

30.20

ARTICLE 3

30.21

TEACHERS

30.22 Section 1. Minnesota Statutes 2023 Supplement, section 120B.117, subdivision 4, is
30.23 amended to read:

30.24 Subd. 4. ~~Reporting. Beginning in 2024 and every even-numbered year thereafter,~~ The
30.25 Professional Educator Licensing and Standards Board must collaborate with the Department
30.26 of Education and the Office of Higher Education to publish a summary report of each of
30.27 the programs they administer and any other programs receiving state appropriations that
30.28 have or include an explicit purpose of increasing the racial and ethnic diversity of the state's
30.29 teacher workforce to more closely reflect the diversity of students. The report must include
30.30 programs under sections 122A.59, 122A.63, 122A.635, 122A.70, 122A.73, 124D.09,
30.31 124D.861, 136A.1274, 136A.1276, and 136A.1791, along with any other programs or
30.32 initiatives that receive state appropriations to address the shortage of teachers of color and
31.1 American Indian teachers. The board must, in coordination with the Office of Higher
31.2 Education and Department of Education, provide policy and funding recommendations
31.3 related to state-funded programs to increase the recruitment, preparation, licensing, hiring,
31.4 and retention of racially and ethnically diverse teachers and the state's progress toward
31.5 meeting or exceeding the goals of this section. The report must include recommendations
31.6 for state policy and funding needed to achieve the goals of this section, plans for sharing
31.7 the report and activities of grant recipients, and opportunities among grant recipients of
31.8 various programs to share effective practices with each other. ~~The 2024 initial~~ report must
31.9 also include a recommendation of whether a state advisory council should be established
31.10 to address the shortage of racially and ethnically diverse teachers and what the composition
31.11 and charge of such an advisory council would be if established. The board must consult
31.12 with the Indian Affairs Council and other ethnic councils along with other community
31.13 partners, including students of color and American Indian students, in developing the report.
31.14 ~~By November 3 of each odd-numbered year,~~ The board must submit the report to the chairs
31.15 and ranking minority members of the legislative committees with jurisdiction over education
31.16 and higher education policy and finance ~~by November 3, 2025, and each odd-numbered~~
31.17 ~~year thereafter.~~ The report must be available to the public on the board's website.

31.18 **EFFECTIVE DATE.** This section is effective the day following final enactment.

31.19 Sec. 2. Minnesota Statutes 2022, section 122A.091, subdivision 5, is amended to read:

31.20 Subd. 5. ~~Survey of districts Supply and demand report. (a)~~ The Professional Educator
31.21 Licensing and Standards Board must ~~survey the state's school districts and teacher preparation~~
31.22 ~~programs and~~ submit a report to the education committees of the legislature by ~~February 1,~~
31.23 ~~2019, and each odd-numbered~~ November 1, 2025, and each ~~odd-numbered~~ year thereafter,
31.24 on the ~~status of teacher early~~ supply and demand of teachers. The report must be made
31.25 available on the board's website. The report must include data regarding:

33.14

ARTICLE 3

33.15

TEACHERS

78.17 Section 1. Minnesota Statutes 2023 Supplement, section 120B.117, subdivision 4, is
78.18 amended to read:

78.19 Subd. 4. ~~Reporting. Beginning in 2024 and every even-numbered year thereafter,~~ The
78.20 Professional Educator Licensing and Standards Board must collaborate with the Department
78.21 of Education and the Office of Higher Education to publish a summary report of each of
78.22 the programs they administer and any other programs receiving state appropriations that
78.23 have or include an explicit purpose of increasing the racial and ethnic diversity of the state's
78.24 teacher workforce to more closely reflect the diversity of students. The report must include
78.25 programs under sections 122A.59, 122A.63, 122A.635, 122A.70, 122A.73, 124D.09,
78.26 124D.861, 136A.1274, 136A.1276, and 136A.1791, along with any other programs or
78.27 initiatives that receive state appropriations to address the shortage of teachers of color and
78.28 American Indian teachers. The board must, in coordination with the Office of Higher
78.29 Education and Department of Education, provide policy and funding recommendations
78.30 related to state-funded programs to increase the recruitment, preparation, licensing, hiring,
78.31 and retention of racially and ethnically diverse teachers and the state's progress toward
78.32 meeting or exceeding the goals of this section. The report must include recommendations
78.33 for state policy and funding needed to achieve the goals of this section, plans for sharing
79.1 the report and activities of grant recipients, and opportunities among grant recipients of
79.2 various programs to share effective practices with each other. ~~The 2024 initial~~ report must
79.3 also include a recommendation of whether a state advisory council should be established
79.4 to address the shortage of racially and ethnically diverse teachers and what the composition
79.5 and charge of such an advisory council would be if established. The board must consult
79.6 with the Indian Affairs Council and other ethnic councils along with other community
79.7 partners, including students of color and American Indian students, in developing the report.
79.8 ~~By November 3 of each odd-numbered year,~~ The board must submit the report to the chairs
79.9 and ranking minority members of the legislative committees with jurisdiction over education
79.10 and higher education policy and finance ~~by November 3, 2025, for the initial report, and~~
79.11 ~~by November 3 each even-numbered year thereafter.~~ The report must be available to the
79.12 public on the board's website.

80.18 Sec. 4. Minnesota Statutes 2022, section 122A.091, subdivision 5, is amended to read:

80.19 Subd. 5. ~~Survey of districts Supply and demand report. (a)~~ The Professional Educator
80.20 Licensing and Standards Board must ~~survey the state's school districts and teacher preparation~~
80.21 ~~programs and~~ submit a report to the education committees of the legislature by ~~February 1,~~
80.22 ~~2019, and each odd-numbered~~ November 1, 2025, and ~~November 1 of each even-numbered~~
80.23 year thereafter, on the ~~status of teacher early~~ supply and demand of teachers. The report
80.24 must be made available on the board's website. The report must include data regarding:

31.26 ~~(1) retirement patterns, the access to effective and more diverse teachers who reflect the~~
 31.27 ~~students under section 120B.35, subdivision 3, paragraph (b), clause (2), enrolled in a district~~
 31.28 ~~or school;~~

31.29 (2) teacher licensure;

31.30 (3) teacher diversity, including whether the state's teacher workforce reflects the diversity
 31.31 of the state's student population;

31.32 (4) the teacher shortage, and the substitute teacher shortage, including patterns and
 31.33 shortages in licensure field areas and the economic development regions of the state;

32.1 (5) survey data from school districts and teacher preparation programs; and

32.2 ~~(b) The report must also include:~~

32.3 ~~(1) aggregate data on teachers' self-reported race and ethnicity;~~

32.4 ~~(2) data on how~~ (6) whether districts are making progress in hiring teachers and substitute
 32.5 teachers in the areas of shortage; ~~and.~~

32.6 ~~(3) a five-year projection of teacher demand for each district, taking into account the~~
 32.7 ~~students under section 120B.35, subdivision 3, paragraph (b), clause (2), expected to enroll~~
 32.8 ~~in the district during that five-year period.~~

32.9 Sec. 3. Minnesota Statutes 2023 Supplement, section 122A.18, subdivision 1, is amended
 32.10 to read:

32.11 Subdivision 1. **Authority to license.** (a) The Professional Educator Licensing and
 32.12 Standards Board must issue the following teacher licenses to applicants who meet the
 32.13 qualifications prescribed by this chapter:

32.14 (1) Tier 1 license under section 122A.181;

32.15 (2) Tier 2 license under section 122A.182;

32.16 (3) Tier 3 license under section 122A.183; and

32.17 (4) Tier 4 license under section 122A.184.

32.18 (b) The Board of School Administrators must license supervisory personnel as defined
 32.19 in section 122A.15, subdivision 2, except for athletic coaches.

