staff on nonexclusionary disciplinary practices:

155.9 \$ 5,000,000 2022

155.10 \$ 5,000,000 2023

155.11 (b) Up to \$475,000 is to develop training and to work with schools to train staff on

155.12 nonexclusionary disciplinary practices that maintain the respect, trust, and attention of

155.13 students and help keep students in classrooms. These funds may also be used for grant

155.14 administration.

155.15 (c) Eligible grantees include school districts, charter schools, intermediate school districts,

155.16 and cooperative units as defined in section 123A.24, subdivision 2.

155.17 (d) Any balance in the first year does not cancel but is available in the second year.

155.18 Subd. 7. **Expanded concurrent enrollment grants.** (a) For grants to institutions offering

155.19 "Introduction to Teaching" or "Introduction to Education" college in the schools courses

155.20 under Minnesota Statutes, section 124D.09, subdivision 10, paragraph (b):

155.21 \$ 500,000 2022

155.22 \$ 500,000 2023

155.23 (b) The department may retain up to five percent of the appropriation amount to monitor

155.24 and administer the grant program.

155.25 (c) Any balance in the first year does not cancel but is available in the second year.

155.26 Subd. 8. **Alternative teacher compensation aid.** (a) For alternative teacher compensation

155.27 aid under Minnesota Statutes, section 122A.415, subdivision 4:

155.28 \$ 88,896,000 2022

155.29 \$ 88,898,000 2023

155.30 (b) The 2022 appropriation includes \$8,877,000 for 2021 and \$80,019,000 for 2022.

155.31 (c) The 2023 appropriation includes \$8,891,000 for 2022 and \$80,007,000 for 2023.

156.1 Subd. 9. **Agricultural educator grants.** (a) For agricultural educator grants under Laws

156.2 2017, First Special Session chapter 5, article 2, section 51:

75.6 Subd. 4. **Expanded concurrent enrollment grants.** (a) For grants to institutions offering

75.7 "Introduction to Teaching" or "Introduction to Education" college in the schools courses

75.8 under Minnesota Statutes, section 124D.09, subdivision 10, paragraph (b):

75.9 \$ 375,000 2022

75.10 \$ 375,000 2023

75.11 (b) The department may retain up to \$18,750 of the appropriation amount in each fiscal

75.12 year to monitor and administer the grant program.

75.13 (c) Any balance in the first year does not cancel but is available in the second year.

75.14 Subd. 5. **Alternative teacher compensation aid.** (a) For alternative teacher compensation

75.15 aid under Minnesota Statutes, section 122A.415, subdivision 4:

75.16 \$ 88,617,000 2022

75.17 \$ 88,518,000 2023

75.18 (b) The 2022 appropriation includes \$8,877,000 for 2021 and \$79,740,000 for 2022.

75.19 (c) The 2023 appropriation includes \$8,859,000 for 2022 and \$79,659,000 for 2023.

75.20 Subd. 6. **Agricultural educator grants.** (a) For agricultural educator grants under Laws

75.21 2017, First Special Session chapter 5, article 2, section 51:

156.3 \$ 250,000 2022

156.4 \$ 250,000 2023

156.5 (b) Any balance in the first year does not cancel but is available in the second year.

156.6 Subd. 10. **American Indian teacher preparation grants.** (a) For joint grants to assist
156.7 people who are American Indian to become teachers under Minnesota Statutes, section
156.8 122A.63:

156.9 \$ 600,000 2022

156.10 \$ 600,000 2023

156.11 (b) Any balance in the first year does not cancel but is available in the second year.

156.12 Subd. 11. **Come Teach in Minnesota hiring bonuses.** (a) For the Come Teach in
156.13 Minnesota hiring bonuses pilot program under Minnesota Statutes, section 122A.59:

156.14 \$ 350,000 2022

156.15 \$ 350,000 2023

156.16 (b) The department may use up to \$35,000 of the appropriation amount to develop and
156.17 administer the program under this subdivision.

156.18 (c) Any balance in the first year does not cancel but is available in the second year.

156.19 Subd. 12. **Minnesota Science Teachers Association.** (a) For a grant to the Minnesota
156.20 Science Teachers Association to provide professional development for up to 1,150 teachers
156.21 to implement the 2019 revised science standards:

156.22 \$ 611,000 2022

156.23 (b) Grant funds must be used for current high school teachers to prepare to take the
156.24 content test for additional licensure in earth science, and to provide pedagogical and content

75.22 \$ 250,000 2022

75.23 \$ 250,000 2023

75.24 (b) Any balance in the first year does not cancel but is available in the second year.

75.25 Subd. 7. **American Indian teacher preparation grants.** (a) For joint grants to assist
75.26 people who are American Indian to become teachers under Minnesota Statutes, section
75.27 122A.63:

75.28 \$ 460,000 2022

75.29 \$ 460,000 2023

75.30 (b) Any balance in the first year does not cancel but is available in the second year.

76.1 Subd. 8. **Language Essentials for Teachers of Reading and Spelling grant.** (a) For
76.2 grants to licensed teachers to complete the Language Essentials for Teachers of Reading
76.3 and Spelling (LETRS) program:

76.4 \$ 3,000,000 2022

76.5 \$ 3,000,000 2023

76.6 (b) Any balance in the first year does not cancel but is available in the second year.

