ARTICLE 5

TEACHERS

Section 1. Minnesota Statutes 2022, section 120A.414, subdivision 2, is amended to read:

Subd. 2. Plan. A school board, including the board of a charter school, may adopt an e-learning day plan after consulting with the exclusive representative of its teachers. The plan must include accommodations for students without Internet access at home and for digital device access for families without the technology or an insufficient amount of technology for the number of children in the household. A school's e-learning day plan must provide accessible options for students with disabilities under chapter 125A.

ARTICLE 4

TEACHERS

Section 1. Minnesota Statutes 2022, section 120A.414, subdivision 2, is amended to read:

Subd. 2. Plan. A school board may adopt an e-learning day plan after consulting and negotiating with the exclusive representative of the teachers. A charter school may adopt an e-learning day plan after consulting with its teachers, or after meeting and negotiating with the exclusive representative for its teachers. The plan must include accommodations for students without Internet access at home and for digital device access for families without the technology or an insufficient amount of technology for the number of children in the household. A school's e-learning day plan must provide accessible options for students with disabilities under chapter 125A.

Senator Language UEH2497-1

Subd. 1. Grant program established. The commissioner of education must establish a grant program to support implementation of world's best workforce strategies under section 120B.11, subdivision 2, clauses (4) and (6), and collaborative efforts that address opportunity gaps resulting from curricular, environmental, and structural inequities experienced by students, families, and staff who are of color or who are American Indian.

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

(b) "Antiracist" means actively working to identify and eliminate racism in all forms so that power and resources are redistributed and shared equitably among racial groups.

(c) "Curricular" means curriculum resources used and content taught as well as access to levels of coursework or types of learning opportunities.

(d) "Environmental" means relating to the climate and culture of a school.

(e) "Equitable" means fairness by providing curriculum, instruction, support, and other resources for learning based on the needs of individual students and groups of students to succeed at school rather than treating all students the same despite the students having different needs.

(f) "Institutional racism" means policies and practices within and across institutions that produce outcomes that chronically favor white people and disadvantage those who are Black, Indigenous, and People of Color.
70.17 (g) "Opportunity gap" means the inequitable distribution of resources that impacts
70.18 inequitable opportunities that contribute to or perpetuate learning gaps for certain groups
70.19 of students.
70.20 (h) "Structural" means relating to the organization and systems of a school that have
70.21 been created to manage a school.
70.22 Subd. 3. Applications and grant awards. The commissioner must determine application
70.23 procedures and deadlines, select districts and charter schools to participate in the grant
70.24 program, and determine the award amount and payment process of the grants. To the extent
70.25 that there are sufficient applications, the commissioner must award an approximately equal
70.26 number of grants between districts in greater Minnesota and those in the Twin Cities
70.27 metropolitan area. If there are an insufficient number of applications received for either
70.28 geographic area, then the commissioner may award grants to meet the requests for funds
70.29 wherever a district is located.
70.30 Subd. 4. Description. The grant program must provide funding that supports collaborative
70.31 efforts that close opportunity gaps by:
71.1 (1) ensuring school environments and curriculum validate, affirm, embrace, and integrate
71.2 cultural and community strengths of students, families, and employees from all racial and
71.3 ethnic backgrounds; and
71.4 (2) addressing institutional racism with equitable school policies, structures, practices,
71.5 and curricular offerings, consistent with the requirements for long-term plans under section
71.6 124D.861, subdivision 2, paragraph (c).
71.7 Subd. 5. Report. Grant recipients must annually report to the commissioner by a date
71.8 and in a form and manner determined by the commissioner on efforts planned and
71.9 implemented that engaged students, families, educators, and community members of diverse
71.10 cultural and ethnic backgrounds in making improvements to school climate and curriculum.
71.11 The report must assess the impact of those efforts as perceived by racially and ethnically
71.12 diverse stakeholders, and must identify any areas needed for further continuous improvement.
71.13 The commissioner must publish a report for the public summarizing the activities of grant
71.14 recipients and what was done to promote sharing of effective practices among grant recipients
71.15 and potential grant applicants.

93.16 Sec. 6. [120B.25] CURRICULUM POLICY.
93.17 No school district or charter school may discriminate against or discipline a teacher or
93.18 principal on the basis of incorporating into curriculum contributions of persons in a federally
93.19 protected class or state protected class when the contribution is in alignment with standards
93.20 and benchmarks adopted under sections 120B.021 and 120B.023.
Sec. 3. [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 attainment goals for increasing the percentage of teachers of color who are 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 important for meeting attainment 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, and 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.59, 122A.63, 122A.635, 122A.70, 122A.73, 124D.09, 124D.861, 136A.1247, 136A.1276, and 136A.191, 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, 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 include recommendations for state policy and funding needed to achieve the goals of this section, 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 2024 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 and other ethnic councils along with other community partners, including students of color and American Indian students, in developing the report. By November 3 of each odd-numbered year, the board must submit the report to the chairs and ranking

Subd. 2. Equitable access to racially and ethnically diverse teachers. The percentage of teachers in Minnesota who are of color or who are American Indian should 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 2024 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.59, 122A.63, 122A.635, 122A.70, 122A.73, 124D.09, 124D.861, 136A.1247, 136A.1276, and 136A.191, 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 include recommendations for state policy and funding needed to achieve the goals of this section, 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 2024 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 and other ethnic councils along with other community partners, including students of color and American Indian students, in developing the report. By November 3 of each odd-numbered year, the board must submit the report to the chairs and ranking
minority members of the legislative committees with jurisdiction over education and higher education policy and finance. The report must be available to the public on the board's website.

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

Sec. 4. [122A.04] LICENSE REQUIRED.

Pursuant to section 122A.22, subdivision 10, a teacher must hold a field license or a permission aligned to the content area and scope of the teacher's assignment to provide instruction in a public school, including a charter school.

Sec. 5. Minnesota Statutes 2022, section 122A.06, subdivision 1, is amended to read:

Subdivision 1. Scope. For the purpose of sections 122A.05 to 122A.093, and 122A.15 to 122A.33, the terms defined in this section have the meanings given them, unless another meaning is clearly indicated.

Sec. 6. Minnesota Statutes 2022, section 122A.06, subdivision 2, is amended to read:

Subd. 2. Teacher. "Teacher" means a classroom teacher or other similar professional employee required by law to hold a license from the Professional Educator Licensing and Standards Board.

Sec. 7. Minnesota Statutes 2022, section 122A.06, subdivision 5, is amended to read:

Subd. 5. Field. A "field," "licensure area," or "subject area" means the content area in which a teacher may become licensed to teach.

Sec. 8. Minnesota Statutes 2022, section 122A.06, subdivision 6, is amended to read:

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

1. Licensure fields and economic development regions reported by the commissioner of education Office of Higher Education or the Professional Educator Licensing and Standards Board as experiencing a teacher shortage; and
2. Economic development regions where there are shortages of licensed teachers who reflect the racial or ethnic diversity of students in the region, the aggregate percentage of Indigenous teachers and teachers of color in the region is lower than the aggregate percentage of kindergarten through grade 12 Indigenous students and students of color in that region. Only individuals who close the gap between these percentages qualify as filling a shortage by this definition.

Sec. 9. Minnesota Statutes 2022, section 122A.06, subdivision 7, is amended to read:

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

Sec. 10. Minnesota Statutes 2022, section 122A.06, subdivision 8, is amended to read:

Subd. 8. Teacher preparation program provider. "Teacher preparation program provider" or "unit" means an entity that has primary responsibility for overseeing and delivering a teacher preparation program. Teacher preparation program providers include institutes of higher education, school districts, charter schools, or nonprofit corporations organized under chapter 317A.

Sec. 11. Minnesota Statutes 2022, section 122A.06, is amended by adding a subdivision to read:

Subd. 9. District. "District" means a school district or charter school.

Sec. 12. Minnesota Statutes 2022, section 122A.06, is amended by adding a subdivision to read:

Subd. 10. Transfer pathway. "Transfer pathway" means an established pathway to licensure between a two-year college or Tribal college, and a board-approved teacher preparation provider.

Sec. 13. Minnesota Statutes 2022, section 122A.09, subdivision 4, is amended to read:

(a) The Professional Educator Licensing and Standards Board must license teachers, as defined in section 122A.15, subdivision 1, except for supervisory personnel, as defined in section 122A.15, subdivision 2. The board must not delegate its authority to make all licensing decisions with respect to candidates applicants for teacher licensure. The board must evaluate candidates applicants for compliance with statutory or rule requirements for licensure and develop licensure verification requirements.

(b) The Professional Educator Licensing and Standards Board must approve teacher preparation providers seeking to prepare candidates applicants for teacher licensure in Minnesota.

Sec. 14. Minnesota Statutes 2022, section 122A.09, subdivision 6, is amended to read:

Subd. 6. Register of persons licensed. The executive director of the Professional Educator Licensing and Standards Board must keep a record of the proceedings of and a register of all persons licensed pursuant to the provisions of this chapter. The register must show the name, address, licenses and permissions held, including renewals, and license number and the renewal of the license. The board must on July 1, of each year in advance, as soon thereafter as is practicable, compile a list of all duly licensed teachers. A copy of the register must be available during business hours at the office of the board to any interested person on the board’s website.
Sec. 15. Minnesota Statutes 2022, section 122A.09, subdivision 9, is amended to read:

Subd. 9. Professional Educator Licensing and Standards Board must adopt rules.


(b) The board must adopt rules relating to fields of licensure and grade levels that a licensed teacher may teach, including a process for granting permission to a licensed teacher to teach in a field that is different from the teacher's field of licensure without change to the teacher's license tier level.

(c) The board must adopt rules relating to the grade levels that a licensed teacher may teach.

(d) If a rule adopted by the board is in conflict with a session law or statute, the law or statute prevails. Terms adopted in rule must be clearly defined and must not be construed to conflict with terms adopted in statute or session law.

(e) The board must include a description of a proposed rule's probable effect on teacher supply and demand in the board's statement of need and reasonableness under section 14.131.

(f) The board must adopt rules only under the specific statutory authority.

Sec. 16. Minnesota Statutes 2022, section 122A.09, subdivision 10, is amended to read:

Subd. 10. Permissions. (a) Notwithstanding subdivision 9 and sections 14.055 and 14.056, the Professional Educator Licensing and Standards Board may grant waivers to its rules upon application by a school district or a charter school for purposes of implementing experimental programs in learning or management.

(b) To enable a school district or a charter school to meet the needs of students enrolled in an alternative education program and to enable licensed teachers instructing those students to satisfy content area licensure requirements, the Professional Educator Licensing and Standards Board annually may permit a licensed teacher teaching in an alternative education program to instruct students in a content area for which the teacher is not licensed, consistent with paragraph (a).

(c) A special education license permission issued by the Professional Educator Licensing and Standards Board for a primary employer's low-incidence region is valid in all low-incidence regions.

(d) A candidate that has obtained career and technical education certification may apply for a Tier 1 license under section 122A.181. Consistent with section 136F.361, the Professional Educator Licensing and Standards Board must strongly encourage approved
college or university-based teacher preparation programs throughout Minnesota to develop alternative pathways for certifying and licensing high school career and technical education instructors and teachers, allowing such candidates applicants to meet certification and licensure standards that demonstrate their content knowledge, classroom experience, and pedagogical practices and their qualifications based on a combination of occupational testing, professional certification or licensure, and long-standing work experience.

Sec. 17. Minnesota Statutes 2022, section 122A.091, subdivision 1, is amended to read:

Subdivision 1. Teacher and administrator preparation and performance data; report. (a) The Professional Educator Licensing and Standards Board and the Board of School Administrators, in cooperation with board-adopted board-approved teacher or administrator preparation programs, annually must collect and report summary data on teacher and administrator preparation and performance outcomes, consistent with this subdivision. The Professional Educator Licensing and Standards Board and the Board of School Administrators annually by June 1 must update and post the reported summary preparation and performance data on teachers and administrators from the preceding school years on a website hosted jointly by the boards their respective websites.

(b) Publicly reported summary data on teacher preparation programs providers must include:

(1) student entrance requirements for each Professional Educator Licensing and Standards Board-approved program, including grade point average for enrolling students in the preceding year;

(2) the average board-adopted skills examination or ACT or SAT scores of students entering the program in the preceding year;

(3) summary data on faculty teacher educator qualifications, including at least the content areas of faculty undergraduate and graduate degrees and their years of experience either as kindergarten through grade 12 classroom teachers or school administrators;

(4) the average time resident and nonresident program graduates in the preceding year needed to complete the program;

(5) the current number and percentage of enrolled candidates who entered the program through a transfer pathway disaggregated by race, except when disaggregation would not yield statistically reliable results or would reveal personally identifiable information about an individual;

(6) the current number and percentage of students program completers by program who graduated, received a standard Minnesota teaching license, and Tier 3 or Tier 4 license disaggregated by race, except when disaggregation would not yield statistically reliable results or would reveal personally identifiable information about an individual;

(7) the current number and percentage of program completers who entered the program through a transfer pathway and received a Tier 3 or Tier 4 license disaggregated by race.
except when disaggregation would not yield statistically reliable results or would reveal personally identifiable information about an individual;

(5) the current number and percentage of program completers who were hired to teach full time in their licensure field in a Minnesota district or school in the preceding year disaggregated by race, except when disaggregation would not yield statistically reliable results or would reveal personally identifiable information about an individual;

(6) the number of content area credits and other credits by undergraduate program that students in the preceding school year needed to complete to graduate and the current number and percentage of program completers who entered the program through a transfer pathway and who were hired to teach full time in their licensure field in a Minnesota district or school in the preceding year disaggregated by race, except when disaggregation would not yield statistically reliable results or would reveal personally identifiable information about an individual;

(7) board-adopted survey results measuring student and graduate satisfaction with the program initial licensure program quality and structure in the preceding school year disaggregated by race, except when disaggregation would not yield statistically reliable results or would reveal personally identifiable information about an individual;

(8) a standard measure of the satisfaction of board-adopted survey results from school principals or supervising teachers with the student teachers assigned to a school or supervising teacher supervisors on initial licensure program quality and structure; and

(9) the number and percentage of program completers who met or exceeded the state threshold score on the board-adopted teacher performance assessment.

