Licensure Advisory Council
April 11, 2017
4:15 – 6:30 pm
Chapel Fellowship Room, Martin Luther College

Attendance

Advisory Council Members: Chuck Beitlich, Mindy Berkner, Heath Dobberpuhl, Kay Fjeld, Liz Klugherz, Amy Lee-Hesse, April Lewandowski, Jill Morgan, Vickie Tambornino, Janelle Woodbury

Absent: Shelly Boelter, Jim Bubolz, Kim Haroldson, Missy Hunter, John Isch, Tim Plath, Amber Schaefer, Greg Thiesfeldt

MLC Faculty: Ben Clemons, Daryl Hanneman, Earl Heidtke, Bob Klindworth, Cheryl Loomis, Larry Lotito, John Meyer, Jon Schaefer, Al Spurgin, Paul Tess, Cindy Whaley, Jeff Wiechman Absent: Jim Grundwald, Jen Krause, Jen Mehlberg, Jon Roux

MLC Staff: Bryanne Freitag, LaShawn Smith, Debbie Witte

Guest: Alyssa Marshall, New Ulm Middle School SPED teacher (grades 5-6)

Welcome

Dr. Whaley called the meeting to order at 4:33 p.m.

Introduction of New Members and Guests

The following have agreed to be members of the LAC. They were introduced by Dr. Whaley.

- Liz Klugherz, MLC ECLC Director
- Alyssa Marshall, New Ulm Middle School, SPED Middle Level
- Amy Lee-Hesse, Comfrey Secondary, Instrumental and Vocal Music, Grades 1-12

Approval of Minutes

The minutes of the October 11, 2016 meeting were unanimously approved as distributed.

Report from the Field Experiences Director/Education Division Chair - Professor Paul Tess

Emergency Call Update

5 students have stepped out of classwork to fill needs in schools in Washington, Arizona, Wisconsin, and Michigan.

By the Numbers – 2015-16 versus 2016-17 Student Teachers

- **a.** There will be 132 graduates in May, about half of those present themselves for assignment.
- **b.** 2017-18 shows increase of 30 graduates.
- **c.** Secondary placements are projected to be over 51 student teachers in 2017-18. The need for placements is great!
 - **i.** Cooperating teachers may need to repeat, and have student teachers in both semesters.

ii. MLC may need to go outside its typical area student teaching areas to places like Washington, Florida, or beyond in 2017-18.

Graduates by Program

Trends: Secondary-only majors are on the increase; Elementary-only majors are decreasing. Graduate assignments need to be more specific to the specific licensure field associated with the major when Secondary-only majors are assigned.

Year Two Benchmark

Minnesota's statute is that attempting basic skills exams before March 15 of Year Two is the prerequisite for registering for "Upper division coursework."

- **a.** This helps students engage in professionalism early in their college career.
- b. The Guide for Program Success (GPS) has been revised to show changes in which exams Minnesota accepts for meeting basic skills requirements (i.e., ACT +Writing, SAT, GRE, MN-NES)

Looking Ahead to 2017-18: Subcommittee Recommendations

a. Co-teaching model of student teaching modeled after St. Cloud State

College supervisors are going for training in May to get in-depth look at the co-teaching model.

- 1. Will it fit in with the MLC model?
- **2.** It is becoming more prominent in other states.
- **3.** Has edTPA driven the co-teaching model?

b. Emergency teaching

Emergency teaching cannot be used as a student teaching experience; there is no licensed supervisor in the classroom during the emergency teaching experience.

- **Q**: At New Ulm Public Schools an emergency teacher has been brought in with mentor teacher to supervise and then the emergency teacher was hired after that as permanent placement. Could we use WELS mentors to supervise MLC student teachers? (Ben Olson)
- A: Supervising teachers need to be licensed, and they need to give the same amount of supervision time as in a standard student teaching setting. (Paul Tess)
- **A**: In one Lutheran school setting for a Spanish-major, there was a second licensed supervisor in Spanish already at the school who did supervise and this was counted as student teaching.
- Q: During emergency teaching, when does the teacher candidate see another veteran teacher teach lessons/model? (Joann VanAernum, MN Board of Teaching)

c. Student teaching using a Co-teaching Model

- 1. This model would require: training for all parties, logistical efforts, and additional personnel.
- 2. The biggest benefit is in teacher confidence.
- 3. Does our mentor program fill that role?
 - **Q**: Will that extend the total program length from 4 to 4.5 years?
 - A: Semester 1 is more like a clinical, and Semester 2 is student teaching, so program has not been lengthened. (Paul Tess)
 - **Q:** Do double majors do a 2-year student teaching?

d. Online Learning

Current students are limited to only 2 online courses while at MLC. Online learning would allow MLC to offer more sections per course. The new director of online learning may be part of changes and review. The Theology Department has asked to keep the limit status quo to maintain face-to-face learning.

Discussion Points

Discussion Point 1: (Should there be a 3rd college supervisor visit during the 6-week public school student teaching experience?)

- a. This model allows the student teacher more face-to-face time to observe during Week 1.
- **b.** The 3rd visit would be taxing on the college supervisors' schedules.
- **c.** Three visits would be too close together to give evidence of student teacher growth.
- **d.** Is this detrimental to have only 2 visits in circumstances when a student teacher struggles and cooperating teacher wants support? A: The college already gives amble support when cooperating teachers contact MLC college supervisors. Communication between cooperating teachers and college supervisors helps between visits.

Discussion Point 2: (Should MLC change it's current background check procedures?)

- a. A Hutchinson administrator has commented that clinical student and student teachers are considered to be volunteer employees. He would like the original background check from BCA, because the district Human Resources Department considers clinical students and student teachers as those needing "payroll authorization," in order to have clearance to computer use. It is the same policy at other districts he has worked in the area.
- **b.** New Ulm Public School volunteers need background checks, but student teachers do not have background checks. (This policy should be verified by NUPS district officials.)
- **c.** This may be a district-by-district question, since some districts require verification.
- **d.** Safely and liability will drive our search.

Discussion Point 3: (College Job Outlook)

- **a.** Job Fair: MLC receives the results of a survey sent to MN employers. What are the implications for MLC?
- **b.** Public School teachers have not had a problem. There are big differences between MLC and MSU students (a positive difference for MLC).
- **c.** MLC student teachers show professionalism, get to know students, and know their material.
- **d.** A small number of MLC student teachers consider work in the public sector as "jumping through the public school hoop."
- **e.** Entitlement, work ethic and motivation may be a generational issue for our current students.

