

# The Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota

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Dear Chair Cwodzinski and Members of the Senate Education Policy Committee:

Thank you for including almost all of the policy-only provisions in the Increase Teachers of Color Act SF619 (Kunesh) in your omnibus education policy bill SF1311 A3, including:

- Article 3, Sec. 5 establishing the prohibition of American Indian school mascots
- Article 3, Sec. 15 allowing American Indian tribal regalia at graduation ceremonies
- Article 6, Sec. 1-3 amending World's Best Workforce 120B.11
- Article 6, Sec. 4 establishing a state goal to increase teachers of color and American Indian teachers
- Article 6, Sec. 5 establishing a statute on curriculum policy for local school boards to address
- Article 6, Sec. 6 amending 121A.031 for MDE to provide resources for positive school climates
- Article 6, Sec. 13 amending 123B.147 requiring principals to be evaluated on cultural responsiveness
- Article 6, Sec. 14 amending 124D.861 and strengthening Achievement and Integration program plans

We also support the following for the positive impact they will have on BIPOC students and teachers:

- All sections of Article 3 strengthening American Indian Education
- Article 6, Sect. 9 amending 122A.185 re: testing requirements for licensure

Licensure exams have kept thousands of effective BIPOC teachers and white teachers out of classrooms and unable to earn Tier 3 licensure. There is no predictive validity that shows passing the exams ensures effective teaching, and plenty of evidence of Tier 2 teachers who completed programs without passing exams being effective classroom teachers.

- Article 6, Sec. 11 & 12 amending 122A.40 and 122A.41 to require assessment of teacher performance that includes culturally responsive methodologies

Finally, we ask that you amend your omnibus bill to include the following sections from SF619 that were omitted from your omnibus bill draft dated 3/2/23:

- Sect. 9 amending 122A.183 subd 1 (candidates prepared in MSI's, other states and countries)
  - 10.13 (d) The board must issue a Tier 3 license to a candidate who provides information
  - 10.14 sufficient to demonstrate the following, regardless of whether the candidate meets other
  - 10.15 requirements in this section:
  - 10.16 (1) the candidate has completed a teacher preparation program from a culturally specific
  - 10.17 Minority Serving Institution in the United States, such as Historically Black Colleges and
  - 10.18 Universities, Tribal Colleges and Universities, or Hispanic-Serving Institutions, including
  - 10.19 those in Puerto Rico; or
  - 10.20 (2) the candidate has completed a university teacher preparation program in another
  - 10.21 country and has taught at least two years.
  - 10.22 The candidate must have completed student teaching comparable to the student teaching
  - 10.23 expectations in Minnesota.

- Sect. 10 amending 122A.184 subd 1 (experience in another state)  
11.1 (2) the candidate has at least three years of teaching experience in Minnesota or another  
11.2 state;
- Sect. 12 amending 122A.40 subd 3 (district reporting)
- Sect. 13 amending 122A.40 subd 5 (shortened probationary period)
- Sect. 14 amending 122A.41 subd 2 (shortened probationary period)
- Sect. 15 amending 122A.41 subd 16 (district reporting)

Thank you for your leadership in including these important policy provisions that are centered on improving the experiences of BIPOC students and teachers in schools and will help increase the percentage of BIPOC teachers in Minnesota which represents the largest teacher shortage area by far. These policies are also important to ensure a strong return on needed increased state investments in various programs intended to increase BIPOC teachers.

Respectfully,

Paul Spies, PhD

Legislative Action Team Lead

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