Program reporting must be consistent with subdivision 2.

(c) Publicly reported summary data on administrator preparation programs approved by the Board of School Administrators must include:

(1) summary data on faculty qualifications, including at least the content areas of faculty undergraduate and graduate degrees and the years of experience either as kindergarten through grade 12 classroom teachers or school administrators;

(2) the average time program graduates in the preceding year needed to complete the program;

(3) the current number and percentage of students who graduated, received a standard Minnesota administrator license, and were employed as an administrator in a Minnesota school district or school in the preceding year disaggregated by race, except when
disaggregation would not yield statistically reliable results or would reveal personally identifiable information about an individual;

(4) the number of credits by graduate program that students in the preceding school year needed to complete to graduate;

(5) survey results measuring student, graduate, and employer satisfaction with the program in the preceding school year disaggregated by race, except when disaggregation would not yield statistically reliable results or would reveal personally identifiable information about an individual; and

(6) information under subdivision 3, paragraphs (c) and (d);

Program reporting must be consistent with section 122A.14, subdivision 10.

Sec. 18. Minnesota Statutes 2022, section 122A.091, subdivision 2, is amended to read:

Subd. 2. Teacher preparation program reporting. (a) By December 31, 2018, and annually thereafter, the Professional Educator Licensing and Standards Board shall report and publish on its website the cumulative summary results of at least three consecutive years of data reported to the board under subdivision 1, paragraph (b). Where the data are sufficient to yield statistically reliable information and the results would not reveal personally identifiable information about an individual teacher, the board shall report the data by teacher preparation program.

(b) The Professional Educator Licensing and Standards Board must report annually to the chairs and ranking minority members of the legislative committees with jurisdiction over kindergarten through grade 12 education, the following information:

(1) the total number of teacher candidates during the most recent school year taking a board-adopted skills examination;

(2) the number who achieve a qualifying score on the examination;

(3) the number who do not achieve a qualifying score on the examination; and

(4) the candidates who have not passed a content or pedagogy exam.

The information reported under this paragraph must be disaggregated by categories of race, ethnicity, and eligibility for financial aid. The report must be submitted in accordance with section 3.195.

Sec. 19. Minnesota Statutes 2022, section 122A.15, subdivision 1, is amended to read:

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

Sec. 20. Minnesota Statutes 2022, section 122A.18, subdivision 1, is amended to read:

Subd. 1. Authority to license. (a) The Professional Educator Licensing and Standards Board must issue the following teacher licenses to applicants who meet the qualifications prescribed by this chapter:

(1) Tier 1 license under section 122A.181;
(2) Tier 2 license under section 122A.182;
(3) Tier 3 license under section 122A.183; and
(4) Tier 4 license under section 122A.184.

(b) The Board of School Administrators must license supervisory personnel as defined in section 122A.15, subdivision 2, except for athletic coaches.

(c) The Professional Educator Licensing and Standards Board and the Department of Education must enter into a data sharing agreement to share:

(1) educational data at the E-12 level for the limited purpose of program approval and improvement for teacher education programs. The program approval process must include targeted redesign of teacher preparation programs to address identified E-12 student areas of concern; and
(2) data in the staff automated reporting system for the limited purpose of managing and processing funding to school districts and other entities.

(d) The Board of School Administrators and the Department of Education must enter into a data sharing agreement to share educational data at the E-12 level for the limited purpose of program approval and improvement for education administration programs. The program approval process must include targeted redesign of education administration preparation programs to address identified E-12 student areas of concern.

(e) For purposes of the data sharing agreements under paragraphs (c) and (d), the Professional Educator Licensing and Standards Board, Board of School Administrators, and Department of Education may share private data, as defined in section 13.02, subdivision 12, on teachers and school administrators. The data sharing agreements must not include educational data, as defined in section 13.32, subdivision 1, but may include summary data, as defined in section 13.02, subdivision 19, derived from educational data.

Sec. 21. Minnesota Statutes 2022, section 122A.18, subdivision 2, is amended to read:

Subd. 2. Support personnel qualifications. The Professional Educator Licensing and Standards Board must issue licenses and credentials under its jurisdiction to persons the
Sec. 22. Minnesota Statutes 2022, section 122A.18, subdivision 10, is amended to read:

Subd. 10. Licensure via portfolio. (a) The Professional Educator Licensing and Standards Board must adopt rules establishing a process for an eligible candidate applicant to obtain any teacher an initial Tier 3 license under subdivision 1, or to add a licensure field to a Tier 3 or Tier 4 license via portfolio. The portfolio licensure application process must be consistent with the requirements in this subdivision.

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

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

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

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

Sec. 23. Minnesota Statutes 2022, section 122A.18, is amended by adding a subdivision to read:

Subd. 11. Staff Automated Reporting. The Professional Educator Licensing and Standards Board shall collect data on educators' employment and assignments from all school districts and charter schools. The report may include data on educators' demographics and licensure.

Sec. 24. Minnesota Statutes 2022, section 122A.181, subdivision 1, is amended to read:

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

(1) the application has been submitted jointly by the applicant and the district:
the application has been paid for by the district or the applicant;

the candidate applicant meets the professional requirement in subdivision 2;

the district or charter school affirms that the candidate applicant has the necessary
skills and knowledge to teach in the specified content area; and

the district or charter school demonstrates that

a criminal background check under section 122A.18, subdivision 8, has been completed
on the candidate applicant; and

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

Sec. 25. Minnesota Statutes 2022, section 122A.181, subdivision 2, is amended to read:

Subd. 2. Professional requirements. (a) A candidate An applicant for a Tier 1 license
must have a bachelor's degree to teach a class or course outside a career and technical
education or career pathways course of study.

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

(1) an associate's degree;

(2) a professional certification; or

(3) five years of relevant work experience.

Sec. 26. Minnesota Statutes 2022, section 122A.181, is amended by adding a subdivision
to read:

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

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

(i) an associate's degree;

(ii) a professional certification; or

(ii) five years of relevant work experience;

(2) an applicant for a Tier 1 license to teach world languages and culture pursuant to
Minnesota Rules, part 8515.5550, if the applicant is a native speaker of the language; and
(3) an applicant for a Tier 1 license in the performing or visual arts pursuant to Minnesota Rules, parts 8710.4300, dance and theatre; 8710.4310, dance; 8710.4320, theatre; 8710.4650, vocal music and instrumental music; and 8710.4900, visual arts, if the applicant has at least five years of relevant work experience;

(b) The Professional Educator Licensing and Standards Board must adopt rules regarding the qualifications and determinations for applicants exempt from paragraph (a);

Sec. 27. Minnesota Statutes 2022, section 122A.181, subdivision 3, is amended to read:

Subd. 3. Term of license and renewal.
(a) The Professional Educator Licensing and Standards Board must issue an initial Tier 1 license for a term of one year. A Tier 1 license may be renewed subject to paragraphs (b) and (c).

The board may submit written comments to the district or charter school that requested the renewal regarding the candidate.

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

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

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

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

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

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

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

Sec. 28. Minnesota Statutes 2022, section 122A.181, subdivision 4, is amended to read:

Subd. 4. Application. The Professional Educator Licensing and Standards Board must accept and review applications for a Tier 1 teaching license beginning July 1 of the school year for which the license is requested and must issue or deny the Tier 1 teaching license.
within 30 days of receiving the completed application; at the board's discretion, the board may begin to accept and review applications before July 1.

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

Sec. 29. Minnesota Statutes 2022, section 122A.181, subdivision 5, is amended to read:

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

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

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

Sec. 30. Minnesota Statutes 2022, section 122A.182, subdivision 1, is amended to read:

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

1. The candidate meets the educational or professional requirements in paragraph (b) or (c):
   - (1) the candidate has completed the coursework required under subdivision 2;
   - (2) the candidate is enrolled in a Minnesota-approved teacher preparation program; or
   - (3) the candidate has a master's degree in the specified content area and the district or charter school demonstrates that a criminal background check under section 122A.18, subdivision 8, has been completed on the candidate.

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

(c) A candidate for a Tier 2 license must have one of the following credentials in a relevant content area to teach a class or course in a career and technical education or career pathways course of study:
   - (1) an associate's degree;
   - (2) a professional certification; or
   - (3) five years of relevant work experience.
(1) the application has been submitted jointly by the applicant and the district;

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

(3) the applicant holds a bachelor's degree, unless specifically exempt by statute or rule;

(4) the district demonstrates that a criminal background check under section 122A.18,

subdivision 8, has been completed for the applicant; and

(5) the applicant:

(i) has completed a state-approved teacher preparation program;

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

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

Sec. 31. Minnesota Statutes 2022, section 122A.182, is amended by adding a subdivision to read:

Subd. 2a. Exemptions from a bachelor's degree.

(a) The following applicants for a Tier 2 license are exempt from the requirement to hold a bachelor's degree in subdivision 1:

(1) an applicant for a Tier 2 license to teach career and technical education or career pathways courses of study when the applicant has:

(i) an associate's degree;

(ii) a professional certification; or

(iii) five years of relevant work experience;

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

(3) an applicant for a Tier 2 license in the performing or visual arts pursuant to Minnesota Rules, parts 8710.4300, dance and theatre; 8710.4310, dance; 8710.4320, theatre; 8710.4650, vocal music and instrumental music; and 8710.4900, visual arts, when the applicant has at least five years of relevant work experience;

(b) The Professional Educator Licensing and Standards Board must adopt rules regarding the qualifications and determinations for applicants exempt from the requirement to hold a bachelor's degree in subdivision 1.

Sec. 32. Minnesota Statutes 2022, section 122A.182, is amended by adding a subdivision to read:

Subd. 2b. Temporary eligibility for renewal. For the 2023-2024, 2024-2025, and 2025-2026 school years only, the Professional Educator Licensing and Standards Board
must approve an application to renew a Tier 2 license for an applicant that met the Tier 2
requirements in effect at the time the first Tier 2 license was issued. Nothing in this
subdivision modifies the renewal requirements in subdivision 3.

Sec. 33. Minnesota Statutes 2022, section 122A.182, subdivision 4, is amended to read:

**Subd. 4. Application.** The Professional Educator Licensing and Standards Board must
accept applications for a Tier 2 teaching license beginning July 1 of the school year for
which the license is requested and must issue or deny the Tier 2 teaching license within 30
days of receiving the completed application. At the board's discretion, the board may begin
to accept and review applications before July 1.

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

Sec. 34. Minnesota Statutes 2022, section 122A.183, subdivision 1, is amended to read:

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

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

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

3. (3) the candidate has completed the coursework required under subdivision 2.

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

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

1. an associate's degree;

2. a professional certification; or

3. five years of relevant work experience.

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

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116L.665, the board must establish a list of qualifying certifications, and may add additional
professional certifications in consultation with school administrators, teachers, and other
stakeholders.**

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

(b) The board must issue a Tier 3 license to an applicant who has completed student teaching comparable to the student teaching expectations in Minnesota, and has completed either a teacher preparation program from a culturally specific Minority Serving Institution in the United States, such as Historically Black Colleges and Universities, Tribal Colleges and Universities, or Hispanic-Serving Institutions, including those in Puerto Rico; or a university teacher preparation program in another country, and has taught at least two years. An applicant who qualifies for a Tier 3 license under this paragraph is not required to obtain a passing score on licensure exams under section 122A.185.

(d) The board must issue a Tier 3 license to a candidate who provides information sufficient to demonstrate the following, regardless of whether the candidate meets other requirements in this section:

1. the candidate has completed a teacher preparation program from a culturally specific Minority Serving Institution in the United States, such as Historically Black Colleges and Universities, Tribal Colleges and Universities, or Hispanic-Serving Institutions, including those in Puerto Rico; or
2. the candidate has completed a university teacher preparation program in another country and has taught at least two years.

The candidate must have completed student teaching comparable to the student teaching expectations in Minnesota.

Sec. 35. Minnesota Statutes 2022, section 122A.183, subdivision 2, is amended to read:

Subd. 2. Coursework. An applicant for a Tier 3 license must meet the coursework requirement by demonstrating one of the following:

1. completion of a Minnesota-approved teacher preparation program;
2. completion of a state-approved teacher preparation program that includes field-specific student teaching equivalent to field-specific student teaching in Minnesota-approved teacher preparation programs. The field-specific student teaching requirement does not apply to a candidate that has two years of field-specific teaching experience;
3. submission of a content-specific licensure portfolio;
4. a professional teaching license from another state, evidence that the candidate's applicant's license is in good standing, and two years of field-specific teaching experiences; or
5. three years of teaching experience under a Tier 2 license and evidence of summative teacher evaluations that did not result in placing or otherwise keeping the teacher on an improvement process pursuant to section 122A.40, subdivision 8, or section 122A.41, subdivision 6.
Sec. 36. Minnesota Statutes 2022, section 122A.183, is amended by adding a subdivision to read:

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

1. (1) an applicant for a Tier 3 license to teach career and technical education or career pathways courses of study when the applicant has:
   (i) an associate's degree;
   (ii) a professional certification; or
   (iii) five years of relevant work experience;

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

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

(b) The Professional Educator Licensing and Standards Board must adopt rules regarding the qualifications and determinations for applicants exempt from the requirement to hold a bachelor's degree in subdivision 1.

