

Unintended consequences of HF 1329

HF 1329 WOULD CLOSE PATHWAYS TO THE CLASSROOM

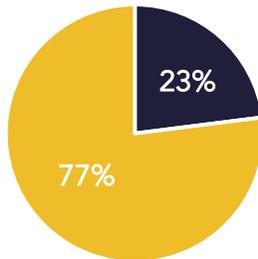
HF 1329 would place unnecessary hurdles between great teachers and Minnesota students, failing to honor the many skills, experiences, and pathways that can make a teacher great. It would push high-quality teachers out of the profession at a time when many schools and districts are struggling to staff their classrooms. This bill would:

1. Make it more difficult to become a Tier 2 teacher by eliminating several pathways into the profession.ⁱ
2. Block effective Tier 2 teachers from advancing to Tier 3, effectively pushing them out of the classroom after six years.ⁱⁱ
3. Prevent schools from placing students in classrooms of Tier 1 and Tier 2 teachers for two consecutive years.ⁱⁱⁱ

HF 1329 WOULD DEVASATATE TEACHER DIVERSITY AND CTE

Teachers of Color or American Indian Teachers

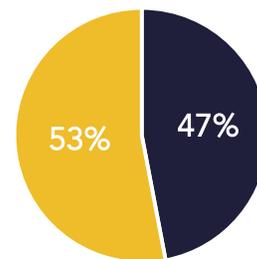
■ Tier 1/Tier 2/Special Permissions ■ Tier 3/Tier 4



HF 1329 could push out **nearly a quarter of our current educators of color** without ever considering their effectiveness and the value they bring to the classroom.

Career and Technical Education Teachers

■ Tier 1/Tier 2/Special Permissions ■ Tier 3/Tier 4



HF 1329 could push out **nearly half of the state's CTE teachers**, forcing schools to scale back on course offerings and close programs that are preparing students for college and career.

Teacher Licensure Data, 2018, Professional Educator Licensing and Standards Board

NO SINGLE PATHWAY CREATES EFFECTIVE EDUCATORS

Our current tiered licensure system acknowledges the many factors that can make an educator effective: their teaching experience, their content knowledge, their training and professional development, and, most importantly, their impact on students. We know that great teachers come from many different backgrounds, and cannot double down on a restrictive, single path to the classroom without compelling evidence to support it. Researchers at the University of Albany, SUNY and the University of Washington summarize it best in "The Effect of Certification and Preparation on Teacher Quality:"

“The authors conclude that the research evidence is simply too thin to have serious implications for policy. Given the enormous investment in teacher preparation and certification and given the possibility that these requirements may worsen student outcomes, the lack of convincing evidence is disturbing. The authors urge researchers and policymakers to work together to move to a more informed position where good resource decisions can be made.”^{iv}

How HF 1329 would close pathways

Red text and strikethrough shows the proposed changes of HF1329 to the current tiered licensure structure

TIER 1

REQUIREMENTS	<ol style="list-style-type: none"> 1. Educators must hold a bachelor's degree, or if teaching in career and technical education, have one of the following: an associate's degree, a professional credential, or five years of work experience in the content area. 2. Educators must participate in district mentorship and induction programs, in teacher evaluations, and take content exams (unless teaching in career and technical education). 3. School must affirm the candidate has the necessary skills and knowledge and must demonstrate that they were unable to hire a higher-tiered teacher.
TERMS & RENEWALS	One-year license with up to three <u>one</u> renewal, unless schools can present a further need -or if educator is a teacher shortage, a teacher of color, or a career and technical education teacher. License is limited to the employing school district (cannot be transferred and not available to nonpublic schools).

TIER 2

REQUIREMENTS	<ol style="list-style-type: none"> 1. Educators must hold a bachelor's degree, or if teaching in career and technical education, have one of the following: an associate's degree, a professional credential, or five years of work experience in the content area. 2. Educators must be enrolled in a Minnesota teacher preparation program, hold a master's degree in the content area, or fulfill at least two of the following: <ul style="list-style-type: none"> o have 8 upper division credits in content area; o completed field-specific methods training; o have two years of teaching experience in content area; o receive passing scores on content and pedagogy exams; o completed a state-approved teacher preparation program. 3. Educators must participate in district mentorship and induction programs, and in teacher evaluations.
TERMS & RENEWALS	Two-year license with up to three <u>two</u> renewals. License is limited to the employing school district (cannot be transferred and not available to nonpublic schools).

TIER 3

REQUIREMENTS	<ol style="list-style-type: none"> 1. Educators must hold a bachelor's degree, or if teaching in career and technical education, have one of the following: an associate's degree, a professional credential, or five years of work experience in the content area. 2. Educators must receive passing scores on content and pedagogy exams. 3. Educators must participate in district mentorship and induction programs, <u>if not completed in an earlier tier,</u> and in teacher evaluations. 4. Educators must fulfill at least one of the following: <ul style="list-style-type: none"> o completed a Minnesota teacher preparation program; o completed a state-approved teacher preparation program with field-specific student teaching or at least two years of teaching experience; o submitted an application for licensure via portfolio; o hold an out-of-state license with at least two years of teaching experience; or o completed three years teaching experience in Tier 2 with successful summative evaluations.
TERMS & RENEWALS	Three-year license with unlimited renewability.

TIER 4

REQUIREMENTS	<ol style="list-style-type: none"> 1. Educators must hold a Tier 3 license. 2. Educators must receive passing scores on all exams. 3. Educators must have three years of teaching experience in Minnesota. 4. Educators' most recent summative teacher evaluation cannot place them on an improvement plan. 5. Educators must have completed a state-approved teacher preparation program.
TERMS & RENEWALS	Five-year license with unlimited renewability.

i Lines 2.26 – 2.31

ii Lines 4.1 – 4.4

iii Lines 7.32; 10.13; 10.19

iv Boyd, Donald, et al. "The Effect of Certification and Preparation on Teacher Quality." The Future of Children, vol. 17, no. 1, pp. 45–64. Spring 2007, pdfs.semanticscholar.org/532f/b7ca3eab9bc2271748d2e977608d6cdf61f4.pdf.