80.25 (1) retirement patterns, the access to effective and more diverse teachers who reflect the
 80.26 students under section 120B.35, subdivision 3, paragraph (b), clause (2), enrolled in a district
 80.27 or school;

80.28 (2) teacher licensure;

80.29 (3) teacher diversity, including whether the state's teacher workforce reflects the diversity
 80.30 of the state's student population;

81.1 (4) the teacher shortage, and the substitute teacher shortage, including patterns and
 81.2 shortages in licensure field areas and the economic development regions of the state;

81.3 (5) survey data from school districts and teacher preparation programs; and

81.4 ~~(b) The report must also include:~~

81.5 ~~(1) aggregate data on teachers' self-reported race and ethnicity;~~

81.6 ~~(2) data on how~~ (6) whether districts are making progress in hiring teachers and substitute
 81.7 teachers in the areas of shortage; ~~and.~~

81.8 ~~(3) a five-year projection of teacher demand for each district, taking into account the~~
 81.9 ~~students under section 120B.35, subdivision 3, paragraph (b), clause (2), expected to enroll~~
 81.10 ~~in the district during that five-year period.~~

33.16 Section 1. Minnesota Statutes 2022, section 122A.092, is amended by adding a subdivision
 33.17 to read:

33.18 Subd. 9. **Ableism and disability justice.** A teacher preparation program is encouraged
 33.19 to include instruction for teacher candidates on ableism and disability justice, provided by
 33.20 a person with a disability.

33.21 **EFFECTIVE DATE.** This section is effective July 1, 2024.

81.11 Sec. 5. Minnesota Statutes 2023 Supplement, section 122A.18, subdivision 1, is amended
 81.12 to read:

81.13 Subdivision 1. **Authority to license.** (a) The Professional Educator Licensing and
 81.14 Standards Board must issue the following teacher licenses to applicants who meet the
 81.15 qualifications prescribed by this chapter:

81.16 (1) Tier 1 license under section 122A.181;

81.17 (2) Tier 2 license under section 122A.182;

81.18 (3) Tier 3 license under section 122A.183; and

81.19 (4) Tier 4 license under section 122A.184.

81.20 (b) The Board of School Administrators must license supervisory personnel as defined
 81.21 in section 122A.15, subdivision 2, except for athletic coaches.

32.20 (c) The Board of School Administrators is responsible for issuing licenses under its
 32.21 jurisdiction after June 30, 2025.

32.22 ~~(e)~~ (d) The Professional Educator Licensing and Standards Board and the Department
 32.23 of Education must enter into a data sharing agreement to share:

32.24 (1) educational data at the E-12 level for the limited purpose of program approval and
 32.25 improvement for teacher education programs. The program approval process must include
 32.26 targeted redesign of teacher preparation programs to address identified E-12 student areas
 32.27 of concern; and

32.28 (2) data in the staff automated reporting system for the limited purpose of managing and
 32.29 processing funding to school districts and other entities. The board has authority to collect
 32.30 nonlicensed staff data on behalf of the Department of Education, which is responsible for
 32.31 managing said data.

33.1 ~~(e)~~ (e) The Board of School Administrators and the Department of Education must enter
 33.2 into a data sharing agreement to share educational data at the E-12 level for the limited
 33.3 purpose of program approval and improvement for education administration programs. The
 33.4 program approval process must include targeted redesign of education administration
 33.5 preparation programs to address identified E-12 student areas of concern.

33.6 ~~(e)~~ (f) For purposes of the data sharing agreements under paragraphs ~~(e)~~ (d) and ~~(d)~~ (e),
 33.7 the Professional Educator Licensing and Standards Board, Board of School Administrators,
 33.8 and Department of Education may share private data, as defined in section 13.02, subdivision
 33.9 12, on teachers and school administrators. The data sharing agreements must not include
 33.10 educational data, as defined in section 13.32, subdivision 1, but may include summary data,
 33.11 as defined in section 13.02, subdivision 19, derived from educational data.

33.12 Sec. 4. Minnesota Statutes 2022, section 122A.181, is amended by adding a subdivision
 33.13 to read:

33.14 Subd. 1a. **Special education requirements.** The Professional Educator Licensing and
 33.15 Standards Board must approve an application for a Tier 1 special education license if:

33.16 (1) the application meets all the requirements under subdivision 1;

33.17 (2) the applicant receives high-quality professional development that is sustained,
 33.18 intensive, and classroom focused in order to have a positive and lasting impact on classroom
 33.19 instruction, before and while teaching;

33.20 (3) the applicant participates in a program of intensive supervision that consists of
 33.21 structured guidance and regular ongoing support for teachers or a teacher mentoring program;

81.22 (c) The Professional Educator Licensing and Standards Board and the Department of
 81.23 Education must enter into a data sharing agreement to share:

81.24 (1) educational data at the E-12 level for the limited purpose of program approval and
 81.25 improvement for teacher education programs. The program approval process must include
 81.26 targeted redesign of teacher preparation programs to address identified E-12 student areas
 81.27 of concern; and

81.28 (2) data in the staff automated reporting system for the limited purpose of managing and
 81.29 processing funding to school districts and other entities. The board has authority to collect
 81.30 nonlicensed staff data on behalf of the Department of Education, which is responsible for
 81.31 managing the nonlicensed staff data.

82.1 (d) The Board of School Administrators and the Department of Education must enter
 82.2 into a data sharing agreement to share educational data at the E-12 level for the limited
 82.3 purpose of program approval and improvement for education administration programs. The
 82.4 program approval process must include targeted redesign of education administration
 82.5 preparation programs to address identified E-12 student areas of concern.

82.6 (e) For purposes of the data sharing agreements under paragraphs (c) and (d), the
 82.7 Professional Educator Licensing and Standards Board, Board of School Administrators,
 82.8 and Department of Education may share private data, as defined in section 13.02, subdivision
 82.9 12, on teachers and school administrators. The data sharing agreements must not include
 82.10 educational data, as defined in section 13.32, subdivision 1, but may include summary data,
 82.11 as defined in section 13.02, subdivision 19, derived from educational data.

33.22 Sec. 2. Minnesota Statutes 2022, section 122A.181, is amended by adding a subdivision
 33.23 to read:

33.24 Subd. 1a. **Special education requirements.** (a) The Professional Educator Licensing
 33.25 and Standards Board must approve an application for a Tier 1 license in a special education
 33.26 field if:

33.27 (1) the application meets all the requirements under subdivision 1;

33.28 (2) the district or charter school affirms that the applicant will receive high-quality
 33.29 professional development that is sustained, intensive, and classroom focused in order to
 33.30 have a positive and lasting impact on classroom instruction, before and while teaching;

34.1 (3) the district or charter school affirms that the applicant will participate in a program
 34.2 of intensive supervision that consists of structured guidance and regular ongoing support
 34.3 for teachers or a teacher mentoring program; and

33.22 (4) the applicant assumes the functions as a teacher only for a specified period of time
33.23 not to exceed three years; and

33.24 (5) the applicant demonstrates satisfactory progress toward professional licensure.

33.25 Sec. 5. Minnesota Statutes 2023 Supplement, section 122A.181, subdivision 2, is amended
33.26 to read:

33.27 Subd. 2. **Professional requirements.** (a) An applicant for a Tier 1 license described in
33.28 subdivision 1 or 1a must have a bachelor's degree to teach a class or course outside a career
33.29 and technical education or career pathways course of study, unless the applicant meets an
33.30 exemption identified in subdivision 2a.

34.1 (b) An applicant for a Tier 1 license must have one of the following credentials in a
34.2 relevant content area to teach a class in a career and technical education or career pathways
34.3 course of study:

34.4 (1) an associate's degree;

34.5 (2) a professional certification; or

34.6 (3) five years of relevant work experience.