Sec. 37. Minnesota Statutes 2022, section 122A.183, is amended by adding a subdivision to read:

Subd. 2b. Temporary eligibility. A candidate for a Tier 3 license may meet the coursework requirement under subdivision 2 if the candidate demonstrates three years of teaching experience under a Tier 2 license and evidence of summative teacher evaluations that did not result in placing or otherwise keeping the teacher on an improvement process pursuant to section 122A.40, subdivision 8, or section 122A.41, subdivision 5. This subdivision expires on December 31, 2026.

Sec. 3. Minnesota Statutes 2022, section 122A.184, subdivision 1, is amended to read:

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

1. (1) the candidate applicant meets all requirements for a Tier 3 license under section 122A.183, subdivision 2, clause (1) or (2);
(2) the candidate applicant has at least three years of field-specific teaching experience in Minnesota as a teacher of record;
(3) the candidate applicant has obtained a passing score on all required licensure exams under section 122A.185; and
(4) the candidate's most recent summative teacher evaluation did not result in placing the candidate in an improvement process pursuant to section 122A.40, subdivision 5.

(4) if the applicant previously held a Tier 3 license under section 122A.183, the applicant has completed the renewal requirements in section 122A.187.

Sec. 3. Minnesota Statutes 2022, section 122A.185, subdivision 1, is amended to read:

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

(b) The board must adopt rules requiring candidates applicants for Tier 3 and Tier 4 licenses to pass an examination or performance assessment of general pedagogical knowledge and examinations of licensure field specific content. An applicant is exempt from the examination requirements if the applicant completed:

(1) a board-approved teacher preparation program;
(2) licensure via portfolio pursuant to section 122A.18, subdivision 10; or the portfolio has been approved; or
(3) a state-approved teacher preparation program in another state and passed licensure examinations in that state, if applicable. The content examination requirement does not apply if no relevant content exam exists.

Candidates for initial Tier 3 and Tier 4 licenses to teach elementary students must pass test items assessing the candidates' knowledge, skill, and ability in comprehensive: 

(1) a board-approved teacher preparation program;
(2) licensure via portfolio pursuant to section 122A.18, subdivision 10; or the portfolio has been approved; or
(3) a state-approved teacher preparation program in another state and passed licensure examinations in that state, if applicable. The content examination requirement does not apply if no relevant content exam exists.
scientifically based reading instruction under section 122A.06, subdivision 4, knowledge and understanding of the foundations of reading development, development of reading comprehension and reading assessment and instruction, and the ability to integrate that knowledge and understanding into instruction strategies under section 122A.06, subdivision 4.

(d) The requirement to pass a board-adopted reading, writing, and mathematics skills examination does not apply to nonnative English speakers, as verified by qualified Minnesota school district personnel or Minnesota higher education faculty, who, after meeting the content and pedagogy requirements under this subdivision, apply for a teaching license to provide direct instruction in their native language or world language instruction under section 122A.06, subdivision 1.

(b) All testing centers in the state must provide monthly opportunities for untimed content and pedagogy examinations. These opportunities must be advertised on the test registration website. The board must require the exam vendor to provide other equitable opportunities to pass exams, including: (1) waiving testing fees for test takers who qualify for federal grants; (2) providing free, multiple, full-length practice tests for each exam and free, comprehensive study guides on the test registration website; (3) making content and pedagogy exams available in languages other than English for teachers seeking licensure to teach in language immersion programs; and (4) providing free, detailed exam results analysis by test objective to assist applicants who do not pass an exam in identifying areas for improvement. Any applicant who has not passed a required exam after two attempts must be allowed to retake the exam, including new versions of the exam, without being charged an additional fee.

Sec. 39. Minnesota Statutes 2022, section 122A.185, subdivision 1, is amended to read:

Subdivision 1. Tests. (a) The Professional Educator Licensing and Standards Board must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted examination of skills in reading, writing, and mathematics before being granted a Tier 4 teaching license under section 122A.184 to provide direct instruction to pupils in elementary, secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier 2.1 license to provide direct instruction to pupils in elementary, secondary, or special education programs if candidates meet the other requirements in section 122A.104, 122A.105, or 122A.183, respectively.

(b) The board must adopt rules requiring candidates applicants for Tier 3 and Tier 4 licenses to pass an examination or performance assessment of general pedagogical knowledge and examinations of licensure field specific content. An applicant is exempt from the examination requirements if the applicant completed:

- board-approved preparation program in Minnesota; The test items must assess the candidates' knowledge, skill, and ability in comprehensive, scientifically based reading instruction under section 122A.06, subdivision 4, knowledge and understanding of the foundations of reading development, development of reading comprehension and reading assessment and instruction, and the ability to integrate that knowledge and understanding into instruction strategies under section 122A.06, subdivision 4;

- a comprehensive study guides on the test registration website; (3) making content and pedagogy programs if candidates meet the other requirements in section 122A.181, 122A.182, or 122A.183, respectively.

- An applicant is exempt from the general pedagogical knowledge skills test objective to assist candidates who do not pass an exam in identifying areas for improvement. Any candidate who has not passed a required exam after two attempts must be allowed to retake the exam, including new versions of the exam, without being charged an additional fee.
95.11 A board-approved teacher preparation program;

95.12 licensure via portfolio pursuant to section 122A.18, subdivision 10; and the portfolio has been approved; or

95.13 a state-approved teacher preparation program in another state and passed licensure examinations in that state, if applicable. The content examination requirement does not apply if no relevant content exam exists.

95.14 (c) Candidates for initial Tier 3 and Tier 4 licenses to teach elementary students must pass test items assessing the candidates' knowledge, skill, and ability in comprehensive, scientifically based reading instruction under section 122A.06, subdivision 4.

95.15 knowledge and understanding of the foundations of reading development, development of reading comprehension and reading assessment and instruction, and the ability to integrate that knowledge and understanding into instruction strategies under section 122A.06, subdivision 4.

95.16 (d) The requirement to pass a board-adopted reading, writing, and mathematics skills examination does not apply to nonnative English speakers, as verified by qualified Minnesota school district personnel or Minnesota higher education faculty, who, after meeting the content and pedagogy requirements under this subdivision, apply for a teaching license to provide direct instruction in their native language or world language instruction under section 120B.022, subdivision 1.
The teacher preparation programs must make available assistance in the specific academic areas of candidates' deficiency.

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

Sec. 41. Minnesota Statutes 2022, section 122A.187, subdivision 1, is amended to read:

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

Sec. 42. Minnesota Statutes 2022, section 122A.187, is amended by adding a subdivision to read:

Subd. 7. American Indian history and culture. The Professional Educator Licensing and Standards Board must adopt rules that require all licensed teachers renewing their license under sections 122A.181 to 122A.184 to include in the renewal requirements professional development in the cultural heritage and contemporary contributions of American Indians with particular emphasis on Minnesota Tribal Nations.

Sec. 43. Minnesota Statutes 2022, section 122A.19, subdivision 4, is amended to read:

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

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

Sec. 44. Minnesota Statutes 2022, section 122A.26, subdivision 2, is amended to read:

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

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

EFFECTIVE DATE. This section is effective for the 2023-2024 school year and later.

Sec. 45. Minnesota Statutes 2022, section 122A.40, subdivision 3, is amended to read:

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

(b) A school district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and
ethnicty; and (2) the reasons for all teacher resignations and requested leaves of absence.

The report must not include data that would personally identify individuals.

Sec. 46. Minnesota Statutes 2022, section 122A.40, subdivision 5, is amended to read:

Subd. 5. Probationary period. (a) The first three consecutive years of a teacher's first teaching experience in Minnesota in a single district is deemed to be a probationary period of employment, and, the probationary period in each district in which the teacher is thereafter employed shall be one year. The school board must adopt a plan for written evaluation of teachers during the probationary period that is consistent with subdivision 8. Evaluation of teachers must occur at least three times periodically throughout each school year for a teacher performing services during that school year; the first evaluation must occur within the first 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops, and other staff development opportunities and days on which a teacher is absent from school must not be included in determining the number of school days on which a teacher performs services. Except as otherwise provided in paragraph (b), during the probationary period any annual contract with any teacher may or may not be renewed as the school board shall see fit. However, the board must give any such teacher whose contract it declines to renew for the following school year written notice to that effect before July 1. If the teacher requests reasons for any nonrenewal of a teaching contract, the board must give the teacher its reason in writing, including a statement that appropriate supervision was furnished describing the nature and the extent of such supervision furnished the teacher during the employment by the board, within ten days after receiving such request. The school board may, after a hearing held upon due notice, discharge a teacher during the probationary period for cause, effective immediately, under section 122A.44.

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

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

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

(e) A probationary teacher must at least 270 days of teaching service each year during the probationary period. Days devoted to parent-teacher conferences, teachers' workshops, and other staff development opportunities and days on which a teacher is absent from school do not count as days of teaching service under this paragraph.

The report must not include data that would personally identify individuals.

Sec. 6. Minnesota Statutes 2022, section 122A.40, subdivision 5, is amended to read:

Subd. 5. Probationary period. (a) The first three consecutive years of a teacher's first teaching experience in Minnesota in a single district is deemed to be a probationary period of employment, and, the probationary period in each district in which the teacher is thereafter employed shall be one year. The school board must adopt a plan for written evaluation of teachers during the probationary period that is consistent with subdivision 8. Evaluation must occur at least three times periodically throughout each school year for a teacher performing services during that school year; the first evaluation must occur within the first 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops, and other staff development opportunities and days on which a teacher is absent from school must not be included in determining the number of school days on which a teacher performs services. Except as otherwise provided in paragraph (b), during the probationary period any annual contract with any teacher may or may not be renewed as the school board shall see fit. However, the board must give any such teacher whose contract it declines to renew for the following school year written notice to that effect before July 1. If the teacher requests reasons for any nonrenewal of a teaching contract, the board must give the teacher its reason in writing, including a statement that appropriate supervision was furnished describing the nature and the extent of such supervision furnished the teacher during the employment by the board, within ten days after receiving such request. The school board may, after a hearing held upon due notice, discharge a teacher during the probationary period for cause, effective immediately, under section 122A.44.

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

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

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

(e) A probationary teacher must at least 270 days of teaching service each year during the probationary period. Days devoted to parent-teacher conferences, teachers' workshops, and other staff development opportunities and days on which a teacher is absent from school do not count as days of teaching service under this paragraph.
Educational Article 5 - Teachers

Forthwithstanding any law to the contrary, a teacher who has taught for three consecutive years in a single school district or charter school in Minnesota or another state must serve a probationary period no longer than one year in a Minnesota school district.

Effective July 1, 2023, and thereafter,

Sec. 11. Minnesota Statutes 2022, section 122A.40, subdivision 5, is amended to read:

Subd. 5. Probationary period. (a) The first three consecutive years of a teacher's first teaching experience in Minnesota in a single district are deemed to be a probationary period of employment, and, the probationary period in each district in which the teacher is thereafter employed shall be one year. The school board must adopt a plan for written evaluation of teachers during the probationary period that is consistent with subdivision 8.

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

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

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

184.24 (a) A probationary teacher must complete at least 120 90 days of teaching service each
184.25 year during the probationary period. Days devoted to parent-teacher conferences, teachers'
184.26 workshops, and other staff development opportunities and days on which a teacher is absent
184.27 from school do not count as days of teaching service under this paragraph.

185.1 (f) Notwithstanding any law to the contrary, a teacher who has taught for three
185.2 consecutive years in a single school district or charter school in Minnesota or another state
185.3 must serve a probationary period of no longer than one year in a Minnesota school district:

185.4 EFFECTIVE DATE. This section is effective for collective bargaining agreements
185.5 effective July 1, 2023, and thereafter:

185.6 Sec. 47. Minnesota Statutes 2022, section 122A.40, subdivision 8, is amended to read:

185.7 Subd. 8. Development, evaluation, and peer coaching for continuing contract
185.8 teachers. (a) To improve student learning and success, a school board and an exclusive
185.9 representative of the teachers in the district, consistent with paragraph (b), may develop a
185.10 teacher evaluation and peer review process for probationary and continuing contract teachers
185.11 through joint agreement. If a school board and the exclusive representative of the teachers
185.12 do not agree to an annual teacher evaluation and peer review process, then the school board
185.13 and the exclusive representative of the teachers must implement the state teacher evaluation
185.14 plan under paragraph (c). The process must include having trained observers serve as peer
185.15 coaches or having teachers participate in professional learning communities, consistent with
185.16 paragraph (b).

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

185.21 (1) must, for probationary teachers, provide for all evaluations required under subdivision
185.22 5;

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

185.28 (3) must be based on professional teaching standards established in rule, include a rubric
185.29 of performance standards for teacher practice that: (i) is based on professional teaching
185.30 standards established in rule; (ii) includes culturally responsive methodologies; and (iii)
185.31 provides common descriptions of effectiveness using at least three levels of performance;

185.32 for purposes of paragraph (a) if the probationary teacher completes a combined total of
185.33 three years of teaching service immediately before and after the leave.