Report from the Licensure Officer – Dr. Cindy Whaley

Public School Placements

Thank you to public school and Lutheran school supervising teachers. MLC couldn't do this without you. MLC continues to look for new placements to cover an ever-growing number of clinical students and secondary student teacher placements in public school settings within a

one-hour radius of campus. Yet, MLC has not had to tell any students that they need to add an additional semester because there is not an available placement for them.

Standards of Effective Practice Assessments Data

- a. What is the data telling us? (See the SEP data sheets and SEP form questions).
- **b.** Data is taken from clinical and student teaching, both semesters 2015-16 & 2016-17
- **c.** 10 Standards of Effective Practice are used in portfolio review and also on Form A-B in Lutheran school student teaching assessment.
- **d.** The upcoming PERCA review will use this information.
 - Q: What happens if there is a "no" marked on a SEP assessment?
 - A: MLC students work to improve in their next student teaching experience. They use these as areas for growth. Also, due to privacy issues, MLC students aren't allowed into all meetings during their field experiences, so some standards have become harder to meet which is why "no" is permissible at times. MDE is aware of this situation.
 - **Q:** There's seem to be too many "yes" responses on the assessment. Would the assessment improve with a 4-point scale?
 - **A:** Form A-B used during the Lutheran school student teaching experience uses a 5-point scale. 3-point scale was developed at the time that the clinical experience was a 3-week practicum. Using a 3-point scale made assessment easier at that point in time, but now the scale should reflect evidence of growth over time. Lutheran school cooperating teachers know that they will be using a 5-point scale which they use to show evidence of growth over the course of the experience. The "yes" rating on many SEP items could be evidence to the professionalism in MLC students.

Tiered Licensure

- a. "Tiers are a moving target." Alex Liuzzi, Interim Executive Director
- **b.** Tiered licensure handouts from MACTE (See blue and goldenrod sheets).
- **c.** Tiered licensure is definite and is different. Right now it is 4 tiers. MN House and MN Senate have separate tiered structures. The BOT and MDE will no longer exist as the entities they currently are. Tier 1 doesn't affect MLC, but will affect our schools. Tier 3 and Tier 4 still have to be determined, but will affect all of us.
- **d.** Renewal requirements will be also changing with tiered licensure.
- e. Look for more information at fall LAC meeting.
 - **Q**: Compare Tier 3 and Tier 4 of the MN House and MN Senate versions of tiered licensure.
 - **A:** At the BOT tiered licensure has been discussed for 3 years: a 5-year licensure model was used. Now it is 4-year model. The changes try to eliminate the practices of variances and community experts. This will streamline the job of the BOT to matters of licensure.
 - After Senate, there will be a conference committee to meld the 2 bills together. Nothing is set in stone.
 - **f.** MLC will be launch time the tiered licensure model once all details have been determined, but they will not get current information as it is still in a working model.

edTPA Data

- **a.** Threshold scores for MN are currently: 38: 13 -13 -12 or 32: 10-13 9 (World Language Spanish)
- **b.** Remediation update from 2016-17 YTD
 - i. 90 registered for edTPA
 - ii. 17 have been remediated to date (4/11/17)
 - iii. MLC gets to decide the remediation policy. We do not require them to rescore or repeat student teaching. They follow a plan toward understanding and improvement. A remediation document is prepared to speak to each prompt where the score is 2 or less. Remediation is usually from 1 to 3 tasks.
 - iv. Student reflections:
 - 1. "I think I should have written more."
 - 2. "I was too succinct in the time I had."
 - **3.** "I really know what assessment means."
 - **4.** "I didn't say enough because I thought the reviewer would know what I mean."
 - 5. "I think I should read and re-read the handbook."
 - **6.** "I don't think I spent enough time connecting the tasks."
 - 7. "I shouldn't have dreaded it. I was too afraid."
 - **8.** "I should have planned more carefully to my timeframe (don't procrastinate)."
 - v. The remediation process shows that the students really do understand more and improve. "This is about how we teach not for 3 days, but for life."
 - **vi.** "Students get really stressed out. Students put pressure on themselves." Students feel that edTPA is something to get done so they can get on to do their student teaching.

MTLE Data

- **a.** MN-NES scores: MLC is above or slightly below MN state averages.
- **b.** Students working with Academic Success Center to help with reading.
- **c.** Students who are taking tests are those who don't have ACT or SAT scores. Fewer are taking these now.

SPED Update

"MLC's Special Education program was approved by the Program Review Panel. Now it moves to the BOT for official approval at their next meeting in May."

"Special Education is one of the hardest programs to get approved." –Alex Luizzi

Farewells

The following are stepping down from LAC after this meeting.

- Mr. Chuck Beitlich: "A parent of an MLC student will get much out of being on the LAC. Find a community rep who has personal interest in the MLC LAC."
- Dr. Jim Grunwald: will server ALHO, online learning
- Dean Earl Heidtke: is retiring from MLC
- Dr. John Isch: retiring from LAC

 Mrs. Janelle Woodbury: is moving to Nebraska/Sioux Falls, Iowa due to her husband's job change. "Teaching has been a good profession. The LAC is a way to give back to teaching. I have learned and grown from being a member of the LAC."

Upcoming Meetings

November 14, 2017 (possibly November 7 instead) April 10, 2018

Adjournment

Meeting was adjourned at 6:36 pm

Points to Ponder

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1.	While we have steadily increased the number of weeks for student teaching in public schools from 4 to 6, the number of college supervisor visits has remained at 2. Any concerns from cooperating teachers?
2.	How we handle background checks for clinical students and student teachers is under review. I will share current practice and invite input to policy additions/changes being considered.
3.	As a member of the Minnesota College and University Career Services Association (MCUCSA), MLC receives the results of a survey sent to MN employers (all employers, not education alone). The summary document is attached. Let's talk about the findings and any implications for MLC.

4.	What are the scores telling us as to how we are improving with edTPA in Minnesota, at MLC overall, by program at MLC?
5.	MLC test scores – MTLE and Content and Pedagogy – how are we doing?
6.	Implications of tiered licensure for MN college and its effect on MLC preparing graduates.