34.7 Sec. 6. Minnesota Statutes 2022, section 122A.182, is amended by adding a subdivision
34.8 to read:

34.9 Subd. 1a. **Special education requirements.** The Professional Educator Licensing and
34.10 Standards Board must approve an application for a Tier 2 license in a special education
34.11 field if:

34.12 (1) the application meets all the requirements under subdivision 1;

34.13 (2) the applicant receives high-quality professional development that is sustained,
34.14 intensive, and classroom focused in order to have a positive and lasting impact on classroom
34.15 instruction, before and while teaching;

34.16 (3) the applicant participates in a program of intensive supervision that consists of
34.17 structured guidance and regular ongoing support for teachers or a teacher mentoring program;
34.18 and

34.19 (4) the applicant demonstrates satisfactory progress toward professional licensure.

34.4 (4) the applicant demonstrates satisfactory progress toward professional licensure.

34.5 (b) A teacher with a Tier 1 license in a special education field may assume the functions
34.6 as a teacher for a period of time not to exceed three years.

34.7 **EFFECTIVE DATE.** This section is effective July 1, 2024.

34.8 Sec. 3. Minnesota Statutes 2023 Supplement, section 122A.181, subdivision 2, is amended
34.9 to read:

34.10 Subd. 2. **Professional requirements.** (a) An applicant for a Tier 1 license must have a
34.11 bachelor's degree to teach a class or course outside a career and technical education or career
34.12 pathways course of study, unless the applicant meets an exemption identified in subdivision
34.13 2a.

34.14 (b) An applicant for a Tier 1 license must have one of the following credentials in a
34.15 relevant content area to teach a class in a career and technical education or career pathways
34.16 course of study:

34.17 (1) an associate's degree;

34.18 (2) a professional certification; or

34.19 (3) five years of relevant work experience.

34.20 Sec. 4. Minnesota Statutes 2022, section 122A.182, is amended by adding a subdivision
34.21 to read:

34.22 Subd. 1a. **Special education requirements.** The Professional Educator Licensing and
34.23 Standards Board must approve an application for a Tier 2 license in a special education
34.24 field if:

34.25 (1) the application meets all the requirements under subdivision 1;

34.26 (2) the district or charter school affirms that the applicant will receive high-quality
34.27 professional development that is sustained, intensive, and classroom focused in order to
34.28 have a positive and lasting impact on classroom instruction, before and while teaching;

35.1 (3) the district or charter school affirms that the applicant will participate in a program
35.2 of intensive supervision that consists of structured guidance and regular ongoing support
35.3 for teachers or a teacher mentoring program; and

35.4 (4) the applicant demonstrates satisfactory progress toward professional licensure.

35.5 **EFFECTIVE DATE.** This section is effective July 1, 2024.

34.20 Sec. 7. Minnesota Statutes 2023 Supplement, section 122A.183, subdivision 2, is amended
34.21 to read:

34.22 Subd. 2. **Coursework.** An applicant for a Tier 3 license must meet the coursework
34.23 requirement by demonstrating one of the following:

34.24 (1) completion of a Minnesota-approved teacher preparation program;

34.25 (2) completion of a state-approved teacher preparation program that includes field-specific
34.26 student teaching equivalent to field-specific student teaching in Minnesota-approved teacher
34.27 preparation programs. The field-specific student teaching requirement does not apply to an
34.28 applicant that has two years of field-specific teaching experience;

34.29 (3) ~~submission of a content-specific~~ a recommendation for licensure through the licensure
34.30 via portfolio process;

35.1 (4) a professional teaching license from another state, evidence that the applicant's license
35.2 is in good standing, and two years of field-specific teaching experience; or

35.3 (5) three years of teaching experience under a Tier 2 license and evidence of summative
35.4 teacher evaluations that did not result in placing or otherwise keeping the teacher on an
35.5 improvement process pursuant to section 122A.40, subdivision 8, or 122A.41, subdivision
35.6 5.

35.7 Sec. 8. Minnesota Statutes 2023 Supplement, section 122A.184, subdivision 1, is amended
35.8 to read:

35.9 Subdivision 1. **Requirements.** The Professional Educator Licensing and Standards
35.10 Board must issue a Tier 4 license to an applicant who provides information sufficient to
35.11 demonstrate all of the following:

35.12 (1) the applicant meets all requirements for a Tier 3 license under section 122A.183,
35.13 and: (i) has completed a teacher preparation program under section 122A.183, subdivision
35.14 2, clause (1) or (2); (ii) obtained licensure through the licensure via portfolio process under
35.15 section 122A.183, subdivision 2, clause (3); or (iii) holds national board certification from
35.16 the National Board for Professional Teaching Standards;

35.17 (2) the applicant has at least three years of field-specific teaching experience as a teacher
35.18 of record;

35.19 (3) the applicant has obtained a passing score on all required licensure exams under
35.20 section 122A.185; and

35.21 (4) if the applicant previously held a Tier 3 license under section 122A.183, the applicant
35.22 has completed the renewal requirements in section 122A.187.

35.6 Sec. 5. Minnesota Statutes 2023 Supplement, section 122A.183, subdivision 2, is amended
35.7 to read:

35.8 Subd. 2. **Coursework.** An applicant for a Tier 3 license must meet the coursework
35.9 requirement by demonstrating one of the following:

35.10 (1) completion of a Minnesota-approved teacher preparation program;

35.11 (2) completion of a state-approved teacher preparation program that includes field-specific
35.12 student teaching equivalent to field-specific student teaching in Minnesota-approved teacher
35.13 preparation programs. The field-specific student teaching requirement does not apply to an
35.14 applicant that has two years of field-specific teaching experience;

35.15 (3) ~~submission of a content-specific~~ a recommendation for licensure through the licensure
35.16 via portfolio process;

35.17 (4) a professional teaching license from another state, evidence that the applicant's license
35.18 is in good standing, and two years of field-specific teaching experience; or

35.19 (5) three years of teaching experience under a Tier 2 license and evidence of summative
35.20 teacher evaluations that did not result in placing or otherwise keeping the teacher on an
35.21 improvement process pursuant to section 122A.40, subdivision 8, or 122A.41, subdivision
35.22 5.

35.23 Sec. 6. Minnesota Statutes 2023 Supplement, section 122A.184, subdivision 1, is amended
35.24 to read:

35.25 Subdivision 1. **Requirements.** The Professional Educator Licensing and Standards
35.26 Board must issue a Tier 4 license to an applicant who provides information sufficient to
35.27 demonstrate all of the following:

35.28 (1) the applicant meets all requirements for a Tier 3 license under section 122A.183,
35.29 and: (i) has completed a teacher preparation program under section 122A.183, subdivision
35.30 2, clause (1) or (2); (ii) obtained licensure through the licensure via portfolio process under
36.1 section 122A.183, subdivision 2, clause (3); or (iii) holds national board certification from
36.2 the National Board for Professional Teaching Standards;

36.3 (2) the applicant has at least three years of field-specific teaching experience as a teacher
36.4 of record;

36.5 (3) the applicant has obtained a passing score on all required licensure exams under
36.6 section 122A.185; and

36.7 (4) if the applicant previously held a Tier 3 license under section 122A.183, the applicant
36.8 has completed the renewal requirements in section 122A.187.

35.23 Sec. 9. Minnesota Statutes 2023 Supplement, section 122A.185, subdivision 1, is amended
35.24 to read:

35.25 Subdivision 1. **Tests.** (a) The board must adopt rules requiring applicants for Tier 3 and
35.26 Tier 4 licenses to pass an examination or performance assessment of general pedagogical
35.27 knowledge and examinations or assessments of licensure field specific content. An applicant
35.28 is exempt from the examination requirements if the applicant ~~completed~~:

35.29 (1) completed a board-approved teacher preparation program;

35.30 (2) completed licensure via portfolio pursuant to section 122A.18, subdivision 10, and
35.31 the portfolio has been approved recommended; ~~or~~

36.1 (3) obtained national board certification from the National Board for Professional
36.2 Teaching Standards; or

36.3 ~~(3)~~ (4) completed a state-approved teacher preparation program in another state and
36.4 passed licensure examinations in that state, if applicable. The content examination
36.5 requirement does not apply if no relevant content exam exists.