185.34 (a) A probationary teacher must complete at least 120 90 days of teaching service each
185.35 year during the probationary period. Days devoted to parent-teacher conferences, teachers'
185.36 workshops, and other staff development opportunities and days on which a teacher is absent
185.37 from school do not count as days of teaching service under this paragraph.

185.40 EFFECTIVE DATE. This section is effective for collective bargaining agreements
185.41 effective July 1, 2023, and thereafter:

185.42 Sec. 12. Minnesota Statutes 2022, section 122A.40, subdivision 8, is amended to read:

185.43 Subd. 8. Development, evaluation, and peer coaching for continuing contract
185.44 teachers. (a) To improve student learning and success, a school board and an exclusive
185.45 representative of the teachers in the district, consistent with paragraph (b), may develop a
185.46 teacher evaluation and peer review process for probationary and continuing contract teachers
185.47 through joint agreement. If a school board and the exclusive representative of the teachers
185.48 do not agree to an annual teacher evaluation and peer review process, then the school board
185.49 and the exclusive representative of the teachers must implement the state teacher evaluation
185.50 plan under paragraph (c). The process must include having trained observers serve as peer
185.51 coaches or having teachers participate in professional learning communities, consistent with
185.52 paragraph (b).

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

185.57 (1) must, for probationary teachers, provide for all evaluations required under subdivision
185.58 5;

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

185.64 (3) must be based on professional teaching standards established in rule, include a rubric
185.65 of performance standards for teacher practice that: (i) is based on professional teaching
185.66 standards established in rule; (ii) includes culturally responsive methodologies; and (iii)
185.67 provides common descriptions of effectiveness using at least three levels of performance;

185.68
must coordinate staff development activities under sections 122A.60 and 122A.61

with this evaluation process and teachers’ evaluation outcomes;

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

collaboration;

(6) may include job-embedded learning opportunities such as professional learning

communities;

(7) may include mentoring and induction programs for teachers, including teachers who

are members of populations underrepresented among the licensed teachers in the district or

school and who reflect the diversity of students under section 120B.35, subdivision 3,

paragraph (b), clause (2), who are enrolled in the district or school;

(8) must include an option for teachers to develop and present a portfolio demonstrating

evidence of reflection and professional growth, consistent with section 122A.187, subdivision

3, and include teachers' own performance assessment based on student work samples and

effects of teachers' work, which may include video among other activities for

the summative evaluation;

(9) must use data from valid and reliable assessments aligned to state and local academic

standards and must use state and local measures of student growth and literacy that may

include value-added models or student learning goals to determine 35 percent of teacher

evaluation results;

(10) must use longitudinal data on student engagement and connection, and other student

outcome measures explicitly aligned with the elements of curriculum for which teachers

are responsible, including academic literacy, oral academic language, and achievement of

content areas of English learners;

(11) must require qualified and trained evaluators such as school administrators to

perform summative evaluations and ensure school districts and charter schools provide for

effective evaluator training specific to teacher development and evaluation;

(12) must give teachers not meeting professional teaching standards under clauses (3)

through (11) support to improve through a teacher improvement process that includes

established goals and timelines; and

(13) must discipline a teacher for not making adequate progress in the teacher

improvement process under clause (12) that may include a last chance warning, termination,

dischARGE, nonrenewAL, transfer to a different position, a leave of absence, or other discipline

a school administrator determines is appropriate.

Data on individual teachers generated under this subdivision are personnel data under

section 13.43. The observation and interview notes of peer coaches may only be disclosed

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

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

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

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

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

EFFECTIVE DATE. This section is effective July 1, 2025.
during the probationary period according to subdivisions 3 and 5. Evaluation by the peer
review committee charged with evaluating probationary teachers under subdivision 3 shall
occur at least three times periodically throughout each school year for a teacher performing
services during that school year; the first evaluation must occur within the first 90 days of
teaching service. Days devoted to parent-teacher conferences, teachers' workshops, and
other staff development opportunities and days on which a teacher is absent from school
shall not be included in determining the number of school days on which a teacher performs
services. The school board may, during such probationary period, discharge or demote a
teacher for any of the causes as specified in this code. A written statement of the cause of
such discharge or demotion shall be given to the teacher by the school board at least 30
days before such removal or demotion shall become effective, and the teacher so notified
shall have no right of appeal therefrom.

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

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

(d) A probationary teacher must complete at least 90 days of teaching service each
year during the probationary period. Days devoted to parent-teacher conferences, teachers'
workshops, and other staff development opportunities and days on which a teacher is absent
from school do not count as days of teaching service under this paragraph.

(e) Notwithstanding any law to the contrary, a teacher who has taught for three
years of teaching service during that school year; the first evaluation must occur within the first 90 days of
teaching service. Days devoted to parent-teacher conferences, teachers' workshops, and
other staff development opportunities and days on which a teacher is absent from school
shall not be included in determining the number of school days on which a teacher performs
services. The school board may, during such probationary period, discharge or demote a
teacher for any of the causes as specified in this code. A written statement of the cause of
such discharge or demotion shall be given to the teacher by the school board at least 30
days before such removal or demotion shall become effective, and the teacher so notified
shall have no right of appeal therefrom.

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

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

(d) A probationary teacher must complete at least 90 days of teaching service each
year during the probationary period. Days devoted to parent-teacher conferences, teachers'
workshops, and other staff development opportunities and days on which a teacher is absent
from school do not count as days of teaching service under this paragraph.

EFFECTIVE DATE. This section is effective for collective bargaining agreements
effective July 1, 2023; and thereafter:

Sec. 48. Minnesota Statutes 2022, section 122A.41, subdivision 2, is amended to read:
Subd. 2. Probationary period; discharge or demotion. (a) All teachers in the public
schools in cities of the first class during the first three years of consecutive employment
shall be deemed to be in a probationary period of employment during which period any
annual contract with any teacher may, or may not, be renewed as the school board, after
consulting with the peer review committee charged with evaluating the probationary teachers
under subdivision 3, shall see fit. The first three consecutive years of a teacher's first teaching
during the probationary period according to subdivisions 3 and 5. Evaluation by the peer
review committee charged with evaluating probationary teachers under subdivision 3 shall
occur at least three times periodically throughout each school year for a teacher performing
services during that school year; the first evaluation must occur within the first 90 days of
teaching service. Days devoted to parent-teacher conferences, teachers' workshops, and
other staff development opportunities and days on which a teacher is absent from school
shall not be included in determining the number of school days on which a teacher performs
services. The school board may, during such probationary period, discharge or demote a
teacher for any of the causes as specified in this code. A written statement of the cause of
such discharge or demotion shall be given to the teacher by the school board at least 30
days before such removal or demotion shall become effective, and the teacher so notified
shall have no right of appeal therefrom.
experience in Minnesota in a single district are deemed to be a probationary period of
employment, and the probationary period in each district in which the teacher is thereafter
employed shall be one year. The school site management team or the school board if there
is no school site management team, shall adopt a plan for a written evaluation of teachers
during the probationary period according to subdivisions 3 and 5. Evaluation by the peer
review committee charged with evaluating probationary teachers under subdivision 3 shall
occur at least three times periodically throughout each school year for a teacher performing
services during that school year; the first evaluation must occur within the first 90 days of
teaching service. Days devoted to parent-teacher conferences, teachers' workshops, and
other staff development opportunities and days on which a teacher is absent from school
shall not be included in determining the number of school days on which a teacher performs
services. The school board may, during such probationary period, discharge or demote a
teacher for any of the causes as specified in this code. A written statement of the cause of
such discharge or demotion shall be given to the teacher by the school board at least 30
days before such removal or demotion shall become effective, and the teacher so notified
shall have no right of appeal therefrom.

(b) A probationary teacher whose first three years of consecutive employment are
interrupted for active military service and who promptly resumes teaching consistent with
federal reemployment timelines for uniformed service personnel under United States Code,
title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes
of paragraph (a). A probationary teacher whose first three years of consecutive employment are
interrupted for maternity, paternity, or medical leave and who resumes teaching within 12
months of when the leave began is considered to have a consecutive teaching experience
for purposes of paragraph (a) if the probationary teacher completes a combined total of
three years of teaching service immediately before and after the leave. A probationary teacher
must complete at least 360 days of teaching service each year during the probationary period. Days devoted to parent-teacher conferences, teachers' workshops, and
other staff development opportunities and days on which a teacher is absent from school
from school do not count as days of teaching service under this paragraph.

Notwithstanding any law to the contrary, a teacher who has taught for three
consecutive years in a single school district or charter school in Minnesota or another state
must serve a probationary period of no longer than one year in a Minnesota school district.

**EFFECTIVE DATE.** This section is effective for collective bargaining agreements
effective July 1, 2023, and thereafter.

Sec. 49. Minnesota Statutes 2022, section 122A.41, subdivision 5, is amended to read:
Subd. 5. Development, evaluation, and peer coaching for continuing contract
teachers. (a) To improve student learning and success, a school board and an exclusive
teacher for any of the causes as specified in this code. A written statement of the cause of
such discharge or demotion shall be given to the teacher by the school board at least 30
days before such removal or demotion shall become effective, and the teacher so notified
shall have no right of appeal therefrom.

(b) A probationary teacher whose first three years of consecutive employment are
interrupted for active military service and who promptly resumes teaching consistent with
federal reemployment timelines for uniformed service personnel under United States Code,
title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes
of paragraph (a). A probationary teacher whose first three years of consecutive employment are
interrupted for maternity, paternity, or medical leave and who resumes teaching within 12
months of when the leave began is considered to have a consecutive teaching experience
for purposes of paragraph (a) if the probationary teacher completes a combined total of
three years of teaching service immediately before and after the leave. A probationary teacher
must complete at least 360 days of teaching service each year during the probationary period. Days devoted to parent-teacher conferences, teachers' workshops, and
other staff development opportunities and days on which a teacher is absent from school
from school do not count as days of teaching service under this paragraph.

Notwithstanding any law to the contrary, a teacher who has taught for three
consecutive years in a single school district or charter school in Minnesota or another state
must serve a probationary period of no longer than one year in a Minnesota school district.

**EFFECTIVE DATE.** This section is effective for collective bargaining agreements
effective July 1, 2023, and thereafter.

**S1311-2**

Sec. 14. Minnesota Statutes 2022, section 122A.41, subdivision 5, is amended to read:
Subd. 5. Development, evaluation, and peer coaching for continuing contract
teachers. (a) To improve student learning and success, a school board and an exclusive
representative of the teachers in the district, consistent with paragraph (b), may develop an annual teacher evaluation and peer review process for probationary and nonprobationary teachers through joint agreement. If a school board and the exclusive representative of the teachers in the district do not agree to an annual teacher evaluation and peer review process, then the school board and the exclusive representative of the teachers must implement the state teacher evaluation plan developed under paragraph (c). The process must include having trained observers serve as peer coaches or having teachers participate in professional learning communities, consistent with paragraph (b).

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

1. must, for probationary teachers, provide for all evaluations required under subdivision 2;
2. must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator;
3. must be based on professional teaching standards established in rule. Include a rubric of performance standards for teacher practice that: (i) is based on professional teaching standards established in rule; (ii) includes culturally responsive methodologies; and (iii) provides common descriptions of effectiveness using at least three levels of performance;
4. must coordinate staff development activities under sections 122A.60 and 122A.61 with this evaluation process and teachers’ evaluation outcomes;
5. may provide time during the school day and school year for peer coaching and teacher collaboration;
6. may include job-embedded learning opportunities such as professional learning communities;
7. may include mentoring and induction programs for teachers, including teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of students under section 120B.35, subdivision 3, paragraph (b), clause (2), who are enrolled in the district or school;
8. must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with section 122A.187, subdivision 3, and include teachers’ own performance assessment based on student work samples and examples of teachers’ work, which may include video among other activities for the summative evaluation;

1. must, for probationary teachers, provide for all evaluations required under subdivision 2;
2. must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator;
3. must be based on professional teaching standards established in rule. Include a rubric of performance standards for teacher practice that: (i) is based on professional teaching standards established in rule; (ii) includes culturally responsive methodologies; and (iii) provides common descriptions of effectiveness using at least three levels of performance;
4. must coordinate staff development activities under sections 122A.60 and 122A.61 with this evaluation process and teachers’ evaluation outcomes;
5. may provide time during the school day and school year for peer coaching and teacher collaboration;
6. may include job-embedded learning opportunities such as professional learning communities;
7. may include mentoring and induction programs for teachers, including teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of students under section 120B.35, subdivision 3, paragraph (b), clause (2), who are enrolled in the district or school;
8. must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with section 122A.187, subdivision 3, and include teachers’ own performance assessment based on student work samples and examples of teachers’ work, which may include video among other activities for the summative evaluation;
must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth and literacy that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results;

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

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

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

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

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

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

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

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

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

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

EFFECTIVE DATE. This section is effective July 1, 2025.

Sec. 50. Minnesota Statutes 2022, section 122A.41, is amended by adding a subdivision to
read:

Subd. 16. Reporting of hires and terminations. A school district must annually report
to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and
terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher
resignations and requested leaves of absence. The report must not include data that would
personally identify individuals.