76.7 Subd. 9. **Come Teach in Minnesota hiring bonuses.** (a) For the Come Teach in
76.8 Minnesota hiring bonuses pilot program under Minnesota Statutes, section 122A.59:

76.9 \$ 350,000 2022

76.10 \$ 350,000 2023

76.11 (b) The department may use up to \$35,000 of the appropriation amount to develop and
76.12 administer the program under this subdivision.

76.13 (c) Any balance in the first year does not cancel but is available in the second year.

156.25 professional development to 6th grade and high school teachers to be effective teachers of
156.26 earth and space science. Professional development must be offered at multiple locations
156.27 across the state, including outside the seven-county metropolitan area, and online.

156.28 (c) This appropriation is available until June 30, 2023.

156.29 (d) The department may use up to five percent of this appropriation for administrative
156.30 costs.

157.1 Subd. 13. **Paraprofessional training.** For costs associated with paid orientation and
157.2 professional development for paraprofessionals under Minnesota Statutes, section 125A.08:

157.3 \$ 6,300,000 2022

157.4 \$ 7,000,000 2023

157.5 (b) The 2022 appropriation includes \$0 for 2021 and \$6,300,000 for 2022.

157.6 (c) The 2023 appropriation includes \$700,000 for 2022 and \$6,300,000 for 2023.

157.7 Subd. 14. **Tribal relations training.** (a) For grants to school districts and charter schools
157.8 to provide Tribal relations training to school leaders:

157.9 \$ 250,000 2022

157.10 \$ 250,000 2023

157.11 (b) Eligible grantees include school districts, charter schools, intermediate school districts,
157.12 and cooperative units as defined in section 123A.24, subdivision 2.

157.13 (c) Up to five percent of this amount is available to the department for grant and program
157.14 administration costs.

157.15 (d) Any balance in the first year does not cancel but is available in the second year.

157.16 Sec. 61. **APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND**
157.17 **STANDARDS BOARD.**

157.18 Subdivision 1. **Professional Educator Licensing and Standards Board.** The sums
157.19 indicated in this section are appropriated from the general fund to the Professional Educator
157.20 Licensing and Standards Board for the fiscal years designated.

157.21 Subd. 2. **Collaborative urban and greater Minnesota educators of color grants.** (a)
157.22 For collaborative urban and greater Minnesota educators of color competitive grants under
157.23 Minnesota Statutes, section 122A.635:

76.27 Sec. 22. **APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND**
76.28 **STANDARDS BOARD.**

76.29 Subdivision 1. **Professional Educator Licensing and Standards Board.** The sums
76.30 indicated in this section are appropriated from the general fund to the Professional Educator
76.31 Licensing and Standards Board for the fiscal years designated.

78.8 Subd. 4. **Collaborative urban and greater Minnesota educators of color grants.** (a)
78.9 For collaborative urban and greater Minnesota educators of color grants under Minnesota
78.10 Statutes, section 122A.635:

157.24 \$ 1,500,000 2022

157.25 \$ 1,500,000 2023

157.26 (b) Any balance does not cancel but is available in the following fiscal year.

157.27 (c) The board may retain up to three percent of the appropriation amount to monitor and

157.28 administer the grant program.

157.29 Subd. 3. **Mentoring, induction, and retention incentive program grants for teachers**

157.30 **of color.** (a) For the development and expansion of mentoring, induction, and retention

158.1 programs designed for teachers of color or American Indian teachers under Minnesota

158.2 Statutes, section 122A.70:

158.3 \$ 3,000,000 2022

158.4 \$ 3,000,000 2023

158.5 (b) Any balance does not cancel but is available in the following fiscal year.

158.6 (c) The base appropriation for grants under Minnesota Statutes, section 122A.70, for

158.7 fiscal year 2024 and later is \$4,500,000, of which at least \$3,500,000 each fiscal year must

158.8 be granted for the development and expansion of mentoring, induction, and retention

158.9 programs designed for teachers of color or American Indian teachers.

158.10 (d) The board may retain up to three percent of the appropriation amount to monitor and

158.11 administer the grant program.

158.12 Subd. 4. **Reports on increasing percentage of teachers of color and American Indian**

158.13 **teachers.** For a report on the efforts and impact of all state-funded programs to increase the

158.14 percentage of teachers of color and American Indian teachers in Minnesota schools developed

158.15 in consultation with the Department of Education, Office of Higher Education, grant

158.16 recipients, and stakeholders:

158.17 \$ 15,000 2022

158.18 The base appropriation for fiscal year 2024 and each even-numbered later fiscal year is

158.19 \$15,000.

158.20 Subd. 5. **Teacher recruitment marketing campaign.** (a) To develop two contracts to

158.21 develop and implement an outreach and marketing campaign under this subdivision:

78.11 \$ 1,000,000 2022

78.12 \$ 1,000,000 2023

78.17 (c) Any balance in the first year does not cancel but is available in the second year.