36.6 (b) All testing centers in the state must provide monthly opportunities for untimed content
36.7 and pedagogy examinations. These opportunities must be advertised on the test registration
36.8 website. The board must require the exam vendor to provide other equitable opportunities
36.9 to pass exams, including: (1) waiving testing fees for test takers who qualify for federal
36.10 grants; (2) providing free, multiple, full-length practice tests for each exam and free,
36.11 comprehensive study guides on the test registration website; (3) making content and pedagogy
36.12 exams available in languages other than English for teachers seeking licensure to teach in
36.13 language immersion programs; and (4) providing free, detailed exam results analysis by
36.14 test objective to assist applicants who do not pass an exam in identifying areas for
36.15 improvement. Any applicant who has not passed a required exam after two attempts must
36.16 be allowed to retake the exam, including new versions of the exam, without being charged
36.17 an additional fee.

36.18 Sec. 10. Minnesota Statutes 2022, section 122A.185, subdivision 3, is amended to read:

36.19 Subd. 3. **Testing accommodations.** The board and the entity administering the content;
36.20 and pedagogy, and skills examinations must allow any individual who produces
36.21 documentation of a disability in the form of an evaluation, 504 plan, or individual education
36.22 program (IEP) to receive the same testing accommodations on the content; and pedagogy;
36.23 and skills examinations that the applicant received during the applicant's secondary or
36.24 postsecondary education.

36.25 Sec. 11. Minnesota Statutes 2022, section 122A.20, is amended by adding a subdivision
36.26 to read:

36.27 Subd. 4. **Prohibition on teaching assignment.** A school district or charter school may
36.28 not place a teacher in a teaching assignment if the teacher has been criminally charged in
36.29 state or federal court with any of the offenses listed in subdivision 1, paragraph (b), or is

36.9 Sec. 7. Minnesota Statutes 2023 Supplement, section 122A.185, subdivision 1, is amended
36.10 to read:

36.11 Subdivision 1. **Tests.** (a) The board must adopt rules requiring applicants for Tier 3 and
36.12 Tier 4 licenses to pass an examination or performance assessment of general pedagogical
36.13 knowledge and examinations or assessments of licensure field specific content. An applicant
36.14 is exempt from the examination requirements if the applicant ~~completed~~:

36.15 (1) completed a board-approved teacher preparation program;

36.16 (2) completed licensure via portfolio pursuant to section 122A.18, subdivision 10, and
36.17 the portfolio has been approved recommended; ~~or~~

36.18 (3) obtained national board certification from the National Board for Professional
36.19 Teaching Standards; or

36.20 ~~(3)~~ (4) completed a state-approved teacher preparation program in another state and
36.21 passed licensure examinations in that state, if applicable. The content examination
36.22 requirement does not apply if no relevant content exam exists.

36.23 (b) All testing centers in the state must provide monthly opportunities for untimed content
36.24 and pedagogy examinations. These opportunities must be advertised on the test registration
36.25 website. The board must require the exam vendor to provide other equitable opportunities
36.26 to pass exams, including: (1) waiving testing fees for test takers who qualify for federal
36.27 grants; (2) providing free, multiple, full-length practice tests for each exam and free,
36.28 comprehensive study guides on the test registration website; (3) making content and pedagogy
36.29 exams available in languages other than English for teachers seeking licensure to teach in
36.30 language immersion programs; and (4) providing free, detailed exam results analysis by
36.31 test objective to assist applicants who do not pass an exam in identifying areas for
36.32 improvement. Any applicant who has not passed a required exam after two attempts must
37.1 be allowed to retake the exam, including new versions of the exam, without being charged
37.2 an additional fee.

37.3 Sec. 8. Minnesota Statutes 2022, section 122A.185, subdivision 3, is amended to read:

37.4 Subd. 3. **Testing accommodations.** The board and the entity administering the content;
37.5 and pedagogy, and skills examinations must allow any individual who produces
37.6 documentation of a disability in the form of an evaluation, 504 plan, or individual education
37.7 program (IEP) to receive the same testing accommodations on the content; and pedagogy;
37.8 and skills examinations that the applicant received during the applicant's secondary or
37.9 postsecondary education.

37.10 Sec. 9. Minnesota Statutes 2022, section 122A.20, is amended by adding a subdivision to
37.11 read:

37.12 Subd. 4. **Prohibition on teaching assignment.** A school district or charter school may
37.13 not place a teacher in a teaching assignment if the teacher has been criminally charged in
37.14 state or federal court with any of the offenses listed in subdivision 1, paragraph (b), or is

36.30 charged with any other offense not listed in this section that requires the person to register
 36.31 as a predatory offender under section 243.166, or a crime under a similar law of another
 36.32 state or the United States.

37.1 Sec. 12. Minnesota Statutes 2023 Supplement, section 122A.40, subdivision 8, is amended
 37.2 to read:

37.3 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**
 37.4 **teachers.** (a) To improve student learning and success, a school board and an exclusive
 37.5 representative of the teachers in the district, consistent with paragraph (b), may develop a
 37.6 teacher evaluation and peer review process for probationary and continuing contract teachers
 37.7 through joint agreement. If a school board and the exclusive representative of the teachers
 37.8 do not agree to an annual teacher evaluation and peer review process, then the school board
 37.9 and the exclusive representative of the teachers must implement the state teacher evaluation
 37.10 plan under paragraph (c). The process must include having trained observers serve as peer
 37.11 coaches or having teachers participate in professional learning communities, consistent with
 37.12 paragraph (b).

37.13 (b) To develop, improve, and support qualified teachers and effective teaching practices,
 37.14 improve student learning and success, and provide all enrolled students in a district or school
 37.15 with improved and equitable access to more effective and diverse teachers, the annual
 37.16 evaluation process for teachers:

37.17 (1) must, for probationary teachers, provide for all evaluations required under subdivision
 37.18 5;

37.19 (2) must establish a three-year professional review cycle for each teacher that includes
 37.20 an individual growth and development plan, a peer review process, and at least one
 37.21 summative evaluation performed by a qualified and trained evaluator such as a school
 37.22 administrator. For the years when a tenured teacher is not evaluated by a qualified and
 37.23 trained evaluator, the teacher must be evaluated by a peer review;

37.15 charged with any other offense not listed in this section that requires the person to register
 37.16 as a predatory offender under section 243.166, or a crime under a similar law of another
 37.17 state or the United States.

37.18 Sec. 10. Minnesota Statutes 2022, section 122A.33, subdivision 2, is amended to read:

37.19 Subd. 2. **Annual contract.** (a) Notwithstanding section 122A.58, a person employed as
 37.20 a head varsity coach has an annual contract as a coach that the school board may or may
 37.21 not renew as the board sees fit.

37.22 (b) A school board must provide written notice to a coach whose contract the school
 37.23 board declines to renew for the following school year no more than 60 days after the end
 37.24 of the regular season for the activity, as established by the high school league under chapter
 37.25 128C. The notice requirement of this paragraph does not apply if the school board declines
 37.26 to renew the contract based on the coach's misconduct or failure to perform duties, or the
 37.27 district's financial limitations.

37.28 **EFFECTIVE DATE.** This section is effective July 1, 2024.