Sec. 51. Minnesota Statutes 2022, section 122A.415, subdivision 4, is amended to read:

(b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative
teacher compensation aid entitlement must not exceed $22,640,000 for fiscal year 2016 and
$88,118,000 for fiscal year 2017 to 2023; $88,461,000 for fiscal year 2024; $88,461,000 for
fiscal year 2025; $89,570,000 for fiscal year 2026; and $89,689,000 for fiscal year 2027
and later. The commissioner must limit the amount of alternative teacher compensation aid
approved under this section so as not to exceed these limits by not approving new participants
or by prorating the aid among participating districts, intermediate school districts, school
sites, and charter schools. The commissioner may also reallocate a portion of the allowable

pursuant to paragraph (b), clause (13), unless no other teacher at the school teaches that
subject area; and

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

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

EFFECTIVE DATE. This section is effective July 1, 2025.

Subd. 4. Basic alternative teacher compensation aid. (a) The basic alternative teacher
compensation aid for a school with a plan approved under section 122A.41, subdivision
2b, equals 65 percent of the alternative teacher compensation revenue under subdivision 1.
(b) The basic alternative teacher compensation aid for a charter school with a plan approved
under section 122A.414, subdivisions 2a and 2b, equals $260 times the number of pupils
enrolled in the school on October 1 of the previous year, or on October 1 of the current year
for a charter school in the first year of operation, times the ratio of the sum of the alternative
teacher compensation aid and alternative teacher compensation levy for all participating
school districts to the maximum alternative teacher compensation revenue for those districts
under subdivision 1.

(b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative
teacher compensation aid entitlement must not exceed $22,640,000 for fiscal year 2016 and
$88,118,000 for fiscal year 2017 to 2023; $88,461,000 for fiscal year 2024; $88,461,000 for
fiscal year 2025; $89,570,000 for fiscal year 2026; and $89,689,000 for fiscal year 2027
and later. The commissioner must limit the amount of alternative teacher compensation aid
approved under this section so as not to exceed these limits by not approving new participants
or by prorating the aid among participating districts, intermediate school districts, school
sites, and charter schools. The commissioner may also reallocate a portion of the allowable

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aid for the biennium from the second year to the first year to meet the needs of approved participants.

(c) Basic alternative teacher compensation aid for an intermediate district or other cooperative unit equals $3,000 times the number of licensed teachers employed by the intermediate district or cooperative unit on October 1 of the previous school year.

Sec. 52. [122A.441] SHORT-CALL SUBSTITUTE TEACHER PILOT PROGRAM.

(a) A school district or charter school and applicant may jointly request the Professional Educator Licensing and Standards Board approve an application for a short-call substitute teaching license. The application information must sufficiently demonstrate the following:

(i) the applicant:

(ii) holds a minimum of an associate's degree or equivalent and has or will receive substitute training from the school district or charter school; or

(ii) holds a minimum of a high school diploma or equivalent and has been employed as an education support personnel or paraprofessional within the district or charter school for at least one academic year; and

(b) The Professional Educator Licensing and Standards Board may issue a temporary teaching license pending a background check under section 122A.18, subdivision 8, and may immediately suspend or revoke the license upon receiving background check information. An applicant submitting an application for a short-call substitute teaching license in accordance with section 122A.18, subdivision 7a, paragraph (a), must not be required to complete a joint application with a district and must not be issued a license pending a background check under section 122A.18, subdivision 8:

(c) The board may prioritize short-call substitute teaching license applications to expedite the review process.

(d) A school district or charter school must provide a substitute teacher who receives a substitute teaching license through the pilot program with substitute teacher training. The board may remove a school district or charter school from the pilot program for failure to provide the required training.

(e) A school district or charter school must not require an employee to apply for a substitute teaching license, or retaliate against an employee that does not apply for a substitute teaching license under the pilot program.
A school district or charter school must compensate an employee working as a substitute teacher under the pilot program with the greater of $200 per day or the employee's regular rate of pay.

EFFECTIVE DATE. This section is effective for the 2023-2024 and 2024-2025 school years only.

Sec. 10. Minnesota Statutes 2022, section 122A.59, is amended to read:

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

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

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

(2) have moved to Minnesota where they were licensed, and

(3) belong to a racial or ethnic group that is underrepresented among teachers compared to students in the district or school under section 120B.35, subdivision 3, paragraph (b), clause (2).

Subd. 3. Bonus amount. A district or school may offer a hiring and retention bonus of a minimum of $5,000 and a maximum of $10,000 to a teacher who meets the eligibility requirements. A teacher who meets the eligibility requirements and meets a licensure shortage area in the economic development region of the state where the school is located may be offered a hiring bonus of a minimum of $5,000 and a maximum of $10,000. A teacher must be paid half of the bonus when starting employment and half after completing four years of service in the hiring district or school if the teacher has demonstrated teaching effectiveness and is not on a professional improvement plan under section 122A.40, subdivision 8, paragraph (b), clause (12) or (13), or section 122A.41, subdivision 5, paragraph (b), clause (12) or (13), or is not being considered for termination for a reason listed in section 122A.40, subdivision 9, including a teacher hired by a school district located in a city of the first class. A teacher who does not complete their first school year upon receiving a hiring bonus must repay the hiring bonus. A teacher must have a Tier 3 or Tier 4 Minnesota teaching license to qualify for the second half of the bonus. A district must prorate the second half of the bonus if the eligible teacher is nonrenewed due to reasons not having to do with teaching effectiveness or misconduct.

Subd. 4. Administration. (a) The commissioner must establish a process for districts or schools to seek reimbursement for hiring bonuses given to teachers in shortage areas in economic development regions in Minnesota where a teacher is hired.
moving to and working in Minnesota schools experiencing specific shortages. The
commissioner must provide guidance for districts to seek repayment of a hiring bonus from
a teacher who does not complete the first year of employment. The department may conduct
a pilot program with a small number of teachers during the 2022-2023 biennium to establish
feasibility. The department must submit a report by December 1, 2022, to the chairs and
ranking minority members of the legislative committees with jurisdiction over kindergarten
through grade 12 education detailing the effectiveness of the program and recommendations
for improvement in future years.

Subdivision 1. Purpose. The purpose of this section is to increase the number of heritage
language and culture teachers in Minnesota.

Subd. 2. Definitions. "Heritage language and culture teachers" means teachers with a
connection to a community’s language and culture who use this connection to support
students as they learn academic content or the language and culture of that particular
community.

Subd. 3. Eligibility. Applicants for the heritage language and culture licensure pathway
program must:

(b) The commissioner may award participating districts and schools additional funds to
administer the program, including out-of-state recruiting efforts and retention activities.

The commissioner may allow participating districts and schools to reserve up to five percent
of Come Teach in Minnesota funding to administer the program, including for out-of-state
recruiting efforts and retention activities.

A teacher who does not complete the first year of employment. The department may conduct
a pilot program with a small number of teachers during the 2022-2023 biennium to establish
feasibility. The department must submit a report by December 1, 2022, to the chairs and
ranking minority members of the legislative committees with jurisdiction over kindergarten
through grade 12 education detailing the effectiveness of the program and recommendations
for improvement in future years.

(b) The commissioner may award participating districts and schools additional funds to
administer the program, including out-of-state recruiting efforts and retention activities.

The commissioner may allow participating districts and schools to reserve up to five percent
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language and culture teachers in Minnesota.

Subd. 2. Definitions. "Heritage language and culture teachers" means teachers with a
connection to a community’s language and culture who use this connection to support
students as they learn academic content or the language and culture of that particular
community.

Subd. 3. Eligibility. Applicants for the heritage language and culture licensure pathway
program must:
(1) hold a current license issued by the Professional Educator Licensing and Standards Board or meet the criteria for licensure in 122A.181; and

(2) seek initial, dual, or additional licensure in a heritage language.

Subd. 4. Heritage language and culture teacher licensure pathway program. (a) The Professional Educator Licensing and Standards Board shall develop a program to support initial and additional licensure for heritage language and culture teachers. The program must include:

(1) a yearlong mentorship program;

(2) monthly meetings where applicants receive guidance on completing the portfolio process from a portfolio liaison, dedicated specifically to facilitating this program;

(3) a stipend to cover substitute teachers when meetings take place during the school day;

(4) a waiver for all portfolio and licensure testing fees; and

(5) a portfolio review committee created by the board.

(b) For applicants seeking an initial license in a world language and culture, the applicant must demonstrate meeting the standards of effective practice in Minnesota Rules, part 8710.2000 and content-specific pedagogical standards in Minnesota Rules, part 8710.4950.

(c) For applicants seeking a dual license, the applicant must demonstrate meeting the standards of effective practice in Minnesota Rules, part 8710.2000, content-specific pedagogical standards in Minnesota Rules, part 8710.4950, and all standards for the chosen dual license through the portfolio process.

(d) For applicants seeking an additional license in a world language and culture, the applicant must demonstrate meeting the content-specific pedagogical standards in Minnesota Rules, part 8710.4950.

Subd. 5. Heritage language and culture educators seeking a world language license. Heritage language and culture teachers seeking a world language and culture license pursuant to Minnesota Rules, part 8710.4950, who demonstrate proficiency through one of the following may use this proficiency to evidence meeting the required content-specific world language and culture standards, which do not include content-specific pedagogical standards, for licensure in their heritage language:

(1) passing a board-adopted assessment;

(2) holding a certificate to serve as a translator or interpreter; or

(3) a stipend to cover substitute teachers when meetings take place during the school day;

(4) a waiver for all portfolio and licensure testing fees; and

(5) a portfolio review committee created by the board.

(b) For applicants seeking an initial license in a world language and culture, the applicant must demonstrate meeting the standards of effective practice in Minnesota Rules, part 8710.2000 and content-specific pedagogical standards in Minnesota Rules, part 8710.4950, through the portfolio process.

(c) For applicants seeking a dual license, the applicant must demonstrate meeting the standards of effective practice in Minnesota Rules, part 8710.2000, content-specific pedagogical standards in Minnesota Rules, part 8710.4950, and all standards for the chosen dual license through the portfolio process.

(d) For applicants seeking an additional license in a world language and culture, the applicant must demonstrate meeting the content-specific pedagogical standards in Minnesota Rules, part 8710.4950.
(3) completing an undergraduate or postbaccalaureate degree from an accredited university where the majority of coursework was taught via the non-English instructional language.

197.9

197.10 Sec. 55. Minnesota Statutes 2022, section 122A.635, is amended to read:

197.11 EDUCATORS OF COLOR GRANT PROGRAM.

Subdivision 1. Establishment. The Professional Educator Licensing and Standards Board must award competitive grants to increase the number of teacher candidates who are of color or who are American Indian, complete teacher preparation programs, and meet the requirements for a Tier 3 license under section 122A.183. Eligibility for a grant under this section is limited to public or private higher education institutions that offer a teacher preparation program approved by the Professional Educator Licensing and Standards Board.

Subd. 2. Competitive grants. (a) The Professional Educator Licensing and Standards Board must award competitive grants to a variety of higher education institution types under this section. The board must require an applicant institution to submit a plan describing how it would use grant funds to increase the number of teacher candidates who are of color or who are American Indian, and must award grants based on the following criteria, listed in descending order of priority:

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

(2) the extent to which an institution's plan is clear in describing how the institution would use grant funds to increase the number of teacher candidates who are of color or who are American Indian; and, for each outcome measure, the number of those teacher candidates who are of color or who are American Indian; and, for each outcome measure, the number of those teacher candidates who are of color or who are American Indian;

(3) the percent of racially and ethnically diverse teacher candidates enrolled in the institution compared to the total percent of students of color and American Indian students enrolled at the institution, regardless of major; and

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

The board must require an applicant institution to submit a plan describing how it would use grant funds to implement explicit research-based practices to provide programmatic support to teacher candidates who are of color or who are American Indian. Plans for grant funds may include:

122A.635 COLLABORATIVE URBAN AND GREATER MINNESOTA EDUCATORS OF COLOR GRANT PROGRAM.

Subdivision 1. Establishment. The Professional Educator Licensing and Standards Board must award competitive grants to increase the number of teacher candidates who are of color or who are American Indian, complete teacher preparation programs, and meet the requirements for a Tier 3 license under section 122A.183. Eligibility for a grant under this section is limited to public or private higher education institutions that offer a teacher preparation program approved by the Professional Educator Licensing and Standards Board.

Subd. 2. Competitive grants. (a) The Professional Educator Licensing and Standards Board must award competitive grants to a variety of higher education institution types under this section. The board must require an applicant institution to submit a plan describing how it would use grant funds to increase the number of teacher candidates who are of color or who are American Indian, and must award grants based on the following criteria, listed in descending order of priority:

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

(2) the extent to which an institution's plan is clear in describing how the institution would use grant funds to increase the number of teacher candidates who are of color or who are American Indian; and, for each outcome measure, the number of those teacher candidates who are of color or who are American Indian;

(3) the percent of racially and ethnically diverse teacher candidates enrolled in the institution compared to the total percent of students of color and American Indian students enrolled at the institution, regardless of major; and

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

(2) the extent to which an institution's plan is clear in describing how the institution would use grant funds to implement explicit research-based practices to provide programmatic support to teacher candidates who are of color or who are American Indian. Plans for grant funds may include:
(i) recruiting more racially and ethnically diverse candidates for admission to teacher preparation programs;
(ii) providing differentiated advising, mentoring, or other supportive community-building activities in addition to what the institution provides to all candidates enrolled in the institution;
(iii) providing academic tutoring or support to help teacher candidates pass required assessments; and
(iv) providing for program staffing expenses;

(ii) the percentage of underrepresented racially and ethnically diverse teachers in the institution compared to:

(i) the aggregate percentage of students of color and American Indian students enrolled in the institution, regardless of major; and
(ii) the percentage of underrepresented racially and ethnically diverse teachers in the economic development region of the state where the institution is located and where a shortage of diverse teachers exists, as reported under section 122A.091, subdivision 5.