MN College Job Outlook 2017 Executive Summary

Employers that attended at least one of the big three consortium Minnesota college job fairs (U of MN, State U, Private College) in 2016 were surveyed. 78 employers participated in the survey. Results were gathered the last week of December 2016 and the first week of January 2017. All "comments" were made by Andy Ditlevson, Associate Director, St. Cloud State University Career Center, who conducted the survey.

What skills/qualities are the most important for new college graduates to possess? (On a scale of 1-4 with 4 being very important).

Top 10	
Honesty/Integrity	3.88
Strong work ethic	3.79
Ability to communicate verbally	3.76
Ability to work in a team	3.65
Motivation/Initiative	3.64
Ability to plan, organize, and prioritize work	3.57
Ability to make decisions and solve problems	3.57
Ability to obtain and process information	3.56
Flexibility/Adaptability	3.51
Professionalism/Etiquette	3.49

COMMENT: Honesty/Integrity, Work Ethic and Verbal Communication skills have been the top three skills sought by employers every year of the survey.

What skills/qualities do new college graduates most need to improve upon? (Scale of 1-4 with 4 being very important).

Top 10		
Stronger work ethic	3.36	
Need to develop more realistic expectations	3.33	
Motivation/Initiative	3.27	
Lose sense of entitlement	3.22	
Knowledge of company/environment	3.21	
Ability to make decisions and solve problems	3.21	
Professionalism/Etiquette	3.19	
Ability to communicate verbally	3.18	
Ability to plan, organize, and prioritize work	3.12	
Ability to articulate skills and qualifications	3.10	
Flexibility/Adaptability	3.06	

COMMENT: For the first time in twelve years, a skill other than "Develop more realistic expectations" appears at the top of our list. However, given the average score of "more realistic expectations" actually went up slightly this year, the fact that "Work ethic" now appears as number one on the list may say a lot about what employers are feeling regarding the work ethic of their new hires.

What other qualifications/experiences do candidates need to be strongly considered by your organization? (For each item, please indicate if it is required, preferred or not a factor in your selection)

	Required	Preferred	Not a factor
Relevant major	29%	46%	25%
Knowledge of organization	22%	70%	8%
Graduate from nationally accredited program	20%	32%	48%
GPA of 3.0 or higher	17%	46%	37%
Clear career goals/focus	17%	67%	16%
Co-op/Internship experience	5%	51%	43%
Volunteer experience	3%	45%	53%
Active member of campus organization	0%	50%	50%
Leader of organization (club, athletics, etc.)	2%	53%	47% International
experience/study abroad 0%	13%	86%	

If you could have colleges do one thing differently as it pertains to student career preparation or recruitment, what would it be?

^{*}Give career advice on interviewing and writing resumes

^{*}Soft skills; looking people in the eye and having mature conversations

^{*}Help students understand what it means to work in a profession business environment. They can still have fun but need to be professional about it their work & their interactions with others.

^{*}Students need to lower their salary expectations

^{*}Prepare them for realistic pay expectations

^{*}A mandatory class, taught by career services, on how to find a job. You go to school for 4+ years to get a job...yet no one teaches you how to actually get the job. The class should cover: resume writing, social media presence (what's proper and what isn't), job boards, boolean job searches, professional communication with hiring managers, interview skills, etc.

^{*}Get employers more involved in department specific events. Even if employers could sponsor an event to talk with students about what they offer or be an advisor or the student/work transition internship required in their major makes them so much more marketable

^{*}Resume help!

^{*}Find ways to connect employers and clubs/orgs the days of career events on campus

^{*}Set realistic expectations about their careers. Students need to realize that the vast majority of recent graduates start at the bottom of the totem pole, and need to gain experience in order to move up.

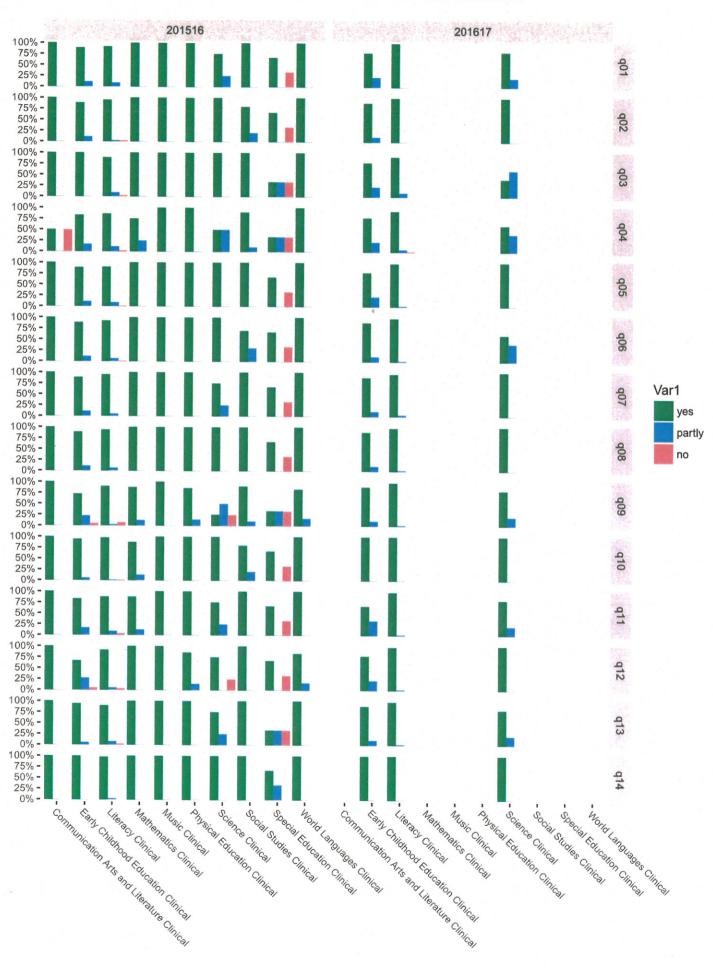
^{*}Professionalism

^{*}Provide more face to face opportunities with particular majors - Education. There are very few events/fairs/interviewing/information sessions available for Education students to meet employers/schools