38.1 Sec. 11. Minnesota Statutes 2023 Supplement, section 122A.40, subdivision 8, is amended
 38.2 to read:

38.3 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**
 38.4 **teachers.** (a) To improve student learning and success, a school board and an exclusive
 38.5 representative of the teachers in the district, consistent with paragraph (b), may develop a
 38.6 teacher evaluation and peer review process for probationary and continuing contract teachers
 38.7 through joint agreement. If a school board and the exclusive representative of the teachers
 38.8 do not agree to an annual teacher evaluation and peer review process, then the school board
 38.9 and the exclusive representative of the teachers must implement the state teacher evaluation
 38.10 plan under paragraph (c). The process must include having trained observers serve as peer
 38.11 coaches or having teachers participate in professional learning communities, consistent with
 38.12 paragraph (b).

38.13 (b) To develop, improve, and support qualified teachers and effective teaching practices,
 38.14 improve student learning and success, and provide all enrolled students in a district or school
 38.15 with improved and equitable access to more effective and diverse teachers, the annual
 38.16 evaluation process for teachers:

38.17 (1) must, for probationary teachers, provide for all evaluations required under subdivision
 38.18 5;

38.19 (2) must establish a three-year professional review cycle for each teacher that includes
 38.20 an individual growth and development plan, a peer review process, and at least one
 38.21 summative evaluation performed by a qualified and trained evaluator such as a school
 38.22 administrator. For the years when a tenured teacher is not evaluated by a qualified and
 38.23 trained evaluator, the teacher must be evaluated by a peer review;

37.24 (3) must include a rubric of performance standards for teacher practice that: (i) is based
 37.25 on ~~professional teaching standards established in rule~~ the standards of effective practice in
 37.26 Minnesota Rules, part 8710.2000; (ii) includes culturally responsive methodologies; and
 37.27 (iii) provides common descriptions of effectiveness using at least three levels of performance;

37.28 (4) must coordinate staff development activities under sections 122A.60 and 122A.61
 37.29 with this evaluation process and teachers' evaluation outcomes;

37.30 (5) may provide time during the school day and school year for peer coaching and teacher
 37.31 collaboration;

37.32 (6) may include job-embedded learning opportunities such as professional learning
 37.33 communities;

38.1 (7) may include mentoring and induction programs for teachers, including teachers who
 38.2 are members of populations underrepresented among the licensed teachers in the district or
 38.3 school and who reflect the diversity of students under section 120B.35, subdivision 3,
 38.4 paragraph (b), clause (2), who are enrolled in the district or school;

38.5 (8) must include an option for teachers to develop and present a portfolio demonstrating
 38.6 evidence of reflection and professional growth, consistent with section 122A.187, subdivision
 38.7 3, and include teachers' own performance assessment based on student work samples and
 38.8 examples of teachers' work, which may include video among other activities for the
 38.9 summative evaluation;

38.10 (9) must use data from valid and reliable assessments aligned to state and local academic
 38.11 standards and must use state and local measures of student growth and literacy that may
 38.12 include value-added models or student learning goals to determine 35 percent of teacher
 38.13 evaluation results;

38.14 (10) must use longitudinal data on student engagement and connection, and other student
 38.15 outcome measures explicitly aligned with the elements of curriculum for which teachers
 38.16 are responsible, including academic literacy, oral academic language, and achievement of
 38.17 content areas of English learners;

38.18 (11) must require qualified and trained evaluators such as school administrators to
 38.19 perform summative evaluations and ensure school districts and charter schools provide for
 38.20 effective evaluator training specific to teacher development and evaluation;

38.21 (12) must give teachers not meeting professional teaching standards under clauses (3)
 38.22 to (11) support to improve through a teacher improvement process that includes established
 38.23 goals and timelines; and

38.24 (13) must discipline a teacher for not making adequate progress in the teacher
 38.25 improvement process under clause (12) that may include a last chance warning, termination,
 38.26 discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline
 38.27 a school administrator determines is appropriate.

38.24 (3) must include a rubric of performance standards for teacher practice that: (i) is based
 38.25 on ~~professional teaching standards established in rule~~ the standards of effective practice in
 38.26 Minnesota Rules, part 8710.2000; (ii) includes culturally responsive methodologies; and
 38.27 (iii) provides common descriptions of effectiveness using at least three levels of performance;

38.28 (4) must coordinate staff development activities under sections 122A.60 and 122A.61
 38.29 with this evaluation process and teachers' evaluation outcomes;

38.30 (5) may provide time during the school day and school year for peer coaching and teacher
 38.31 collaboration;

38.32 (6) may include job-embedded learning opportunities such as professional learning
 38.33 communities;

39.1 (7) may include mentoring and induction programs for teachers, including teachers who
 39.2 are members of populations underrepresented among the licensed teachers in the district or
 39.3 school and who reflect the diversity of students under section 120B.35, subdivision 3,
 39.4 paragraph (b), clause (2), who are enrolled in the district or school;

39.5 (8) must include an option for teachers to develop and present a portfolio demonstrating
 39.6 evidence of reflection and professional growth, consistent with section 122A.187, subdivision
 39.7 3, and include teachers' own performance assessment based on student work samples and
 39.8 examples of teachers' work, which may include video among other activities for the
 39.9 summative evaluation;

39.10 (9) must use data from valid and reliable assessments aligned to state and local academic
 39.11 standards and must use state and local measures of student growth and literacy that may
 39.12 include value-added models or student learning goals to determine 35 percent of teacher
 39.13 evaluation results;

39.14 (10) must use longitudinal data on student engagement and connection, and other student
 39.15 outcome measures explicitly aligned with the elements of curriculum for which teachers
 39.16 are responsible, including academic literacy, oral academic language, and achievement of
 39.17 content areas of English learners;

39.18 (11) must require qualified and trained evaluators such as school administrators to
 39.19 perform summative evaluations and ensure school districts and charter schools provide for
 39.20 effective evaluator training specific to teacher development and evaluation;

39.21 (12) must give teachers not meeting professional teaching standards under clauses (3)
 39.22 to (11) support to improve through a teacher improvement process that includes established
 39.23 goals and timelines; and

39.24 (13) must discipline a teacher for not making adequate progress in the teacher
 39.25 improvement process under clause (12) that may include a last chance warning, termination,
 39.26 discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline
 39.27 a school administrator determines is appropriate.

38.28 Data on individual teachers generated under this subdivision are personnel data under
 38.29 section 13.43. The observation and interview notes of peer coaches may only be disclosed
 38.30 to other school officials with the consent of the teacher being coached.

38.31 (c) The department, in consultation with parents who may represent parent organizations
 38.32 and teacher and administrator representatives appointed by their respective organizations,
 38.33 representing the Professional Educator Licensing and Standards Board, the Minnesota
 39.1 Association of School Administrators, the Minnesota School Boards Association, the
 39.2 Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and
 39.3 representatives of the Minnesota Assessment Group, the Minnesota Business Partnership,
 39.4 the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with
 39.5 research expertise in teacher evaluation, must create and publish a teacher evaluation process
 39.6 that complies with the requirements in paragraph (b) and applies to all teachers under this
 39.7 section and section 122A.41 for whom no agreement exists under paragraph (a) for an annual
 39.8 teacher evaluation and peer review process. The teacher evaluation process created under
 39.9 this subdivision does not create additional due process rights for probationary teachers under
 39.10 subdivision 5.

39.11 (d) Consistent with the measures of teacher effectiveness under this subdivision:

39.12 (1) for students in kindergarten through grade 4, a school administrator must not place
 39.13 or approve the placement of a student in the classroom of a teacher who is in the improvement
 39.14 process referenced in paragraph (b), clause (12), or has not had a summative evaluation if,
 39.15 in the prior year, that student was in the classroom of a teacher who received discipline
 39.16 pursuant to paragraph (b), clause (13), unless no other teacher at the school teaches that
 39.17 grade; and

39.18 (2) for students in grades 5 through 12, a school administrator must not place or approve
 39.19 the placement of a student in the classroom of a teacher who is in the improvement process
 39.20 referenced in paragraph (b), clause (12), or has not had a summative evaluation if, in the
 39.21 prior year, that student was in the classroom of a teacher who received discipline pursuant
 39.22 to paragraph (b), clause (13), unless no other teacher at the school teaches that subject area
 39.23 and grade.

