

Minnesota Association of Colleges for Teacher Education

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SF 1670

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Senator Cwodzinski and members of the Senate Education Policy Committee,

I am writing to express concerns regarding the unintended consequences of excluding Tier 1 and Tier 2 licensed teachers from being classified as teachers representing shortage areas.

It's unclear to us what the intent of SF 1670 is.

Redefining shortage areas in this way may inadvertently limit the support and resources available to a critical segment of our teaching workforce. It will also diminish our ability to target state, federal, and TPP funds to license areas where support is most needed. While we welcome the idea of the Supply and Demand report disaggregating teaching assignments of licensed teachers by tier, we are concerned that changing the definition of shortage area may have unintended consequences that negatively impacts Tier 1 and Tier 2 teachers.

Tier 1 and Tier 2 teachers play an essential role in the education system. Tier 2 teachers, in particular, are typically enrolled in accredited teacher preparation programs and are working diligently to meet the standards set by PELSB. Many of these teachers are well-qualified and deeply committed to their students, with the full expectation that they will advance to Tier 3 licensure as they complete their programs and meet the necessary requirements.

However, these teachers are often in the early stages of their professional development and have not yet completed state requirements to become a professionally licensed (Tier 3 and Tier 4) teacher. It is important that we continue to track licensure areas where disproportionate numbers of teachers are hired prior to completing preservice preparation. At both the state and federal levels, many grant programs are designed to provide vital support to teachers working in shortage areas. [Federal TEACH grant and loan cancellation](#), for example, rely on state-identified shortage areas for eligibility. By redefining shortage areas, we may inadvertently reduce the support available to these teachers. These programs are crucial for ensuring that Tier 2 teachers receive the mentorship, professional learning, and financial support they need to succeed.

Thank you for your time and consideration of this important issue.

Sincerely,

Laura Mogelson, Legislative Liaison

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