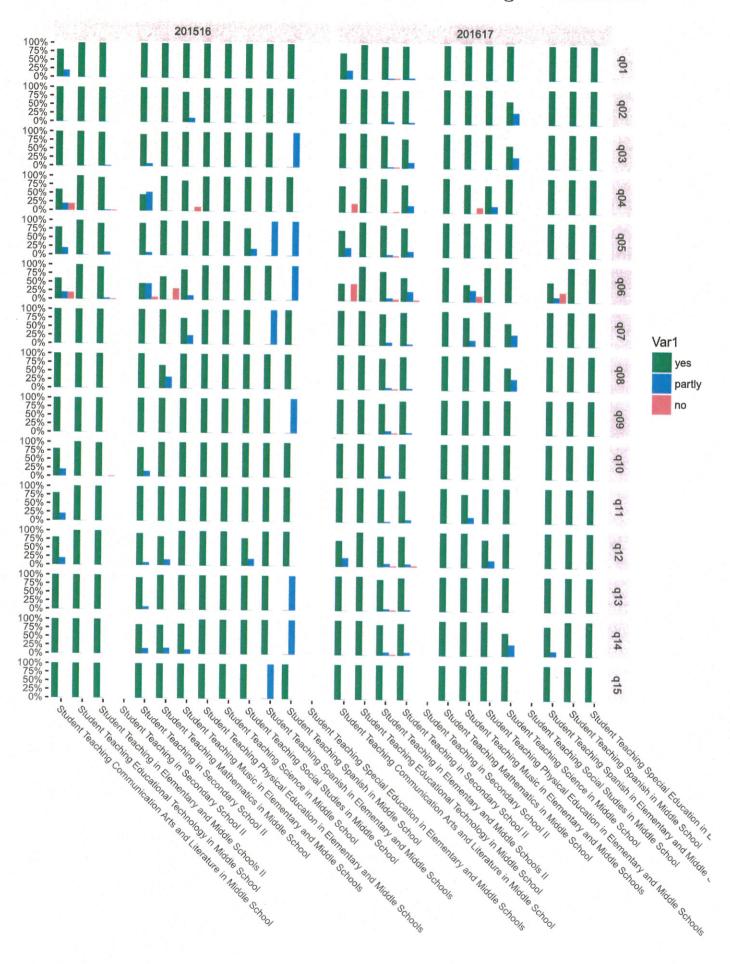
^{*}Could there be opportunities for employers to participate on panels to educate students about opportunities in particular fields of study?

- *Encourage students to research our organization and program before the interview.
- *Mandate students to get exposure to jobs related to their majors to enable them to leave college with a realistic idea of what kind of career they want to pursue.
- *I would like to see students with more hands-on experience with classes, like externships
- *Advertising our upcoming presence at the career fair + our mission to various student organizations or multicultural groups for better turn out and more diversity.
- *Be on time, there is not a 15 minute window
- *Encourage professors to bring people from their industry into the classroom more early on in student's tenure at college, so they get more exposure to different companies and careers they may want to pursue.
- *Help them understand the business environment is very competitive, but finding the right fit is important. Don't say yes to an offer just because it's the first one you get and they only give you a day to decide. Ask for an extension and make sure you have all our opportunities before you make a decision. Then stick to it once you say "yes", commit to that opportunity.
- *Read job postings and have questions ready regarding how what we wants fits their abilities / interests
- *Professionalism soft skills
- *Connect us with student groups that would be willing to have us speak and share about our opportunities.
- *Prepare students with realistic workplace and salary expectations
- *Presentation about professionalism and interview skills
- *Remind students of the college's own career site. We post our openings on college sites but applicants appear to come from external sites more than from college sites. We question if we should continue posting on college sites for this reason.
- *Help set realistic expectations for their first job. Your degree is only a ticket to the dance, it doesn't mean you get to dance with the prettiest girl there.
- *More realistic expectations of salaries they can expect upon graduation. Need to gain some work experience while in school, too.
- *Career Fair Engagement How to approach company booths (Being a robot in your conversation (your sales pitch) vs having a conversation)
- *Ensure most, if not all students are professional and prepared. (Dressed professionally, able to speak on themselves and their experiences as well as listen and learn about a company.)
- *Teach real world skills, communication, planning, life organization
- *Ask more questions about what we as a company or city employment offer. Long term goals

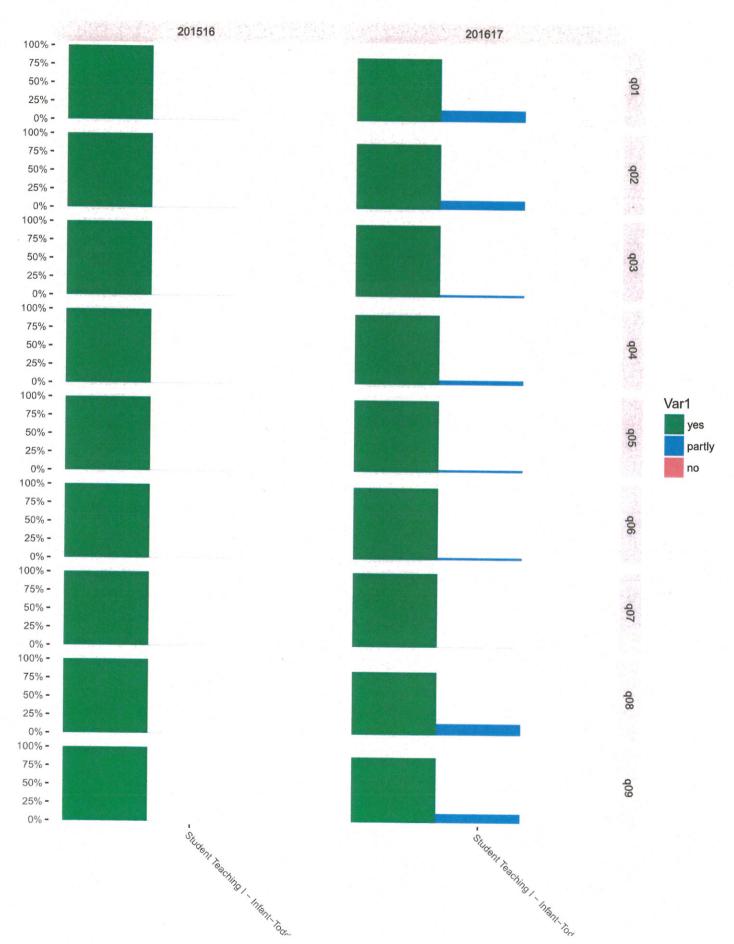
*Help students understand realistic expectations and a feeling of entitlement