(b) The board must establish the percentage of racial and ethnic diversity among the institutions. In order to expand the number of grant recipients throughout the state, whenever there is at least a 20 percent increase in the base appropriation for this grant program, the board must prioritize awarding grants to institutions outside of the Twin Cities metropolitan area. If the board awards a competitive grant based on the criteria in paragraph (a) to a program that has not previously received funding, the board must thereafter give priority to the program equivalent to other programs given priority under this paragraph, that have received grants and demonstrated positive outcomes; and

(6) the percentage of racially and ethnically diverse teacher candidates enrolled in the institution compared to:

(i) the aggregate percentage of students of color and American Indian students enrolled in the institution, regardless of major; and
(ii) the percentage of underrepresented racially and ethnically diverse teachers in the economic development region of the state where the institution is located and where a shortage of diverse teachers exists, as reported under section 122A.091, subdivision 5.

(b) The board must not penalize an applicant institution in the grant review process for using grant funds only to provide direct financial support to teacher candidates if that is the institution’s priority and the institution uses other resources to provide programmatic support to candidates.
The board must determine award amounts for development, maintenance and expansion of programs based only on the degree to which applicants meet the criteria in this subdivision, the number of candidates who are of color or who are American Indian supported by an applicant program, sustaining support for those candidates and funds available.

The board must determine grant awards in part by multiplying the number of teacher candidates to be provided direct financial assistance by the average amount the institution proposes per candidate that is within the allowable dollar range. After assessing an institution's adherence to grant criteria and funds available, the board may grant an institution a lower average amount per candidate and the institution may decide to award less per candidate or provide financial assistance to fewer candidates within the allowable range. Additionally, an institution may use up to 25 percent of the awarded grant funds to provide programmatic support as described in paragraph (a), clause (3). If the board does not award an applicant institution's full request, the board may allow the institution to modify how it uses grant funds to maximize program outcomes consistent with the requirements of this section.

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

(b) The board must establish a standard allowable dollar range for the amount of direct financial assistance an applicant institution may provide to each candidate. To determine the range, the board may collect de-identified data from institutions that received a grant during the previous grant period and calculate the average scholarship amount awarded to all candidates across all institutions using the most recent fiscal year data available. The calculation may be used to determine a scholarship range that is no more than 25 percent of this amount and no less than half the average of this amount. The purpose of direct financial assistance is to assist candidates matriculating through completing licensure programs if they demonstrate financial need after considering other grants and scholarships provided.

(c) All grants must be awarded by August 15 of the fiscal year in which the grants are to be used except that, for initial competitive grants awarded for fiscal year 2020, grants must be awarded by September 15. An institution that receives a grant under this section may use the grant funds over a two- to four-year period to sustain support for teacher candidates at any stage from recruitment and program admission to graduation and licensure application.
Subd. 4. Report. (a) By January August 15 of each year, an institution awarded a grant under this section must prepare for the legislature and the board a detailed report regarding
the expenditure of grant funds, including the amounts used to recruit, retain, and support
teacher candidates of color or American Indian teacher candidates to complete programs and be recommended for licensure. The report must include:

(i) the total number of teacher candidates of color, disaggregated by race or ethnic group, also American Indian teacher candidates who:

(i) are enrolled in the institution;
(ii) are supported by grant funds with direct financial assistance during the academic reporting year;
(iii) are supported with other programmatic supports;
(iv) are recruited to the institution, are newly admitted to the licensure program, and are enrolled in the field;
(v) are enrolled in a licensure program;
(vi) have completed a licensure program, have completed student teaching, have graduated, are licensed, and are newly employed as Minnesota teachers in their licensure field. A grant recipient must report and
(vii) were recommended for licensure in the field for which they were prepared;

(ii) the total number of teacher candidates of color or American Indian teacher candidates at each stage from recruitment program admission to licensure-teaching licensure recommendation as a percentage of total all candidates seeking the same licensure at the institution; and

(iii) a brief narrative describing the successes and challenges of efforts proposed in the grant application to support candidates with grant funds, and lessons learned for future efforts.

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

Sec. 56. Minnesota Statutes 2022, section 122A.69, is amended to read:

122A.69 PRACTICE OR STUDENT TEACHERS.

The Professional Educator Licensing and Standards Board may, by agreements with teacher preparation institutions, arrange for classroom experience in the district for practice or student teachers who have completed at least two years of an approved teacher preparation program. Such practice and student teachers must be appropriately supervised by a fully qualified teacher under rules adopted by the board. A practice or student teacher

Subd. 4. Report. (a) By January August 15 of each year, an institution awarded a grant under this section must prepare for the legislature and the board a detailed report regarding
the expenditure of grant funds, including the amounts used to recruit, retain, and support
teacher candidates of color or American Indian teacher candidates to complete programs and be recommended for licensure. The report must include:

(i) the total number of teacher candidates of color, disaggregated by race or ethnic group, also American Indian teacher candidates who:

(i) are enrolled in the institution;
(ii) are supported by grant funds with direct financial assistance during the academic reporting year;
(iii) are supported with other programmatic supports;
(iv) are recruited to the institution, are newly admitted to the licensure program, and are enrolled in the field;
(v) are enrolled in a licensure program;
(vi) have completed a licensure program, have completed student teaching, have graduated, are licensed, and are newly employed as Minnesota teachers in their licensure field. A grant recipient must report and
(vii) were recommended for licensure in the field for which they were prepared;

(ii) the total number of teacher candidates of color or American Indian teacher candidates at each stage from recruitment program admission to licensure-teaching licensure recommendation as a percentage of total all candidates seeking the same licensure at the institution; and

(iii) a brief narrative describing the successes and challenges of efforts proposed in the grant application to support candidates with grant funds, and lessons learned for future efforts.
must be placed with a cooperating licensed teacher who has at least three years of teaching experience and is not in the improvement process under section 122A.40, subdivision 8, paragraph (b), clause (12), or 122A.41, subdivision 5; paragraph (b), clause (12). Practice and student teachers are employees of the school district in which they are rendering services for purposes of workers' compensation; liability insurance, if provided for other district employees under section 123B.23; and legal counsel under section 123B.25.

Sec. 57. Minnesota Statutes 2022, section 122A.70, is amended to read:

122A.70 TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE TEACHERS.

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

(b) Teacher mentoring programs must be included in or aligned with districts' teacher evaluation and peer review processes under sections 122A.40, subdivision 8, and 122A.41, subdivision 5. A district may use staff development revenue under section 122A.61, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three years and is not on an improvement plan.

Other initiatives using such funds or funds available under sections 123D.864 and 123D.862 may include:

(1) additional stipends as incentives to mentors of color or who are American Indian;
(2) financial supports for professional learning community affinity groups across schools and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year. For purposes of this section, "affinity groups" are groups of educators who share a common racial or ethnic identity in society as persons of color or who are American Indians;
(3) programs for induction aligned with the district or school mentorship program during the first three years of teaching, especially for teachers from underrepresented racial and ethnic groups;
(4) grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps; and
(c) a school or district that receives a grant must negotiate additional retention strategies or protection from unrequested leave of absence in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian.
to work in the school or district for at least five years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

Subd. 2. Board grants. The Professional Educator Licensing and Standards Board must make grant application forms available to sites interested in developing, sustaining, or expanding a mentorship program. A school district or group of school districts, coalition of districts, teachers, and teacher education institutions, a school or coalition of schools, or a coalition of teachers or nonlicensed educators may apply for a program grant. A higher education institution or nonprofit organization may partner with a grant applicant but is not eligible as a sole applicant for grant funds. The Professional Educator Licensing and Standards Board, in consultation with the charter district, must approve or disapprove the applications. To the extent possible, the approved applications must reflect effective mentoring, professional development, and retention components, and be geographically distributed throughout the state. The Professional Educator Licensing and Standards Board must encourage the selected sites to consider the use of its assessment procedures.

Subd. 2a. Funded work. (a) Grant funds may be used for the following:

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

(2) financial supports for professional learning community affinity groups across schools within and between districts for educators from underrepresented racial and ethnic groups to come together throughout the school year. For purposes of this section, "affinity groups" means groups of licensed and nonlicensed educators who share a common racial or ethnic identity in society as persons who are of color or who are American Indian;

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

(4) professional development focused on ways to close opportunity and achievement gaps for students of color and American Indian students; or

(5) for teachers of color and American Indian teachers, graduate courses toward a first master's degree in a field related to their licensure or toward an additional license;

(b) A charter school or district that receives a grant must negotiate additional retention strategies or protection from unrequested leaves of absence in the beginning years of employment for teachers who are of color or who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five years and placing American Indian educators at sites with other American Indian educators and educators of color at.

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204.4 sites with other educators of color to reduce isolation and increase opportunity for collegial support.
204.6 Subd. 3. Criteria for selection. (a) At a minimum, applicants for grants under subdivision 2 must express commitment to:
204.8 (1) allow staff participation;
204.9 (2) assess skills of both beginning and mentor teachers;
204.10 (3) provide appropriate in-service to needs identified in the assessment;
204.11 (4) provide leadership to the effort;
204.12 (5) cooperate with higher education institutions or teacher educators;
204.13 (6) provide facilities and other resources;
204.14 (7) share findings, materials, and techniques with other school districts; and
204.15 (8) retain teachers of color and teachers who are American Indian.
204.16 (b) The Professional Educator Licensing and Standards Board must give priority to applications to fund programs to induct, mentor, and retain Tier 2 or Tier 3 teachers who are of color or who are American Indian, and Tier 2 or Tier 3 teachers in licensure shortage areas within the applicant's economic development region.
204.20 Subd. 4. Additional funding. Grant applicants must seek additional funding and assistance from sources such as school districts, postsecondary institutions, foundations, and the private sector.
204.23 Subd. 5. Program implementation. A grant recipient may use grant funds on implementing activities over a period of time up to 24 months. New and expanding mentorship sites that receive a board grant under subdivision 2 to design, develop, implement, and evaluate their program must participate in activities that support program development and implementation.
204.28 Subd. 5a. Grant program administration. The Professional Educator Licensing and Standards Board may enter into an interagency agreement with the Office of Higher Education or the Department of Education. The agreement may include a transfer of funds to the Office of Higher Education or the Department of Education to help administer the competitive grant process.
205.1 Subd. 6. Report. By June 30 of each year after receiving a grant, recipients must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention. The board must publish a summary report for the public and submit the report to the committees of the legislature with jurisdiction.
205.5 sites with other educators of color to reduce isolation and increase opportunity for collegial support.
205.6 Subd. 3. Criteria for selection. (a) At a minimum, applicants for grants under subdivision 2 must express commitment to:
205.8 (1) allow staff participation;
205.9 (2) assess skills of both beginning and mentor teachers;
205.10 (3) provide appropriate in-service to needs identified in the assessment;
205.11 (4) provide leadership to the effort;
205.12 (5) cooperate with higher education institutions or teacher educators;
205.13 (6) provide facilities and other resources;
205.14 (7) share findings, materials, and techniques with other school districts; and
205.15 (8) retain teachers of color and teachers who are American Indian.
205.16 (b) The Professional Educator Licensing and Standards Board must give priority to applications to fund programs to induct, mentor, and retain Tier 2 or Tier 3 teachers who are of color or who are American Indian, and Tier 2 or Tier 3 teachers in licensure shortage areas within the applicant's economic development region.
205.20 Subd. 4. Additional funding. Grant applicants must seek additional funding and assistance from sources such as school districts, postsecondary institutions, foundations, and the private sector.
205.23 Subd. 5. Program implementation. A grant recipient may use grant funds on implementing activities over a period of time up to 24 months. New and expanding mentorship sites that receive a board grant under subdivision 2 to design, develop, implement, and evaluate their program must participate in activities that support program development and implementation.
205.28 Subd. 5a. Grant program administration. The Professional Educator Licensing and Standards Board may enter into an interagency agreement with the Office of Higher Education or the Department of Education to help administer the competitive grant process.
205.31 Subd. 6. Report. By June 30 of each year after receiving a grant, recipients must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention. The board must publish a summary report for the public and submit the report to the committees of the legislature with jurisdiction.
over kindergarten through grade 12 education policy and finance in accordance with section
3.302 by November 30 of each year.

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

Subd. 2. Grow Your Own district programs. (a) A school district, charter school, or cooperative unit under section 123A.24, subdivision 2, may apply for a grant to support students in early childhood or education programs that have transfer agreements with board-approved programs that encourage secondary school students to pursue teaching.

(b) A district using grant funds under this subdivision to provide financial support to teacher candidates may require a commitment as determined by the district to teach in the district for a reasonable amount of time that does not exceed five years.

EFFECTIVE DATE. This section is effective July 1, 2024.

Subd. 3. Grants for programs serving secondary school students. (a) In addition to grants for developing and offering dual-credit postsecondary course options in schools for "Introduction to Teaching" or "Introduction to Education" courses under section 124D.09, subdivision 10, a school district or charter school may apply for grants under this section to offer other innovative programs that encourage secondary school students, especially students of color and American Indian students, to pursue teaching.

(b) A district using grant funds under this subdivision to provide financial support to teacher candidates may require a commitment as determined by the district to teach in the district for a reasonable amount of time that does not exceed five years.

