

## Proposed changes to Tiered Licensure

HF1224/SF1477 would eliminate many of the licensure pathways teachers use.

### TIER 1

<b>REQUIREMENTS</b>	<ol style="list-style-type: none"> <li>1. Educators must hold a bachelor's degree unless teaching Career and Tech</li> <li>2. Educators must participate in mentorship, teacher evaluations, and take exams</li> </ol>
<b>TERMS</b>	One-year license with up to three renewals

### TIER 2

<b>REQUIREMENTS</b>	<ol style="list-style-type: none"> <li>1. Educators must hold a bachelor's degree unless teaching Career and Tech</li> <li>2. Educators must be enrolled in a Minn. teacher preparation program, hold a Master's degree in the content area, or <del>fulfill at least two of the following:</del> <ul style="list-style-type: none"> <li><del>○ have 8 upper division credits in content area;</del></li> <li><del>○ completed field specific methods training;</del></li> <li><del>○ have two years of teaching experience in content area;</del></li> <li><del>○ receive passing scores on content and pedagogy exams;</del></li> <li>○ completed a state-approved teacher preparation program</li> </ul> </li> <li>3. Educators must participate in district mentorship and teacher evaluations</li> </ol>
<b>TERMS</b>	Two-year license with up to three renewals

#### IMPACT OF HF1224/SF1477 ON TIER 2

**X** Eliminates 6 of the 9 pathways to Tier 2 licensure. Nearly 800 current Tier 2 teachers use these pathways and countless more will be impacted, especially experienced teachers and out-of-state teachers.

### TIER 3

<b>REQUIREMENTS</b>	<ol style="list-style-type: none"> <li>1. Educators must hold a bachelor's degree unless teaching Career and Tech</li> <li>2. Educators must receive passing scores on exams</li> <li>3. Educators must participate in district mentorship and teacher evaluations</li> <li>4. Educators must fulfill at least one of the following:             <ul style="list-style-type: none"> <li>○ completed a Minnesota teacher preparation program;</li> <li>○ completed a state-approved teacher preparation program;</li> <li>○ Licensure via Portfolio;</li> <li>○ hold an out-of-state license with at least two years of teaching experience; or</li> <li><del>○ completed three years teaching experience in Tier 2 with successful summative evaluations.</del></li> </ul> </li> </ol>
<b>TERMS</b>	Three-year license with unlimited renewability

#### IMPACT OF HF1224/SF1477 ON TIER 3

**X** Current law promises that Tier 2 teachers can be promoted to Tier 3 licensure with 3 years of experience and a good summative evaluation. In its first year of implementation, 99 MN teachers used this pathway (17 were teachers of color).  
*\*Proposal also in Governor's bill*

### TIER 4

<b>REQUIREMENTS</b>	Educators must hold a Tier 3 license, receive passing scores on exams, have three years of teaching experience in Minn., receive a positive evaluation, and complete a teacher prep program
<b>TERMS</b>	Five-year license with unlimited renewability.

# Unintended consequences of HF1224/SF1477

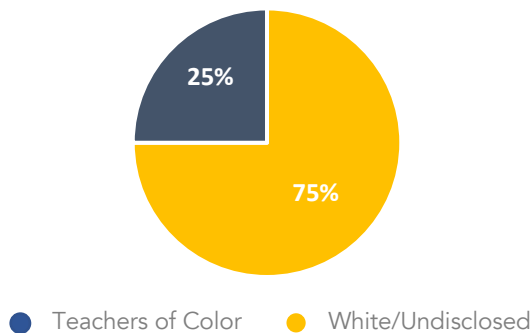
## LICENSURE BARRIERS WOULD CLOSE PATHWAYS TO THE CLASSROOM

HF1224/SF1477 would block future Tier 2 teachers with a good 3-year evaluation from advancing to a permanent Tier 3 license, pushing them out of the classroom after 8 years. The changes proposed would eliminate pathways to Tier 2 licensure for future teachers that 775 MN teachers currently use, placing unnecessary hurdles between great teachers and their students. Removing licensure pathways would push high-quality teachers out of the profession during severe teacher shortages throughout the state without any evidence that the quality of teaching would improve.

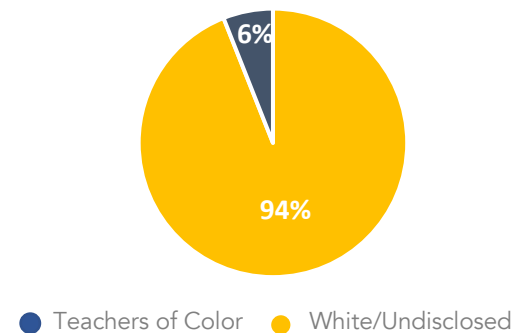
## THE DISPROPORTIONATE RACIAL IMPACT

Minnesota ranks among the worst states in the nation for teacher diversity.<sup>i</sup> While 34 percent of our students are of color and Indigenous, only about 6 percent of classroom teachers are of color and Indigenous. We also have a significant need for career and technical education teachers across the state. According to Minnesota's Teacher Supply and Demand reports, licensure remains a barrier and prevents school administrators from hiring the best teachers possible.<sup>ii</sup> HF1224/SF1477 would erect barriers for teachers when Minnesota should be working aggressively to keep teachers in the profession and give them the support they need.

Tier 2 Minnesota Teachers by Race



Total Minnesota Teachers by Race



## LICENSURE VIA PORTFOLIO IS NOT A VIABLE SOLUTION

The 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. In fact, researchers at the Harvard Graduate School of Education, Columbia Business School, and Dartmouth College found "little difference in the average academic achievement impacts of certified, uncertified and alternatively certified teachers."<sup>iii</sup> Other licensure pathways like Licensure via Portfolio have yet to have a measurable impact on new teacher recruitment. The Legislature must invest in innovative licensure pathways, but it is too risky to close effective licensure pathways before Licensure via Portfolio proves to have a robust-enough impact on retaining and recruiting high-quality teachers.

<sup>i</sup> Brown, C. & Boser, U. (September 28, 2017). "Revisiting the Persistent Teacher Diversity Problem." The Center for American Progress. <https://www.americanprogress.org/issues/education-k-12/news/2017/09/28/415203/revisiting-persistent-teacher-diversity-problem/>

<sup>ii</sup> Wilder Research & PELS. (January 2019). "2019 Biennial Minnesota Teacher Supply and Demand." PELS. [https://mn.gov/pels/assets/2019%20Supply%20and%20Demand%20Report\\_tcm1113-370206.pdf](https://mn.gov/pels/assets/2019%20Supply%20and%20Demand%20Report_tcm1113-370206.pdf)

<sup>iii</sup> Kane, T. (2008). "What does certification tell us about teacher effectiveness? Evidence from New York City." *Economics of Education Review*, vol. 27, pp. 615–631.