MN Standards of Effective Practice Student Teaching II Assessment



MN Standards of Effective Practice Infant/Toddler Student Teaching Assessment



MN Standards of Effective Practice Clinical Assessment Questions

- 1. used a variety of methods, strategies, media, that are appropriate to students with different needs, background, knowledge, and abilities.
- 2. promoted and encouraged active learning.
- 3. adapted instruction during teaching based on feedback from students.
- 4. collaborated with other staff.
- 5. showed flexibility in classroom management and instruction to accommodate varying abilities.
- 6. used teaching procedures that promote students' motivation.
- 7. helped students engage in inquiry and discovery.
- 8. used appropriate teaching skills.
- 9. observed student assessment data.
- 10. promoted a learning environment that enabled cooperation and respect for other students.
- 11. planned and developed curricula that are appropriate for students of varying abilities, learning styles, and types of intelligence.
- 12. used assessment techniques appropriate to content and students.
- 13. identified levels of readiness and development.
- 14. evidenced a belief that all students can learn and succeed.

MN Standards of Effective Practice Student Teaching II Assessment Questions

- 1. used a variety of methods, strategies, media, that are appropriate to students with different needs and abilities.
- 2. promoted and encouraged active learning.
- 3. adapted instruction during teaching based on feedback from students.
- 4. collaborated with other staff.
- 5. showed flexibility in classroom management and instruction to accommodate varying abilities.
- 6. communicated effectively and appropriately with parents and others.
- 7. used teaching procedures that promote student motivation.
- 8. helped students engage in inquiry and discovery.
- 9. used appropriate teaching skills.
- 10. observed student assessment data.
- 11. promoted a learning environment that enabled cooperation and respect for other students.
- 12. planned and developed curricula that are appropriate for students of varying abilities, learning styles, and types of intelligence.
- 13. used assessment techniques appropriate to content and students.
- 14. identified levels of readiness and development.
- 15. evidenced a belief that all students can learn and succeed.

MN Standards of Effective Practice Infant/Toddler Student Teaching Assessment Questions

- 1. build and maintain a primary care relationship.
- 2. use observation skills to determine an infant's and toddler's needs, interests, and preferences.
- 3. meet the physical needs of infants and toddlers and to promote their health, safety, and physical development
- 4. assess an infant's or toddler's level of cognitive development and design developmentally appropriate learning experiences.
- 5. assess an infant's or toddler's emerging level of social and emotional development and design developmentally appropriate learning experiences.
- 6. assess an infant's or toddler's emerging level of physical development and design developmentally appropriate learning experiences.
- 7. assess an infant's or toddler's creative development and design developmentally appropriate learning experiences.
- 8. establish and maintain positive, collaborative relationships with families.
- use informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices.

From HF 140

TIER 1. Duration: One Year. Renewals: Three.

Requirements. The Professional Educator Licensing and Standards Board must issue a Tier 1 license to a candidate who provides information sufficient to demonstrate each of the following: (1) a school district or charter school has requested that the candidate be issued a license to teach in a specified content area. The school district or charter school must provide the board with confirmation that a criminal background check has been completed for any candidate for whom a teaching license has been requested; (2) the candidate has completed a bachelor's or associate's degree, or obtained a professional credential that the school district finds sufficient to teach in a specified area; and (3) the candidate has completed the coursework required under subd. 2.

Coursework. (a) A candidate for a Tier 1 license must meet the coursework requirement by demonstrating completion of one of the following:

- (1) three years of relevant work experience;
- (2) 2,000 hours of relevant work experience within the preceding five years;
- (3) at least eight upper division credits in the relevant content area;
- (4) a passing score on all required licensure exams under section 122A.185;
- (5) completion of human relations coursework under section 122A.186; or
- (6) experience teaching in a field for which there is no license.

For purposes of paragraph (a), "upper division" means classes normally taken at the junior or senior level of college which require substantial knowledge and skill in the field. Candidates must identify the upper division credits that fulfill the requirement in paragraph (a), clause (3).

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 (1), 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, subd. 1, or 122A.41, subd. 1, clause (a). (c) A Tier 1 license does not bring an individual within the definition of a "teacher" under section 179A.03, subd. 18.

TIER 2. Duration: One Year. Renewals: Three.

Requirements. The Professional Educator Licensing and Standards Board must issue a Tier 2 license to a candidate who provides information sufficient to demonstrate each of the following: (1) the candidate has completed a bachelor's degree, or obtained a professional credential that the school district finds sufficient to teach in a specified content area; and (2) the candidate has completed the coursework required under subdivision 2, or is enrolled in an approved teacher preparation program.

Coursework. (a) A candidate for a Tier 2 license must meet the coursework requirement by demonstrating completion of two of the following:

- (1) at least eight upper division credits in the relevant content area;
- (2) field-specific methods of training, including coursework;
- (3) at least two years of teaching experience in a similar content area in any state, as determined by the board:
- (4) a passing score on all required licensure exams under section 122A.185;
- (5) completion of human relations coursework under section 122A.186; or
- (6) completion of a state-approved teacher preparation program.

For purposes of paragraph (a), "upper division" means classes normally taken at the junior or senior level of college which require substantial knowledge and skill in the field. Candidates must identify the upper division credits that fulfill the requirement in paragraph (a), clause (1).

Limitations on license. A Tier 2 license shall not be construed to bring an individual within the definition of a teacher for purposes of section 122A.40, subd. 1, or 122A.41, subd. 1, clause (a).

Application toward probationary period. A school district must count the time that a teacher with a Tier 2 license works as a teacher while enrolled in a teacher preparation program toward the three-year probationary period under section 122A.40, subd. 5, or 122A.41, subd. 2.

TIER 3. Duration: Three Years. Renewals: Every three years without limitation.

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 has completed a bachelor's degree or obtained a professional credential in accordance with paragraph (b);
- (2) the candidate has obtained a passing score on all required licensure exams under section 122A.185:
- (3) the candidate has completed human relations coursework under section 122A.186; and
- (4) the candidate has completed the coursework required under subdivision 2.

In consultation with the Governor's Workforce Development Council 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.