EFFECTIVE DATE. This section is effective July 1, 2024.
(b) A grant recipient must use grant funds awarded under this subdivision for:

1. supporting future teacher clubs or service-learning opportunities that provide middle and high school students with experiential learning that supports the success of younger students or peers and increases students' interest in pursuing a teaching career;
2. developing and offering postsecondary enrollment options courses for "Introduction to Teaching" or "Introduction to Education" consistent with section 124D.09, subdivision 10, that would meet degree requirements for teacher licensure;
3. providing direct support, including wrap-around services, for students who are of color or American Indian to enroll and be successful in postsecondary enrollment options courses under section 124D.09 that would meet degree requirements for teacher licensure;
4. offering scholarships to graduating high school students who are of color or American Indian to enroll in board-approved undergraduate teacher preparation programs at a college or university in Minnesota.

(c) The maximum grant award under this subdivision is $500,000. The commissioner may consider the number of participants a grant recipient intends to support when determining a grant amount.

EFFECTIVE DATE. This section is effective July 1, 2024.
Subd. 2. Grant uses. (a) A grant recipient must use grant funds to support participants who are employed by the grant recipient as either a paraprofessional or other unlicensed staff, or a teacher with a Tier 1 or Tier 2 license, and demonstrate a willingness to be a special education teacher after completing the program.

(b) A grant recipient may use grant funds for:

(1) tuition assistance or stipends for participants;

(2) supports for participants, including mentoring, licensure test preparation, and technology support; or

(3) participant recruitment.

Subd. 3. Grant procedure. (a) Applicants must apply for a grant under this section in the form and manner specified by the commissioner.

(b) In awarding grants, the commissioner must prioritize funding for training to allow participants holding a Tier 1 or Tier 2 special education license to obtain a Tier 3 special education license.

(c) To the extent that there are sufficient applications, the commissioner must, to the extent practicable, award an equal number of grants between applicants in greater Minnesota and applicants in the metropolitan area.

Subd. 4. Report. Within one year of receiving grant funds; and for each year that a recipient receives grant funds, a grant recipient must report to the commissioner in the form and manner determined by the commissioner the number of participants in the program and how grant funds were used. The commissioner must publish an annual report that identifies the grant recipients and summarizes how grant funds are used.

Subd. 5. Special education teacher pipeline program account. (a) An account is established in the special revenue fund known as the special education teacher pipeline program account.

(b) Funds appropriated for the special education teacher pipeline program under this section must be transferred to the special educator teacher pipeline program account in the special revenue fund.

(c) Money in the account is annually appropriated to the commissioner for costs associated with administering and monitoring the program under this section.

(d) Up to $175,000 annually is appropriated to the commissioner for costs associated with administering and monitoring the program under this section.

EFFECTIVE DATE. This section is effective July 1, 2023.
Sec. 16. Minnesota Statutes 2022, section 123B.147, subdivision 3, is amended to read:

(1) support and improve a principal's instructional leadership, organizational management, students, among others, a district must develop and implement a performance-based system and professional development, and strengthen the principal's capacity in the areas of

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

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

2. (a) The principal shall provide administrative, supervisory, instructional leadership services, under the supervision of the superintendent of schools or buildings to which the principal is assigned.

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

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

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

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

   (4) be consistent with a principal's job description, a district's long-term plans and goals, and the principal's own professional multiyear growth plans and goals, all of which must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction;

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

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

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

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

   (9) for principals not meeting standards of professional practice or other criteria under this subdivision, implement a plan to improve the principal's performance and specify the procedure and consequence if the principal's performance is not improved.
The provisions of this paragraph are intended to provide districts with sufficient flexibility to accommodate district needs and goals related to developing, supporting, and evaluating principals.

EFFECTIVE DATE. This section is effective July 1, 2024.

Subd. 3.

Sec. 62. Minnesota Statutes 2022, section 123B.147, subdivision 3, is amended to read:

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

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

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

(4) be consistent with a principal's job description, a district's long-term plans and goals, and the principal's own professional multiyear growth plans and goals, all of which must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction;

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

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

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

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

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

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

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

(4) be consistent with a principal's job description, a district's long-term plans and goals, and the principal's own professional multiyear growth plans and goals, all of which must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction;

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

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

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

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

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

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

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

(4) be consistent with a principal's job description, a district's long-term plans and goals, and the principal's own professional multiyear growth plans and goals, all of which must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction;

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

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

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

EFFECTIVE DATE. This section is effective July 1, 2024.
The purpose of student support personnel aid is to:

- Ensure that students receive effective student support services and integrated and comprehensive services to improve prekindergarten through grade 12 academic, physical, social, and emotional outcomes supporting career and college readiness and effective school mental health services;
- Ensure that student support services personnel serve within the scope and practice of their training and licensure.

Subd. 1. Definitions. For the purposes of this section, the following terms have the meanings given:

- "new position" means a student support services personnel full-time or part-time position not under contract by a school district, charter school, or cooperative unit at the start of the 2022-2023 school year;
- "part-time position" means a student support services personnel position less than 1.0 full-time equivalent at the start of the 2022-2023 school year;
- "American Rescue Plan Act" means the federal American Rescue Plan Act of 2021, Public Law 117-2, that awarded funds; and
- "student support services personnel" means an individual licensed to serve as a school counselor, school psychologist, school social worker, school nurse, or chemical dependency counselor in Minnesota.

Subd. 2. Purpose. The purpose of student support personnel aid is to:

- Address shortages of student support services personnel within Minnesota schools;
- Decrease caseloads for existing student support services personnel to ensure effective services;
- Ensure that students receive effective student support services and integrated and comprehensive services to improve prekindergarten through grade 12 academic, physical, social, and emotional outcomes supporting career and college readiness and effective school mental health services;
- Ensure that student support services personnel serve within the scope and practice of their training and licensure.

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

Subdivision 1. Definitions. For the purposes of this section, the following terms have the meanings given:

- "student support services personnel" means an individual licensed to serve as a school counselor, school psychologist, school social worker, school nurse, or chemical dependency counselor in Minnesota.
- "new position" means a student support services personnel full-time or part-time position not under contract by a school district, charter school, or cooperative unit at the start of the 2022-2023 school year;
- "part-time position" means a student support services personnel position less than 1.0 full-time equivalent at the start of the 2022-2023 school year;
- "American Rescue Plan Act" means the federal American Rescue Plan Act of 2021, Public Law 117-2, that awarded funds; and
- "student support services personnel" means an individual licensed to serve as a school counselor, school psychologist, school social worker, school nurse, or chemical dependency counselor in Minnesota.

Subd. 2. Purpose. The purpose of student support personnel aid is to:

- Address shortages of student support services personnel within Minnesota schools;
- Decrease caseloads for existing student support services personnel to ensure effective services;
- Ensure that students receive effective student support services and integrated and comprehensive services to improve prekindergarten through grade 12 academic, physical, social, and emotional outcomes supporting career and college readiness and effective school mental health services;
- Ensure that student support services personnel serve within the scope and practice of their training and licensure.

This section is effective July 1, 2024.
(5) fully integrate learning supports, instruction, assessment, data-based decision making, and family and community engagement within a comprehensive approach that facilitates interdisciplinary collaboration; and
(6) improve student health, school safety, and school climate to support academic success and career and college readiness.

Subd. 3. Aid eligibility and application. A school district, charter school, intermediate school district, or other cooperative unit is eligible to apply for student support personnel aid under this section. The commissioner must prescribe the form and manner of the application, which must include a plan describing how the aid will be used, including the current roster of licensed student support personnel.

Subd. 4. Student support personnel aid. (a) The initial student support personnel aid for a school district equals the greater of the student support personnel allowance times the adjusted pupil units at the district for the current fiscal year or $50,000. The initial student support personnel aid for a charter school equals the student support personnel allowance times the adjusted pupil units at the charter school for the current fiscal year.

(b) The cooperative student support personnel aid for a school district that is a member of an intermediate school district or other cooperative unit that enrolls students equals the cooperative student support allowance times the adjusted pupil units at the district for the current fiscal year. If a district is a member of more than one cooperative unit that enrolls students, the revenue must be allocated among the cooperative units.

(c) The student support personnel allowance equals $25.23 for fiscal year 2024, $50.66 for fiscal year 2025, and $76.32 for fiscal year 2026 and later.

(d) The cooperative student support personnel allowance equals $1.51 for fiscal year 2024, $3.04 for fiscal year 2025, and $4.58 for fiscal year 2026 and later.

Subd. 5. Allowed uses: Match requirements. (a) Aid under this section must be used to hire new positions for student support services personnel or increase a current position.
that is less than 1.0 full-time equivalent to a greater number of service hours or make permanent a position hired using onetime resources awarded through the federal Coronavirus Aid Relief and Economic Security Act, the federal Consolidated Appropriations Act, the federal Division M-Coronavirus Response and Relief Supplemental Appropriations Act, or the American Rescue Plan Act, or to maintain a position that would otherwise be eliminated.

(b) Cooperative student support personnel aid must be transferred to the intermediate district or other cooperative unit of which the district is a member and used to hire new positions for student support services personnel or increase a current position that is less than 1.0 full-time equivalent to a greater number of service hours or make permanent a position hired using onetime resources awarded through the American Rescue Plan Act at the intermediate district or cooperative unit.

(c) If a school district, charter school, or cooperative unit does not receive at least two applications and is not able to hire a new full-time equivalent position with student support personnel aid, the aid may be used for contracted services from individuals licensed to serve as a school counselor, school psychologist, school social worker, school nurse, or chemical dependency counselor in Minnesota.

Subd. 6. Report required. By February 1 following any fiscal year in which student support personnel aid was received, a school district, charter school, or cooperative unit must submit a written report to the commissioner indicating how the new position affected two or more of the following measures:

(1) school climate;
(2) student health;
(3) attendance rates;
(4) academic achievement;
(5) career and college readiness; and
(6) postsecondary completion rates.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2024 and later.

Sec. 64. Minnesota Statutes 2022, section 179A.03, subdivision 18, is amended to read:

"Teacher" means any public employee other than a superintendent or assistant superintendent, principal, assistant principal, or a supervisory or confidential employee, employed by a school district:

(1) in a position for which the person must be licensed by the Professional Educator Licensing and Standards Board or the commissioner of education;"
(2) in a position as a physical therapist, occupational therapist, art therapist, music therapist, or audiologist; or

(3) in a position creating and delivering instruction to children in a prekindergarten or early learning program, except that an employee in a bargaining unit certified before January 1, 2023, may remain in a bargaining unit that does not include teachers unless an exclusive representative files a petition for a unit clarification or to transfer exclusive representative status.

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

Sec. 65. Minnesota Statutes 2022, section 179A.03, subdivision 19, is amended to read:

Subd. 19. Terms and conditions of employment.

"Terms and conditions of employment" means the hours of employment, the compensation therefor including fringe benefits except retirement contributions or benefits other than employer payment of, or contributions to, premiums for group insurance coverage of retired employees or severance pay, and the employer's personnel policies affecting the working conditions of the employees. In the case of professional employees the term does not mean educational policies of a school district. "Terms and conditions of employment" is subject to section 179A.07. In the case of school employees, "terms and conditions of employment" includes class sizes, student testing, and student-to-personnel ratios.

Sec. 66. APPROPRIATIONS; DEPARTMENT OF EDUCATION.

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

Subd. 2. Agricultural educator grants. (a) For agricultural educator grants under Laws 2017, First Special Session chapter 3, article 2, section 31:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024</td>
<td>$250,000</td>
<td>2025</td>
</tr>
</tbody>
</table>

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

Subd. 3. Alternative teacher compensation aid. (a) For alternative teacher compensation aid under Minnesota Statutes, section 122A.415, subdivision 4:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>2024</td>
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<td>2025</td>
</tr>
<tr>
<td>2025</td>
<td>$89,321,000</td>
<td>2025</td>
</tr>
</tbody>
</table>
(b) The 2024 appropriation includes $8,824,000 for fiscal year 2023 and $79,842,000 for fiscal year 2024.

(c) The 2025 appropriation includes $8,871,000 for fiscal year 2024 and $80,450,000 for fiscal year 2025.

(b) Black Men Teach Twin Cities must use the grant to establish partnerships with school district elementary schools and elementary charter schools with a goal of increasing the number of black male teachers to 20 percent of the teachers at each school site. To the extent possible, Black Men Teach Twin Cities must include sites in greater Minnesota, suburban areas, and urban settings.

(c) The grant money may be used for:

1. Scholarships for aspiring teachers;
2. Student teacher stipends;
3. Mentoring activities;
4. Professional development, with an emphasis on early literacy training, including best practices associated with the science of reading; and
5. Stipends for housing to allow a teacher to live closer to the teacher's school.

(d) Black Men Teach Twin Cities must provide a detailed report to the chairs and ranking minority members of the legislative committees with jurisdiction over kindergarten through grade 12 education and higher education by January 15 of each year following the year of the grant describing how the grant funds were used. The report must describe the progress made toward the goal of increasing the number of Black male teachers at each school site, identify the strategies used to recruit Black teachers, and describe barriers Black men face in the teaching profession. The report must be filed in accordance with Minnesota Statutes, section 3.195.

Subd. 4. Black Men Teach Twin Cities. (a) For the purposes listed in paragraph (c):

   $ 500,000  2024
   $ 500,000  2025

(b) Black Men Teach Twin Cities must use the grant to establish partnerships with school district elementary schools and elementary charter schools with a goal of increasing the number of black male teachers to 20 percent of the teachers at each school site. To the extent possible, Black Men Teach Twin Cities must include sites in greater Minnesota, suburban areas, and urban settings.