39.24 All data created and used under this paragraph retains its classification under chapter 13.

39.25 **EFFECTIVE DATE.** This section is effective July 1, 2025.

39.26 Sec. 13. Minnesota Statutes 2023 Supplement, section 122A.41, subdivision 5, is amended
 39.27 to read:

39.28 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**
 39.29 **teachers.** (a) To improve student learning and success, a school board and an exclusive
 39.30 representative of the teachers in the district, consistent with paragraph (b), may develop an
 39.31 annual teacher evaluation and peer review process for probationary and nonprobationary
 39.32 teachers through joint agreement. If a school board and the exclusive representative of the
 39.33 teachers in the district do not agree to an annual teacher evaluation and peer review process,

39.28 Data on individual teachers generated under this subdivision are personnel data under
 39.29 section 13.43. The observation and interview notes of peer coaches may only be disclosed
 39.30 to other school officials with the consent of the teacher being coached.

39.31 (c) The department, in consultation with parents who may represent parent organizations
 39.32 and teacher and administrator representatives appointed by their respective organizations,
 39.33 representing the Professional Educator Licensing and Standards Board, the Minnesota
 40.1 Association of School Administrators, the Minnesota School Boards Association, the
 40.2 Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and
 40.3 representatives of the Minnesota Assessment Group, the Minnesota Business Partnership,
 40.4 the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with
 40.5 research expertise in teacher evaluation, must create and publish a teacher evaluation process
 40.6 that complies with the requirements in paragraph (b) and applies to all teachers under this
 40.7 section and section 122A.41 for whom no agreement exists under paragraph (a) for an annual
 40.8 teacher evaluation and peer review process. The teacher evaluation process created under
 40.9 this subdivision does not create additional due process rights for probationary teachers under
 40.10 subdivision 5.

40.11 (d) Consistent with the measures of teacher effectiveness under this subdivision:

40.12 (1) for students in kindergarten through grade 4, a school administrator must not place
 40.13 or approve the placement of a student in the classroom of a teacher who is in the improvement
 40.14 process referenced in paragraph (b), clause (12), or has not had a summative evaluation if,
 40.15 in the prior year, that student was in the classroom of a teacher who received discipline
 40.16 pursuant to paragraph (b), clause (13), unless no other teacher at the school teaches that
 40.17 grade; and

40.18 (2) for students in grades 5 through 12, a school administrator must not place or approve
 40.19 the placement of a student in the classroom of a teacher who is in the improvement process
 40.20 referenced in paragraph (b), clause (12), or has not had a summative evaluation if, in the
 40.21 prior year, that student was in the classroom of a teacher who received discipline pursuant
 40.22 to paragraph (b), clause (13), unless no other teacher at the school teaches that subject area
 40.23 and grade.

40.24 All data created and used under this paragraph retains its classification under chapter 13.

40.25 **EFFECTIVE DATE.** This section is effective July 1, 2025.

40.26 Sec. 12. Minnesota Statutes 2023 Supplement, section 122A.41, subdivision 5, is amended
 40.27 to read:

40.28 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**
 40.29 **teachers.** (a) To improve student learning and success, a school board and an exclusive
 40.30 representative of the teachers in the district, consistent with paragraph (b), may develop an
 40.31 annual teacher evaluation and peer review process for probationary and nonprobationary
 40.32 teachers through joint agreement. If a school board and the exclusive representative of the
 40.33 teachers in the district do not agree to an annual teacher evaluation and peer review process,

40.1 then the school board and the exclusive representative of the teachers must implement the
 40.2 state teacher evaluation plan developed under paragraph (c). The process must include
 40.3 having trained observers serve as peer coaches or having teachers participate in professional
 40.4 learning communities, consistent with paragraph (b).

40.5 (b) To develop, improve, and support qualified teachers and effective teaching practices
 40.6 and improve student learning and success, and provide all enrolled students in a district or
 40.7 school with improved and equitable access to more effective and diverse teachers, the annual
 40.8 evaluation process for teachers:

40.9 (1) must, for probationary teachers, provide for all evaluations required under subdivision
 40.10 2;

40.11 (2) must establish a three-year professional review cycle for each teacher that includes
 40.12 an individual growth and development plan, a peer review process, and at least one
 40.13 summative evaluation performed by a qualified and trained evaluator such as a school
 40.14 administrator;

40.15 (3) must include a rubric of performance standards for teacher practice that: (i) is based
 40.16 on ~~professional teaching standards established in rule~~ the standards of effective practice in
 40.17 Minnesota Rules, part 8710.2000; (ii) includes culturally responsive methodologies; and
 40.18 (iii) provides common descriptions of effectiveness using at least three levels of performance;

40.19 (4) must coordinate staff development activities under sections 122A.60 and 122A.61
 40.20 with this evaluation process and teachers' evaluation outcomes;

40.21 (5) may provide time during the school day and school year for peer coaching and teacher
 40.22 collaboration;

40.23 (6) may include job-embedded learning opportunities such as professional learning
 40.24 communities;

40.25 (7) may include mentoring and induction programs for teachers, including teachers who
 40.26 are members of populations underrepresented among the licensed teachers in the district or
 40.27 school and who reflect the diversity of students under section 120B.35, subdivision 3,
 40.28 paragraph (b), clause (2), who are enrolled in the district or school;

40.29 (8) must include an option for teachers to develop and present a portfolio demonstrating
 40.30 evidence of reflection and professional growth, consistent with section 122A.187, subdivision
 40.31 3, and include teachers' own performance assessment based on student work samples and
 40.32 examples of teachers' work, which may include video among other activities for the
 40.33 summative evaluation;

41.1 (9) must use data from valid and reliable assessments aligned to state and local academic
 41.2 standards and must use state and local measures of student growth and literacy that may
 41.3 include value-added models or student learning goals to determine 35 percent of teacher
 41.4 evaluation results;

41.1 then the school board and the exclusive representative of the teachers must implement the
 41.2 state teacher evaluation plan developed under paragraph (c). The process must include
 41.3 having trained observers serve as peer coaches or having teachers participate in professional
 41.4 learning communities, consistent with paragraph (b).

41.5 (b) To develop, improve, and support qualified teachers and effective teaching practices
 41.6 and improve student learning and success, and provide all enrolled students in a district or
 41.7 school with improved and equitable access to more effective and diverse teachers, the annual
 41.8 evaluation process for teachers:

41.9 (1) must, for probationary teachers, provide for all evaluations required under subdivision
 41.10 2;

41.11 (2) must establish a three-year professional review cycle for each teacher that includes
 41.12 an individual growth and development plan, a peer review process, and at least one
 41.13 summative evaluation performed by a qualified and trained evaluator such as a school
 41.14 administrator;

41.15 (3) must include a rubric of performance standards for teacher practice that: (i) is based
 41.16 on ~~professional teaching standards established in rule~~ the standards of effective practice in
 41.17 Minnesota Rules, part 8710.2000; (ii) includes culturally responsive methodologies; and
 41.18 (iii) provides common descriptions of effectiveness using at least three levels of performance;

41.19 (4) must coordinate staff development activities under sections 122A.60 and 122A.61
 41.20 with this evaluation process and teachers' evaluation outcomes;

41.21 (5) may provide time during the school day and school year for peer coaching and teacher
 41.22 collaboration;

41.23 (6) may include job-embedded learning opportunities such as professional learning
 41.24 communities;