Coursework. A candidate for a Tier 3 license must meet the coursework requirement by demonstrating completion of one of the following:

- (1) a Minnesota-approved teacher preparation program;
- (2) 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 teaching experience; or
- (3) a content-specific licensure portfolio.

TIER 4. Duration: Five Years. Renewals: Every Five Years without Limitation.

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

- (1) the candidate meets all requirements for a Tier 3 license under section 122A,183;
- (2) the candidate has at least three years of teaching experience in Minnesota;
- (3) the candidate 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 or otherwise keeping the teacher in an improvement process pursuant to section 122A.40, subd. 8, or 122A.41, subd. 5.

EFFECTIVE DATE. This section is effective July 1, 2018.

From SF 718

TIER 1. Duration: One Year. Renewals: Unlimited.

Qualifications: At least one of the following:

- (1) for a license to teach career and technical education, at least one of the following:
- (i) an associate's degree in the content area;
- (ii) professional credential; or
- (iii) five years of work experience in the content area; or
- (2) for a license to teach in a content area not included in clause (1), a baccalaureate degree.

A school board must confirm to the Professional Educator Licensing and Standards Board that it has attempted but is unable to hire a teacher with a Tier 2, 3, or 4 license for the position and that the candidate has the necessary skills and knowledge to teach in a specified content area.

A candidate meeting the above qualifications must be granted a Tier 1 license upon the request of the employing school board or charter school board.

Years worked with a Tier 1 license do not count toward the candidate's continuing contract under section 122A.40 or 122A.41.

Must participate in a school district's mentorship and evaluation program that includes an individual growth and development plan.

TIER 2. Duration: Two Years. Renewals: Up to two.

Qualifications: Meets Tier 1 qualifications and at least one of the following:

- (1) enrolled in and making satisfactory progress in a Professional Educator Licensing and Standards Board-approved teacher preparation program;
- (2) passing scores on all required skills, content area, and pedagogy licensure exams; or
- (3) master's degree in content area.

A school board must confirm that the candidate has the necessary skills and knowledge to teach in a specified content area.

Years worked with a Tier 2 license only count toward the candidate's continuing contract under section 122A.40 or 122A.41 if the candidate subsequently obtains a Tier 3 or Tier 4 license.

Must participate in a school district's mentorship and evaluation program that includes an individual growth and development plan.

TIER 3. Duration: Three Years. Renewals: One.

Qualifications: Meets Tier 1 qualifications and at least one of the following:

- (1) successful completion of a Professional Educator Licensing and Standards Board-approved teacher preparation program;
- (2) successful completion of an out-of-state teacher preparation program that includes field-specific methods training and field-specific student teaching;
- (3) an out-of-state professional teaching license in good standing;
- (4) passing scores on all required skills, content area, and pedagogy licensure exams; or
- (5) National Board for Professional Teaching Standards certification.

And meets at least one of the following criteria:

- (1) 12 weeks of student teaching experience;
- (2) two years of field-specific teaching experience; or
- (3) completion of a comprehensive teacher mentoring program offered by a Minnesota school.

Must participate in a school district's evaluation program that includes an individual growth and development plan.

TIER 4. Duration: Five Years. Renewals: Unlimited.

Qualifications: Meets Tier 3 qualifications and the following:

- (1) at least three years teaching experience in any state; and
- (2) passing scores on all required skills, content area, and pedagogy licensure exams

Must participate in a school district's evaluation program that includes an individual growth and development plan.

Subd. 3. Assessment alternatives. A Tier 3 or Tier 4 teacher licensure candidate that fails, after two attempts, to obtain a passing score on the board-adopted skills examination in reading, writing, and mathematics may demonstrate to the board that they have attained the required skills by either of the following: (1) completing a portfolio using board-adopted standards; or (2) teaching for three years in a Minnesota school with at least one summative teacher evaluation and showing satisfactory evidence of successful teaching according to section 122A.40, subd. 8, or 122A.41, subd. 5.

EFFECTIVE DATE. This section is effective July 1, 2018.



Issue HF 140: Erickson (Fourth Engrossment)	SF 4: Pratt (Second Engrossment)