(c) The grant money may be used for:

1. Scholarships for aspiring teachers;
2. Student teacher stipends;
3. Mentoring activities;
4. Professional development, with an emphasis on early literacy training, including best practices associated with the science of reading; and
5. Stipends for housing to allow a teacher to live closer to the teacher's school.

(d) Black Men Teach Twin Cities must provide a detailed report to the chairs and ranking minority members of the legislative committees with jurisdiction over kindergarten through grade 12 education and higher education by January 15 of each year following the year of the grant describing how the grant funds were used. The report must describe the progress made toward the goal of increasing the number of Black male teachers at each school site, identify the strategies used to recruit Black teachers, and describe barriers Black men face in the teaching profession. The report must be filed in accordance with Minnesota Statutes, section 3.195.

Subd. 4. Come Teach in Minnesota hiring bonuses. (a) For the Come Teach in Minnesota hiring bonuses pilot program under Minnesota Statutes, section 122A.59:

   $ 0  2024
   $ 200,000  2025

(b) The 2024 appropriation includes $8,824,000 for fiscal year 2023 and $79,619,000 for fiscal year 2024.

(c) The 2025 appropriation includes $8,867,000 for fiscal year 2024 and $79,583,000 for fiscal year 2025.
(b) Up to $30,000 of the appropriation amount is available to administer and improve the program.

The department may use up to $30,000 of the appropriation amount to administer and improve the program under this subdivision.

(c) This appropriation is subject to the requirements under Minnesota Statutes, section 122A.39, subdivision 5.

(d) The base for fiscal year 2026 and later is $400,000.

Subd. 11. Statewide concurrent enrollment teacher training program. (a) For the concurrent enrollment teacher partnership under Minnesota Statutes, section 122A.76:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>2024</td>
<td>$375,000</td>
<td>2025</td>
<td>$375,000</td>
</tr>
</tbody>
</table>

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

Subd. 12. Coalitions to Increase Teachers of Color and American Indian Teachers. (a) For a grant to the Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota for nonlobbying activities and general operating expenses that support the recruitment and retention of racially and ethnically diverse teachers underrepresented in the state's workforce:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024</td>
<td>$100,000</td>
<td>2025</td>
<td>$100,000</td>
</tr>
</tbody>
</table>

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

Subd. 7. Expanded concurrent enrollment grants. (a) For grants to institutions offering "Introduction to Teaching" or "Introduction to Education" courses under Minnesota Statutes, section 124D.09, subdivision 10, paragraph (b):

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024</td>
<td>$500,000</td>
<td>2025</td>
<td>$500,000</td>
</tr>
</tbody>
</table>

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

Subd. 8. Grow Your Own pathways to teacher licensure grants. (a) For grants to develop, continue, or expand Grow Your Own new teacher programs under Minnesota Statutes, section 122A.73, to develop a teaching workforce that more closely reflects the
state's increasingly diverse student population and ensure all students have equitable access to effective and diverse teachers:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024</td>
<td>$23,500,000</td>
<td>2025</td>
</tr>
<tr>
<td>2025</td>
<td>$23,500,000</td>
<td>2025</td>
</tr>
</tbody>
</table>

(b) Up to $75,000 of the appropriation is available to administer the grant program.

Subd. 9. Special education teacher pipeline. (a) For grants to develop special education teacher pipelines across Minnesota under Minnesota Statutes, section 122A.731:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024</td>
<td>$10,000,000</td>
<td>2024</td>
</tr>
<tr>
<td>2025</td>
<td>$10,000,000</td>
<td>2025</td>
</tr>
</tbody>
</table>

(b) Up to $175,000 of the appropriation is available to administer the grant program.

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

Subd. 13. Student support personnel. (a) To address shortages of school support personnel services that benefit children and young people's social, emotional, and physical health through strategies to fund additional positions within early childhood systems, public schools, and the Department of Education, and to implement a workforce development initiative:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024</td>
<td>$2,550,000</td>
<td>2025</td>
</tr>
<tr>
<td>2025</td>
<td>$2,550,000</td>
<td>2025</td>
</tr>
</tbody>
</table>

(b) Of this amount, $2,400,000 each year is to fund a workforce development initiative to increase the number of student support personnel each year.

(c) Of this amount, $150,000 each year is to fund a school mental health service lead at the Department of Education.

(a) For aid to support schools in addressing students' social, emotional, and physical health under Minnesota Statutes, section 124D.901:

2024.....25,432,000
2025.....25,990,000

(b) The 2024 appropriation includes $0 for 2023 and $23,432,000 for 2024.

2025.....23,386,000 for 2024.
2025.....50,000,000

(c) The 2025 appropriation includes $2,604,000 for 2024 and $23,386,000 for 2025.

Subd. 11. Student support personnel workforce pipeline.

(a) For a grant program to develop a student support personnel workforce pipeline focused on increasing school psychologists, school nurses, school counselors, and school social workers of color and Indigenous providers, professional respecialization, recruitment, and retention:

2024.....5,000,000
2025.....5,000,000

(b) Of the amount in paragraph (a), $150,000 is for providing support to school nurses across the state.

(c) To the extent practicable, the pipeline grants must be used to support equal numbers of students pursuing careers as school psychologists, school nurses, school counselors, and school social workers.

(d) For grants awarded under this subdivision to school psychologists, the following terms have the meanings given:

(1) "eligible designated trainee" means an individual enrolled in a NASP-approved or APA-accredited school psychology program granting educational specialist certificates or doctoral degrees in school psychology;

(2) "practica" means an educational experience administered and evaluated by the graduate training program, with university and site supervision by appropriately credentialed school psychologists, to develop trainees' competencies to provide school psychological services based on the graduate program's goals and competencies relative to accreditation and licensure requirements; and

(3) "eligible employment" means a paid position within a school or local education agency directly related to the training program providing direct or indirect school psychology services. Direct services include assessment, intervention, prevention, or consultation services to students or their family members and educational staff. Indirect services include supervision, research and evaluation, administration, program development, technical assistance, or professional learning to support direct services.
(e) Grants awarded to school psychologists must be used for:

(1) the provision of paid, supervised, and educationally meaningful practica in a public school setting for an eligible designated trainee enrolled in a qualifying program within the grantee’s institution;

(2) to support student recruitment and retention to enroll and hire an eligible designated trainee for paid practica in public school settings; and

(3) oversight of trainee practica and professional development by the qualifying institution to ensure the qualifications and conduct by an eligible designated trainee meet requirements set forth by the state and accrediting agencies;

(f) Upon successful completion of the graduate training program, grants awarded to school psychologists must maintain eligible employment within Minnesota for a minimum period of one-year full-time equivalent for each academic year of paid traineeship under the grant program;

(g) Up to $150,000 of the appropriation is available for grant administration.

Subd. 12. Teacher residency program. (a) For the teacher residency program under Minnesota Statutes, section 122A.68, subdivision 3:

(b) Up to three percent of the appropriation is available for grant administration.

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

Subd. 5. Closing educational opportunity gaps grants. (a) To support schools in their efforts to close opportunity gaps under Minnesota Statutes, section 120B.113:

(b) The department may retain up to five percent of this appropriation to administer the grant program.

Subd. 10. Reimbursements for teacher licensing and exam fees. (a) For reducing financial burdens for aspiring teachers by funding costs associated with Minnesota teacher licensing exams and first professional teacher license fees for newly graduated teachers:
(b) The commissioner must establish a process for newly licensed teachers to be reimbursed for expenses related to:

(1) application fees to the board for initial licensure; and

(2) exam fees for required licensure exams to obtain a teaching license in Minnesota.

(c) Up to $50,000 is available for administration, including contracts.

(d) This is a one-time appropriation and is available until June 30, 2027.

Subd. 12. Statewide teacher mentoring program.

(a) For a statewide teacher induction and mentoring program:

(b) Funds may be used for:

(1) competitive grants to Minnesota regional partners, including institutions of higher education, regional service cooperatives, other district or charter collaboratives, and professional organizations, to provide mentoring supports for new teachers, on-the-ground training, technical assistance, and networks or communities of practice for local new teachers, districts, and charter schools to implement Minnesota's induction model;

(2) competitive grants to school districts to fund Teacher of Record mentorships to Tier 1 special education teachers, including training and supervision; and

(3) contracts with national content experts and research collaboratives to assist in developing Minnesota's induction model, to provide ongoing training to mentors and principals, and to evaluate the program over time.

(c) This is a one-time appropriation and is available until June 30, 2027.
### Collaborative urban and greater Minnesota educators of color grants

**Subd. 2.**

For collaborative urban and greater Minnesota educators of color competitive grants under Minnesota Statutes, section 122A.635:

<table>
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<tr>
<th>Year</th>
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<tbody>
<tr>
<td>2024</td>
<td>$6,000,000</td>
<td>2024</td>
</tr>
<tr>
<td>2025</td>
<td>$6,000,000</td>
<td>2025</td>
</tr>
</tbody>
</table>

(b) The board may retain up to $100,000 of the appropriation amount to monitor and administer the grant program.

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

(d) The base appropriation for fiscal year 2026 and later is $5,350,000.

### Heritage language and culture teachers

To support an additional licensure pathway program for heritage language and culture teachers under Minnesota Statutes, section 122A.631, including funding for a portfolio liaison and funding for substitute teachers on meeting days, portfolio fees, licensure fees, and licensure exam fees for 50 program participants:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
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<tbody>
<tr>
<td>2024</td>
<td>$208,000</td>
<td>2024</td>
</tr>
<tr>
<td>2025</td>
<td>$208,000</td>
<td>2025</td>
</tr>
</tbody>
</table>

### Licensure via portfolio online platform

To complete the licensure via portfolio online platform to streamline the portfolio submission and review process:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
</tr>
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<tbody>
<tr>
<td>2024</td>
<td>$150,000</td>
<td>2024</td>
</tr>
<tr>
<td>2025</td>
<td>$150,000</td>
<td>2025</td>
</tr>
</tbody>
</table>

### Mentoring, induction, and retention incentive program grants for teachers of color

(a) To develop and expand mentoring, induction, and retention programs designed for teachers of color or American Indian teachers under Minnesota Statutes, section 122A.70:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024</td>
<td>$5,530,000</td>
<td>2024</td>
</tr>
<tr>
<td>2025</td>
<td>$5,350,000</td>
<td>2025</td>
</tr>
</tbody>
</table>

(b) The board may retain up to $100,000 of the appropriation amount to monitor and administer the grant program.

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

(d) The base for fiscal year 2026 and later is $5,350,000.
Subd. 7. Removing barriers to licensure. (a) For rulemaking and technology changes related to tiered licensure changes:

218.20 $ 77,000 2024

(b) This is a onetime appropriation.

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

Subd. 8. Reports on increasing percentage of teachers of color and American Indian teachers. (a) For a half-time equivalent employee to complete reports on state-funded programs to increase the percentage of teachers of color and American Indian teachers in Minnesota schools in accordance with Minnesota Statutes, section 120B.117, and process reports under Minnesota Statutes, sections 122A.40, subdivision 3, and 122A.41, subdivision 16:

218.29 $ 60,000 2024

(b) The base for fiscal year 2026 and later is $60,000.

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

Subd. 9. Teacher recruitment marketing campaign. (a) To develop two contracts to develop and implement an outreach and marketing campaign under this subdivision:

219.1 $ 500,000 2024

(b) The Professional Educator Licensing and Standards Board must issue a request for proposals to develop and implement an outreach and marketing campaign to elevate the profession and recruit teachers, especially teachers of color and American Indian teachers. Outreach efforts should include and support current and former Teacher of the Year finalists.

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

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

Subd. 5. Reports on increasing percentage of teachers of color and American Indian teachers. (a) For a half-time equivalent employee to complete reports on state-funded programs to increase the percentage of teachers of color and American Indian teachers in Minnesota schools in accordance with Minnesota Statutes, section 120B.117, and process reports under Minnesota Statutes, sections 122A.40, subdivision 3, and 122A.41, subdivision 16:

219.3 $ 20,000 2024

(b) The base for fiscal year 2026 and later is $20,000.

(b) The Professional Educator Licensing and Standards Board must issue a request for proposals to develop and implement an outreach and marketing campaign to elevate the profession and recruit teachers, especially teachers of color and American Indian teachers. Outreach efforts should include and support current and former Teacher of the Year finalists.

(b) Any balance does not cancel but is available in the following fiscal year.
interested in being recruitment fellows to encourage prospective educators throughout the state. The board may renew a grant contract with a prior recipient if it determines sufficient deliverables were achieved and the plans of the firm or organization are more promising than proposals from other entities.

(c) The outreach and marketing campaign must focus on increasing interest in teaching in Minnesota public schools for the following individuals:

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

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

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

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

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

Sec. 68. REVISOR INSTRUCTION.

The revisor of statutes shall replace the terms "candidate" or "candidates" with "applicant" or "applicants" wherever they appear in Minnesota Statutes, sections 122A.09, 122A.18, 122A.181, 122A.182, 122A.183, 122A.184, 122A.185, 122A.188, 122A.31, and 122A.34.

Sec. 69. REPEALER.

(a) Minnesota Statutes 2022, sections 122A.07, subdivision 2a; 122A.091, subdivisions 3 and 6; and 122A.18, subdivision 7c; are repealed.

(b) Minnesota Rules, part 8710.0500, subparts 8 and 11; are repealed.

(c) Minnesota Statutes 2022, section 122A.182, subdivision 2; is repealed.

EFFECTIVE DATE. Paragraph (c) is effective July 1, 2024.