41.25 (7) may include mentoring and induction programs for teachers, including teachers who
 41.26 are members of populations underrepresented among the licensed teachers in the district or
 41.27 school and who reflect the diversity of students under section 120B.35, subdivision 3,
 41.28 paragraph (b), clause (2), who are enrolled in the district or school;

41.29 (8) must include an option for teachers to develop and present a portfolio demonstrating
 41.30 evidence of reflection and professional growth, consistent with section 122A.187, subdivision
 41.31 3, and include teachers' own performance assessment based on student work samples and
 41.32 examples of teachers' work, which may include video among other activities for the
 41.33 summative evaluation;

42.1 (9) must use data from valid and reliable assessments aligned to state and local academic
 42.2 standards and must use state and local measures of student growth and literacy that may
 42.3 include value-added models or student learning goals to determine 35 percent of teacher
 42.4 evaluation results;

41.5 (10) must use longitudinal data on student engagement and connection and other student
41.6 outcome measures explicitly aligned with the elements of curriculum for which teachers
41.7 are responsible, including academic literacy, oral academic language, and achievement of
41.8 English learners;

41.9 (11) must require qualified and trained evaluators such as school administrators to
41.10 perform summative evaluations and ensure school districts and charter schools provide for
41.11 effective evaluator training specific to teacher development and evaluation;

41.12 (12) must give teachers not meeting professional teaching standards under clauses (3)
41.13 to (11) support to improve through a teacher improvement process that includes established
41.14 goals and timelines; and

41.15 (13) must discipline a teacher for not making adequate progress in the teacher
41.16 improvement process under clause (12) that may include a last chance warning, termination,
41.17 discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline
41.18 a school administrator determines is appropriate.

41.19 Data on individual teachers generated under this subdivision are personnel data under
41.20 section 13.43. The observation and interview notes of peer coaches may only be disclosed
41.21 to other school officials with the consent of the teacher being coached.

41.22 (c) The department, in consultation with parents who may represent parent organizations
41.23 and teacher and administrator representatives appointed by their respective organizations,
41.24 representing the Professional Educator Licensing and Standards Board, the Minnesota
41.25 Association of School Administrators, the Minnesota School Boards Association, the
41.26 Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and
41.27 representatives of the Minnesota Assessment Group, the Minnesota Business Partnership,
41.28 the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with
41.29 research expertise in teacher evaluation, must create and publish a teacher evaluation process
41.30 that complies with the requirements in paragraph (b) and applies to all teachers under this
41.31 section and section 122A.40 for whom no agreement exists under paragraph (a) for an annual
41.32 teacher evaluation and peer review process. The teacher evaluation process created under
41.33 this subdivision does not create additional due process rights for probationary teachers under
41.34 subdivision 2.

42.1 (d) Consistent with the measures of teacher effectiveness under this subdivision:

42.2 (1) for students in kindergarten through grade 4, a school administrator must not place
42.3 or approve the placement of a student in the classroom of a teacher who is in the improvement
42.4 process referenced in paragraph (b), clause (12), or has not had a summative evaluation if,
42.5 in the prior year, that student was in the classroom of a teacher who received discipline
42.6 pursuant to paragraph (b), clause (13), unless no other teacher at the school teaches that
42.7 grade; and

42.8 (2) for students in grades 5 through 12, a school administrator must not place or approve
42.9 the placement of a student in the classroom of a teacher who is in the improvement process

42.5 (10) must use longitudinal data on student engagement and connection and other student
42.6 outcome measures explicitly aligned with the elements of curriculum for which teachers
42.7 are responsible, including academic literacy, oral academic language, and achievement of
42.8 English learners;

42.9 (11) must require qualified and trained evaluators such as school administrators to
42.10 perform summative evaluations and ensure school districts and charter schools provide for
42.11 effective evaluator training specific to teacher development and evaluation;

42.12 (12) must give teachers not meeting professional teaching standards under clauses (3)
42.13 to (11) support to improve through a teacher improvement process that includes established
42.14 goals and timelines; and

42.15 (13) must discipline a teacher for not making adequate progress in the teacher
42.16 improvement process under clause (12) that may include a last chance warning, termination,
42.17 discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline
42.18 a school administrator determines is appropriate.

42.19 Data on individual teachers generated under this subdivision are personnel data under
42.20 section 13.43. The observation and interview notes of peer coaches may only be disclosed
42.21 to other school officials with the consent of the teacher being coached.

42.22 (c) The department, in consultation with parents who may represent parent organizations
42.23 and teacher and administrator representatives appointed by their respective organizations,
42.24 representing the Professional Educator Licensing and Standards Board, the Minnesota
42.25 Association of School Administrators, the Minnesota School Boards Association, the
42.26 Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and
42.27 representatives of the Minnesota Assessment Group, the Minnesota Business Partnership,
42.28 the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with
42.29 research expertise in teacher evaluation, must create and publish a teacher evaluation process
42.30 that complies with the requirements in paragraph (b) and applies to all teachers under this
42.31 section and section 122A.40 for whom no agreement exists under paragraph (a) for an annual
42.32 teacher evaluation and peer review process. The teacher evaluation process created under
42.33 this subdivision does not create additional due process rights for probationary teachers under
42.34 subdivision 2.

43.1 (d) Consistent with the measures of teacher effectiveness under this subdivision:

43.2 (1) for students in kindergarten through grade 4, a school administrator must not place
43.3 or approve the placement of a student in the classroom of a teacher who is in the improvement
43.4 process referenced in paragraph (b), clause (12), or has not had a summative evaluation if,
43.5 in the prior year, that student was in the classroom of a teacher who received discipline
43.6 pursuant to paragraph (b), clause (13), unless no other teacher at the school teaches that
43.7 grade; and

43.8 (2) for students in grades 5 through 12, a school administrator must not place or approve
43.9 the placement of a student in the classroom of a teacher who is in the improvement process

- 42.10 referenced in paragraph (b), clause (12), or has not had a summative evaluation if, in the
 42.11 prior year, that student was in the classroom of a teacher who received discipline pursuant
 42.12 to paragraph (b), clause (13), unless no other teacher at the school teaches that subject area
 42.13 and grade.
- 42.14 All data created and used under this paragraph retains its classification under chapter 13.
- 42.15 **EFFECTIVE DATE.** This section is effective July 1, 2025.
- 42.16 Sec. 14. Minnesota Statutes 2023 Supplement, section 122A.631, subdivision 2, is amended
 42.17 to read:
- 42.18 Subd. 2. **Definition.** "Heritage language and culture ~~teachers~~ teacher" means ~~teachers~~ a
 42.19 teacher with a familial connection to a their community's language and culture, ~~who use is~~
 42.20 proficient in the language and engaged in the culture, and uses this connection to support
 42.21 students as they learn academic content ~~or,~~ become proficient in the language, and engage
 42.22 with the culture of that particular community. For the purposes of this section, a heritage
 42.23 language and culture teacher of American Sign Language is a teacher with a childhood
 42.24 connection to American Sign Language and whose primary language is American Sign
 42.25 Language.
- 42.26 Sec. 15. Minnesota Statutes 2023 Supplement, section 122A.631, subdivision 4, is amended
 42.27 to read:
- 42.28 Subd. 4. **Heritage language and culture teacher licensure pathway program.** (a) The
 42.29 Professional Educator Licensing and Standards Board shall develop a program to support
 42.30 initial and additional licensure for heritage language and culture teachers, prioritizing the
 42.31 participation of heritage language and culture teachers whose own heritage language is
 42.32 within the most common languages spoken by Minnesota students, as indicated by the
 43.1 Department of Education report on primary home languages, and for which there is a
 43.2 licensure scarcity. The program must include:
- 43.3 (1) a yearlong mentorship program;