Teacher Licenses Expiration Authority PELSB is required to licenses and credentials to tiers. Support Personnel Substitute Teachers Heachers Teachers Personnel Substitute Teachers Requires PELSB to issue licenses and credentials to been replaced with references to Tier 3 or 4. Teachers holding lifetime short-call substitute teaching licenses may reapply for either Tier 3 or Tier 4 or a Tier 1 license provided the candidate's bachelor's degree or appropriate professional credential in the content area the candidate will teach. Temporary Military License Background Checks Background Checks Commissioner of Education and added to responsibilities of BOSA. Requires notification to school districts or charter schools. All teacher licenses in effect on September 1, 2017, shall remain valid for one additional year after the date the license responsibilities of September 1, 2017, shall remain valid for one additional year after the date the licensure system. Similar, tiered licensure outlined in the bill's tiere licensure table. Does not include credentials. Similar, includes, "or long-call." Similar, includes, "or long-call." Same Similar, includes, "or long-call."			
Licenses Expiration the license is scheduled to expire. Authority PELSB is required to license teachers according to tiers. Support Requires PELSB to issue licenses and credentials to support personnel. Substitute Teachers holding lifetime short-call substitute teaching licenses may reapply for either Tier 3 or Tier 4 or a Tier 1 license provided the candidate's bachelor's degree or appropriate professional credential in the content area the candidate will teach. Temporary Military License Background Checks Commissioner of Education and added to responsibilities of BOSA. Requires notification to school districts or charter schools. Similar, tiered licensure outlined in the bill's tiere licensure table. Does not include credentials. Similar, includes, "or long-call." Similar, requires the individual to notify the school district or charter school that employs the individual as a teacher that the individual's license has been revoked.		Teacher Licensure-Tiered Licensure	
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tiers.	Expiration	the license is scheduled to expire.	
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Personnel support personnel. Substitute -References to five-year professional licenses have been replaced with references to Tier 3 or 4. Teachers holding lifetime short-call substitute teaching licenses may reapply for either Tier 3 or Tier 4 or a Tier 1 license provided the candidate's bachelor's degree or appropriate professional credential in the content area the candidate will teach. Temporary Requires the Board to provide candidates for a license under this subdivision with information regarding the tiered licensure system. Background Checks Commissioner of Education and added to responsibilities of BOSA. Requires notification to school districts or charter schools. Similar, includes, "or long-call."		tiers.	licensure table.
Substitute Teachers -References to five-year professional licenses have been replaced with references to Tier 3 or 4. Teachers holding lifetime short-call substitute teaching licenses may reapply for either Tier 3 or Tier 4 or a Tier 1 license provided the candidate's bachelor's degree or appropriate professional credential in the content area the candidate will teach. Temporary Military License Background Checks Background Checks Commissioner of Education and added to responsibilities of BOSA. Requires notification to school districts or charter schools. Similar, includes, "or long-call." Similar, includes, "or long-call." Similar, includes, "or long-call." Similar, includes, "or long-call."	Support	Requires PELSB to issue licenses and credentials to	Does not include credentials.
Teachers been replaced with references to Tier 3 or 4. Teachers holding lifetime short-call substitute teaching licenses may reapply for either Tier 3 or Tier 4 or a Tier 1 license provided the candidate's bachelor's degree or appropriate professional credential in the content area the candidate will teach. Temporary Military Under this subdivision with information regarding the License Background Checks Commissioner of Education and added to responsibilities of BOSA. Requires notification to school districts or charter schools. Same Similar, requires the individual to notify the school district or charter school that employs the individual as a teacher that the individual's license has been revoked.	Personnel	support personnel.	
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Military License Background Checks Commissioner of Education and added to responsibilities of BOSA. Requires notification to school districts or charter schools. Similar, requires the individual to notify the school district or charter school that employs the individual's license has been revoked.		the candidate will teach.	7
License tiered licensure system. Background Background checks are removed from the Checks Commissioner of Education and added to responsibilities of BOSA. Requires notification to school districts or charter schools. Similar, requires the individual to notify the school district or charter school that employs the individual as a teacher that the individual's license has been revoked.	Temporary	Requires the Board to provide candidates for a license	Same
Background Checks are removed from the Commissioner of Education and added to responsibilities of BOSA. Requires notification to school districts or charter schools. Similar, requires the individual to notify the school district or charter school that employs the individual's license has been revoked.	Military	under this subdivision with information regarding the	
Checks Commissioner of Education and added to responsibilities of BOSA. Requires notification to school districts or charter schools. district or charter school that employs the individual as a teacher that the individual's license has been revoked.	License	tiered licensure system.	
responsibilities of BOSA. Requires notification to as a teacher that the individual's license has been school districts or charter schools.	Background	Background checks are removed from the	Similar, requires the individual to notify the school
school districts or charter schools. revoked.	Checks	Commissioner of Education and added to	district or charter school that employs the individual
		responsibilities of BOSA. Requires notification to	as a teacher that the individual's license has been
Licensure Via Language is recodified. Does not recodify language, but includes Board na		school districts or charter schools.	revoked.
	Licensure Via	Language is recodified.	Does not recodify language, but includes Board name
Portfolio PELSB must adopt a process for licensure via portfolio. updates and that PELSB must develop a process for	Portfolio	PELSB must adopt a process for licensure via portfolio.	updates and that PELSB must develop a process for a
eligible candidate to obtain a license via portfolio.			eligible candidate to obtain a license via portfolio.
PELSB Rules Not included. Same	PELSB Rules	Not included.	Same
Tier 1 License Requirements: The Board must issue a Tier 1 license Requirements:	Tier 1 License	Requirements: The Board must issue a Tier 1 license	Requirements:
to a candidate who provides information sufficient to At least one of the following:			At least one of the following:
demonstrate each of the following: 1) for a license to teach career and technical		demonstrate each of the following:	1) for a license to teach career and technical
a school district or charter has requested that education or a content area not included in		a school district or charter has requested that	education or a content area not included in
the candidate be issued a license to teach in a clause (1) at least one of the following:			clause (1) at least one of the following:



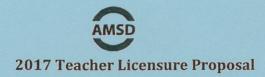
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	specific content area. The school district must provide the board with confirmation that a criminal background check has been completed. • the candidate has completed a bachelor's degree or associate's degree, or obtained a professional credential that the school district finds sufficient to teach in a specified content area; and • the candidate has completed the coursework outlined in the Tier 1 license coursework section. Coursework: A candidate for a Tier 1 license must meet the coursework requirement by demonstrating completion of one of the following: • three years of relevant work experience; • 2,000 hours of relevant work experience within the preceding five years; • at least eight upper division credits in the relevant content area (upper division means classes normally taken at the junior or senior level of college which require substantial knowledge and skill in the field); • a passing score on all required licensure exams; • completion of human resources coursework; or • experience teaching in a field for which there is no license. Term of License: • One year • Renewed three times	i) an associate's degree in the content area; ii) professional credential; or iii) five years of work experience in the content area. 2) for a license to teach in a content area not included in clause (1), a baccalaureate degree. -A school board must confirm to the PELSB that it has attempted but is unable to hire a teacher with Tier 2, 3 or 4 license for the position and that the candidate has the necessary skills and knowledge to teach in a specified content areaA candidate meeting the above qualifications must be granted a Tier 1 license upon the request of the employing school board or charter school boardYears worked with a Tier 1 license do not count towards the candidate's continuing contract under 122A.40 or 122A.41Must participate in a school district's mentorship and evaluation program that includes an individual growth and development plan. Term of License: One year Unlimited renewal



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	 PELSB must issue rules for conditions on additional renewals, if PELSB fails to issue rules for renewal, the Board must renew a Tier 1 license for a candidate who meets the renewal requirements in statute. Application: PELSB must accept applications for a Tier 1 license beginning July 1 of the school year for which the license is requested and must issue or deny the Tier 1 license within 30 days. Limitations on License: A Tier 1 license is limited to the content matter indicated on the application for the initial Tier 1 license. A Tier 1 license does not bring an individual within the definition of a teacher for purposes of the following statutes:	
	-179A.03, Subdivision 18 Teacher. "Teacher" means any public employee other than a	