78.13 (b) The board may retain up to \$30,000 of the appropriation amount in each fiscal year

78.14 to monitor and administer the grant program and a portion of these funds may be transferred

78.15 to the Office of Higher Education as determined by the executive director of the board and

78.16 the commissioner to support the administration of the program.

77.1 Subd. 2. **Mentoring, induction, and retention incentive program grants.** (a) For the

77.2 development and expansion of mentoring, induction, and retention programs designed for

77.3 teachers of color or American Indian teachers under Minnesota Statutes, section 122A.70:

77.4 \$ 2,000,000 2022

77.5 \$ 2,000,000 2023

77.6 (b) Any balance does not cancel but is available in the following fiscal year.

77.7 (c) For fiscal year 2024 and later, the base for grants under Minnesota Statutes, section

77.8 122A.70 is \$2,000,000.

77.9 (d) The board may retain up to \$60,000 of the appropriation amount in each fiscal year

77.10 to monitor and administer the grant program.

77.11 Subd. 3. **Teacher recruitment marketing campaign.** (a) For developing two contracts

77.12 to develop and implement an outreach and marketing campaign under this subdivision:

158.22 \$ 500,000 2022

158.23 \$ 500,000 2023

158.24 (b) The Professional Educator Licensing and Standards Board must issue a request for
158.25 proposals to develop and implement an outreach and marketing campaign to elevate the
158.26 profession and recruit teachers, especially teachers of color and American Indian teachers.
158.27 Outreach efforts should include and support current and former Teacher of the Year finalists
158.28 interested in being recruitment fellows to encourage prospective educators throughout the
158.29 state.

158.30 (c) The outreach and marketing campaign must focus on making the following individuals
158.31 become interested in teaching in Minnesota public schools:

159.1 (1) high school and college students of color or American Indian students who have not
159.2 chosen a career path; or

159.3 (2) adults from racial or ethnic groups underrepresented in the teacher workforce who
159.4 may be seeking to change careers.

159.5 (d) The board must award two \$250,000 grants each year to firms or organizations that
159.6 demonstrate capacity to reach wide and varied audiences of prospective teachers based on
159.7 a work plan with quarterly deliverables. Preferences should be given to firms or organizations
159.8 that are led by people of color and that have people of color working on the campaign with
159.9 a proven record of success. The grant recipients must recognize current pathways or programs
159.10 to become a teacher and must partner with educators, schools, institutions, and racially
159.11 diverse communities. The grant recipients are encouraged to provide in-kind contributions
159.12 or seek funds from nonstate sources to supplement the grant award.

159.13 (e) The board may use no more than three percent of the appropriation amount to
159.14 administer the program under this subdivision, and may have an interagency agreement
159.15 with the Department of Education including transfer of funds to help administer the program.

159.16 (f) Any balance in the first year does not cancel but is available in the second year.

159.17 **EFFECTIVE DATE.** This section is effective July 1, 2021.

159.18 Sec. 62. **REPEALER.**

159.19 Minnesota Statutes 2020, sections 122A.091, subdivisions 3 and 6; 122A.092; 122A.18,
159.20 subdivision 7c; 122A.184, subdivision 3; 122A.23, subdivision 3; and 122A.2451, are
159.21 repealed.

77.13 \$ 500,000 2022

77.14 \$ 500,000 2023

77.15 (b) The Professional Educator Licensing and Standards Board must issue a request for
77.16 proposals to develop and implement an outreach and marketing campaign to elevate the
77.17 profession and recruit teachers, especially teachers of color and American Indian teachers.
77.18 Outreach efforts should include and support current and former Teacher of the Year finalists
77.19 interested in being recruitment fellows to encourage prospective educators throughout the
77.20 state.

77.21 (c) The outreach and marketing campaign must focus on making the following individuals
77.22 become interested in teaching in Minnesota public schools:

77.23 (1) high school and college students of color or American Indian students who have not
77.24 chosen a career path; or

77.25 (2) adults from racial or ethnic groups underrepresented in the teacher workforce who
77.26 may be seeking to change careers.

77.27 (d) The board must award two \$250,000 grants each year to firms or organizations that
77.28 demonstrate capacity to reach wide and varied audiences of prospective teachers based on
77.29 a work plan with quarterly deliverables. Preferences should be given to firms or organizations
77.30 that are led by people of color and that have people of color working on the campaign with
77.31 a proven record of success. The grant recipients must recognize current pathways or programs
77.32 to become a teacher and must partner with educators, schools, institutions, and racially
78.1 diverse communities. The grant recipients are encouraged to provide in-kind contributions
78.2 or seek funds from nonstate sources to supplement the grant award.

78.3 (e) The board may use no more than \$15,000 of the appropriation amount in each fiscal
78.4 year to administer the program under this subdivision, and may have an interagency
78.5 agreement with the Department of Education including transfer of funds to help administer
78.6 the program.

78.7 (f) Any balance in the first year does not cancel but is available in the second year.

78.18 Sec. 23. REVISOR INSTRUCTION.
78.19 The revisor of statutes shall codify Laws 2017, First Special Session chapter 5, article
78.20 2, section 51, as Minnesota Statutes, section 122A.77.