

MACTE Response, LSGEL Proposals

The Minnesota Association of Colleges for Teacher Education have been following with great interest the work of the Legislative Study Group on Educator Licensing. Based on our review of the proposals shared to date, we offer the following thoughts.

GOVERNANCE.

1. Consistent with our previous testimony, we support the recommendations that all aspects of teacher licensure be consolidated under the Minnesota Board of Teaching, with staff and budget adjusted to enable the BOT and its staff to fully meet this expanded mission.
2. We believe that the Board of School Administrators should remain separate at this time. We believe that the missions and focus of BOT and BOSA are sufficiently distinct to make separate operations more appropriate and workable.
3. Regarding the composition of the Board of Teaching:
 - a. We believe that teachers should make up a majority of BOT members, consistent with other professions.
 - b. We believe it is appropriate to continue to have P-12 administrators and public members serve on the BOT while retaining a majority of teachers.
 - c. Given the nature of our role and expertise regarding teacher preparation and licensure, we believe that higher education should continue to be represented on the BOT and support the proposal from the Senate DFL increasing higher education representation from one to two members.
 - d. We support continuing the practice of having members appointed by the governor through the open appointments process.
 - e. In order to ensure that a wide variety of perspectives are represented on the board, we suggest consideration be given to either encouraging or requiring appointment on a regional basis (e.g., congressional or economic development regions), as well as seeking to appoint teachers from various key areas of expertise (e.g., special education, elementary education, secondary education, ELL, and early childhood).

TIERED LICENSURE.

1. We generally like the model put forward by the Board of Teaching for a tiered licensure structure. While we know that some who have reviewed it see it as too complex, we believe it has been structured in such a way that it not only clarifies the basic requirements for each tier and how candidates, if they choose, can move from one tier to the next but also reflects the realities of districts as they seek to hire candidates in an array of situations.
2. We believe that any tiered licensure structure adopted should have an emphasis on earning licensure while reflecting the realities that in some

- cases, a person may wish and appropriately be able to teach for a limited period of time without seeking to make teaching a career. At the same time, we believe that there should be a specified limited number of years during which an individual with no teacher preparation may continue to teach.
3. We encourage consideration of additional options by which a teacher could achieve Master Teacher status or some other recognition of advanced standing. Examples might include meeting HLC faculty qualifications to teach concurrent enrollment courses and/or earning Masters degrees in some areas.
 4. We believe the top and bottom tiers provide the greatest challenges and must reflect the realities of teaching and the teaching profession. Flexibility and quality must both be carefully considered. For example, while an individual without any preparation to teach may have the skills and experience to teach in some CTE fields, he/she also needs to understand how to manage classroom behavior, use effective instructional strategies, and use data to guide instruction. Conversely, simply earning an advanced degree may not prepare an individual to serve as a teacher leader. As a result, the tiered licensure structure must reflect all demands and expectations of teachers at each stage in their careers and ensure adequate induction and mentoring to support all teachers across all tiers.
 5. We have questions about whether the use of Teacher Development and Evaluation as a qualification for attaining specified levels of licensure is appropriate since, under statute, the specifics of TDE may vary from one district to another. We urge careful consideration of TDE as a means of achieving any level of licensure before it is included in a proposed tiered licensure structure.