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	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 Board of Teaching or the commissioner of education; or (2) in a position as a physical therapist, occupational therapist, art therapist, music therapist, or audiologist.	
Tier 2 License	Requirements : The Board must issue a Tier 2 license to a candidate who provides information sufficient to	Requirements: Meets Tier 1 qualifications and at least one of the
	demonstrate each of the following:	following:
	 the candidate has completed a bachelor's degree, or obtained a professional credential that the school district finds sufficient to teach in a specified content area; and the candidate has completed the coursework outlined in the Tier 2 license coursework section. Coursework: A candidate for a Tier 2 license must meet the coursework requirement by demonstrating completion of two of the following: at least eight upper division credits in the relevant content area (upper division means classes normally taken at the junior or senior level of college which require substantial knowledge and skill in the field); field-specific methods of training, including coursework; at least two years of teaching experience in a similar content area in any state as determined by the Board; 	 enrolled in and making satisfactory progress in a PELSB approved teacher preparation program; passing scores on all required basic skills, content area, and pedagogy licensure exams; or master's degree in content area. A school board must confirm that the candidate has the necessary skills and knowledge to teach in a specified content area. Years worked with a Tier 2 license only count towards the candidate's continuing contract under 122A.40 or 122A.41 if the candidate subsequently obtains a Tier 3 or 4 license. Must participate in a school district's mentorship and evaluation program that includes an individual growth and development plan. Term of License: Two years Renewed up to two times



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completion of human relations coursework; or	
completion of a stet-approved teacher	
preparation program.	
Term of License:	
• One year	
Renewed three times	
PELSB must issue rules for conditions on	
additional renewals, if PELSB fails to issue	
rules for renewal, the Board must renew a Tier 2 license for a candidate who meets the	
renewal requirements in statute.	
Limitations on License:	
A school district must count the time that a	
teacher with a Tier 2 license works as a teacher	
while enrolled in a teacher preparation	
program towards the three-year probationary	
period under section 122A.40, subdivision 5, or	
section 122A.41, subdivision 2.	
A Tier 2 license does not bring an individual	
within the definition of a teacher for purposes	
of the following statutes:	
-122A.40, Subdivision 1.Teacher defined. A principal,	
supervisor, and classroom teacher and any other	
professional employee required to hold a license from the state department shall be deemed to be a "teacher" within	
the meaning of this section. A superintendent is a "teacher"	
only for purposes of subdivisions 3 and 19.	
-122A.41, Subdivision 1(a) Teachers. The term "teacher"	
includes every person regularly employed, as a principal, or	
to give instruction in a classroom, or to superintend or	
supervise classroom instruction, or as placement teacher	
and visiting teacher. Persons regularly employed as	



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	counselors and school librarians shall be covered by these sections as teachers if licensed as teachers or as school librarians.	
Tier 3 License	Requirements: The Board must issue a Tier 3 license to a candidate who provides information sufficient to demonstrate all of the following: • the candidate has completed a bachelor's degree, or obtained a professional credential that the school district finds sufficient to teach in a specified content area; • the candidate has obtained a passing score on all required licensure exams; • the candidate has completed the human relations coursework; and • the candidate has completed the coursework outlined in the Tier 3 license coursework section. In consultation with the Governor's Workforce Development Council, the Board must establish a list of qualifying certifications, and may add additional professional certifications in consultation with school administrators, teachers and other stakeholders. Coursework: A candidate for a Tier 3 license must meet the coursework requirement by demonstrating completion of one of the following: • a Minnesota-approved teacher preparation program that includes field-specific student teaching equivalent to field-specific student teaching in	Requirements: Meets Tier 1 qualifications and at least one of the following: 1) successful completion of a PELSB approved teacher preparation program; 2) Successful completion of an out-of-state teacher preparation program that includes field-specific methods training and field-specific student teaching; 3) An out-of-state professional teaching license in good standing; 4) Passing scores on a required basic skills, content area, and pedagogy licensure exams; or 5) National Board for Professional Teaching Standards certification. And meets at least one of the following criteria: 1) 12 weeks of student teaching experience; 2) two years of field-specific teaching experiences; or 3) completion of a comprehensive teacher mentoring program offered by a Minnesota school. -Must participate in a school district's evaluation program that includes an individual growth and development plan. Term of License: • Three years



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Tier 4 License	Minnesota-approved teacher preparation programs. The field-specific student teaching requirement does not apply to a candidate that has two years of teaching experience; or a content-specific portfolio. Term of License: Three years Renewed every three years without limitation. Requirements: The Board must issue a Tier 4 license	• Renewed one time Requirements:
	to a candidate who provides information sufficient to demonstrate all of the following: • the candidate meets all the requirements for a Tier 3 license; • the candidate has at least three years of teaching experience in Minnesota; and • the candidate's most recent summative teacher evaluation did not result in placing or otherwise keeping the teacher in an improvement process pursuant to section 122A.40, subdivision 8, or 122A.41, subdivision 5. Term of License: • Five years • Renewed every five years without limitation	Meets Tier 3 qualifications and the following: 1) at least three years teaching experience in any state; and 2) passing scores on all required basic skills, content area, and pedagogy licensure exams. Must participate in a school district's evaluation program that includes an individual growth and development plan. Term of License: • Five years • Unlimited renewal
Teacher	-Consolidates teacher licensure provisions in other	-A Tier 3 or Tier 4 teacher licensure candidate that
Licensure	statutes.	fails, after two attempts, to obtain a passing score on
Assessment	-Passing score on board-adopted examination required for Tier 4 (Tier 3 removed)Allows Tier 1, Tier 2 and Tier 3 to meet other requirements than the board-adopted examinationThe Board must adopt rules requiring candidates for	the Board-adopted basic skills examination in reading, writing, and mathematics may demonstrate to the Board that they have attained the required skills by either of the following: 1) completing a portfolio using Board-adopted

edTPA Remediation Policy

PURPOSE: The remediation process is designed to support and encourage improvement.

- 1. The teacher candidate will have a preliminary meeting with the MLC edTPA Coordinator to discuss the task/s that need improvement and to determine how the candidate will make the improvement/s (face-to-face or via technology). Also at this meeting, a future meeting date will be decided upon where the candidate will explain in written and/or verbal form the necessary improvements that were made to the task/s.
- 2. The next meeting would involve a student teaching supervisor, the edTPA Coordinator, and the teacher candidate (face-to-face or via technology). The improvements the teacher candidate made to the task/s will be explained to the professors. The professors will assess both the old and new versions of the task/s and decide if the teacher candidate shows improvement on the task/s. The professors will immediately share the outcome with the teacher candidate and announce whether improvement has been made.

* Adopted by the Education Division at its meeting (9/7/16)