- 43.10 referenced in paragraph (b), clause (12), or has not had a summative evaluation if, in the
 43.11 prior year, that student was in the classroom of a teacher who received discipline pursuant
 43.12 to paragraph (b), clause (13), unless no other teacher at the school teaches that subject area
 43.13 and grade.
- 43.14 All data created and used under this paragraph retains its classification under chapter 13.
- 43.15 **EFFECTIVE DATE.** This section is effective July 1, 2025.
- 43.16 Sec. 13. **[122A.615] ABLEISM AND DISABILITY JUSTICE.**
- 43.17 A school district or charter school is encouraged to include training on ableism and
 43.18 disability justice provided by a person with a disability in its professional development
 43.19 activities for teachers and paraprofessionals, Title I aides, and other instructional support
 43.20 staff.
- 43.21 **EFFECTIVE DATE.** This section is effective July 1, 2024.
- 43.22 Sec. 14. Minnesota Statutes 2023 Supplement, section 122A.631, subdivision 2, is amended
 43.23 to read:
- 43.24 Subd. 2. **Definition.** (a) "Heritage language and culture ~~teachers~~ teacher" means ~~teachers~~
 43.25 with a teacher who meets the following requirements:
- 43.26 (1) has a familial connection to a the teacher's community's language and culture ~~who~~
 43.27 use;
- 43.28 (2) is proficient in the language and engaged in the culture; and
- 43.29 (3) uses this connection to support students as they learn academic content or, become
 43.30 proficient in the language, and engage with the culture of that particular community.
- 44.1 (b) For the purposes of this section, a heritage language and culture teacher of American
 44.2 Sign Language is a teacher with a childhood connection to American Sign Language and
 44.3 whose primary language is American Sign Language.
- 44.4 Sec. 15. Minnesota Statutes 2023 Supplement, section 122A.631, subdivision 4, is amended
 44.5 to read:
- 44.6 Subd. 4. **Heritage language and culture teacher licensure pathway program.** (a) The
 44.7 Professional Educator Licensing and Standards Board shall develop a program to support
 44.8 initial and additional licensure for heritage language and culture teachers, The board may
 44.9 prioritize the participation of heritage language and culture teachers whose own heritage
 44.10 language is within the most common languages spoken by Minnesota students, as indicated
 44.11 by the Department of Education report on primary home languages, and for which there are
 44.12 fewer teacher preparation programs for that licensure area or fewer teachers that hold a
 44.13 license in that area. The program must include:
- 44.14 (1) a yearlong mentorship program;

43.4 (2) monthly meetings where applicants receive guidance on completing the portfolio
43.5 process from a portfolio liaison, dedicated specifically to facilitating this program;

43.6 (3) a stipend to cover substitute teachers when meetings take place during the school
43.7 day;

43.8 (4) a waiver for all portfolio and licensure testing fees; and

43.9 (5) a portfolio review committee created by the board.

43.10 (b) For applicants seeking an initial license in a world language and culture, the applicant
43.11 must demonstrate meeting the standards of effective practice in Minnesota Rules, part
43.12 8710.2000, and content-specific pedagogical standards in Minnesota Rules, part 8710.4950,
43.13 through the portfolio process.

43.14 (c) For applicants seeking a dual license, the applicant must demonstrate meeting the
43.15 standards of effective practice in Minnesota Rules, part 8710.2000, content-specific
43.16 pedagogical standards in Minnesota Rules, part 8710.4950, and all standards for the chosen
43.17 dual license through the portfolio process.

43.18 (d) For applicants seeking an additional license in a world language and culture, the
43.19 applicant must demonstrate meeting the content-specific pedagogical standards in Minnesota
43.20 Rules, part 8710.4950.

43.21 Sec. 16. Minnesota Statutes 2023 Supplement, section 122A.70, subdivision 2, is amended
43.22 to read:

43.23 Subd. 2. **Board grants.** The Professional Educator Licensing and Standards Board must
43.24 make grant application forms available to sites interested in developing, sustaining, or
43.25 expanding a mentorship program. A school district or group of school districts, a Tribal
43.26 contract school or group of schools, a coalition of districts, teachers, and teacher education
43.27 institutions, a school or coalition of schools, or a coalition of teachers may apply for a
43.28 program grant. A higher education institution or nonprofit organization may partner with a
43.29 grant applicant but is not eligible as a sole applicant for grant funds. The Professional
43.30 Educator Licensing and Standards Board, in consultation with the teacher mentoring task
43.31 force, must approve or disapprove the applications. To the extent possible, the approved
43.32 applications must reflect effective mentoring, professional development, and retention
44.1 components, and be geographically distributed throughout the state. The Professional
44.2 Educator Licensing and Standards Board must encourage the selected sites to consider the
44.3 use of its assessment procedures.

44.15 (2) monthly meetings where applicants receive guidance on completing the portfolio
44.16 process from a portfolio liaison, dedicated specifically to facilitating this program;

44.17 (3) a stipend to cover substitute teachers when meetings take place during the school
44.18 day;

44.19 (4) a waiver for all portfolio and licensure testing fees; and

44.20 (5) a portfolio review committee created by the board.

44.21 (b) For applicants seeking an initial license in a world language and culture, the applicant
44.22 must demonstrate meeting the standards of effective practice in Minnesota Rules, part
44.23 8710.2000, and content-specific pedagogical standards in Minnesota Rules, part 8710.4950,
44.24 through the portfolio process.

44.25 (c) For applicants seeking a dual license, the applicant must demonstrate meeting the
44.26 standards of effective practice in Minnesota Rules, part 8710.2000, content-specific
44.27 pedagogical standards in Minnesota Rules, part 8710.4950, and all standards for the chosen
44.28 dual license through the portfolio process.

44.29 (d) For applicants seeking an additional license in a world language and culture, the
44.30 applicant must demonstrate meeting the content-specific pedagogical standards in Minnesota
44.31 Rules, part 8710.4950.

45.1 Sec. 16. Minnesota Statutes 2023 Supplement, section 122A.70, subdivision 2, is amended
45.2 to read:

45.3 Subd. 2. **Board grants.** (a) The Professional Educator Licensing and Standards Board
45.4 must make grant application forms available to sites interested in developing, sustaining,
45.5 or expanding a mentorship program.

45.6 (b) The following applicants are eligible for a program grant:

45.7 (1) a school district or group of school districts, a school or coalition of schools, or a
45.8 coalition of teachers may apply for a program grant, charter school, or cooperative unit,
45.9 on behalf of its participating schools sites;

45.10 (2) a Tribal contract school;

45.11 (3) a coalition of teachers; and

45.12 (4) a coalition of two or more applicants that are individually eligible for a grant.

45.13 A higher education institution or nonprofit organization may partner with a an eligible grant
45.14 applicant but is not eligible as a sole applicant for grant funds.

45.15 (c) The Professional Educator Licensing and Standards Board, in consultation with the
45.16 teacher mentoring task force, must approve or disapprove the applications. To the extent

- 44.4 Sec. 17. **REPEALER.**
- 44.5 (a) Minnesota Statutes 2022, section 122A.2451, subdivision 9, is repealed.
- 44.6 (b) Minnesota Statutes 2023 Supplement, section 122A.185, subdivision 4, is repealed.

- 45.17 possible, the approved applications must reflect effective mentoring, professional
- 45.18 development, and retention components, and be geographically distributed throughout the
- 45.19 state. The Professional Educator Licensing and Standards Board must encourage the selected
- 45.20 sites to consider the use of its assessment procedures.
- 45.21 Sec. 17. **REPEALER.**
- 45.22 (a) Minnesota Statutes 2022, section 122A.2451, subdivision 9, is repealed.
- 45.23 (b) Minnesota Statutes 2023 Supplement, section 122A.185, subdivision 4, is repealed.