

161.10 **ARTICLE 5**  
161.11 **TEACHERS**

161.12 Section 1. Minnesota Statutes 2022, section 120A.414, subdivision 2, is amended to read:  
161.13 Subd. 2. **Plan.** A school board, including the board of a charter school, may adopt an  
161.14 e-learning day plan after consulting meeting and negotiating with the exclusive representative  
161.15 of the teachers. A If a charter school's teachers are not represented by an exclusive  
161.16 representative, the charter school may adopt an e-learning day plan after consulting with  
161.17 its teachers. The plan must include accommodations for students without Internet access at  
161.18 home and for digital device access for families without the technology or an insufficient  
161.19 amount of technology for the number of children in the household. A school's e-learning  
161.20 day plan must provide accessible options for students with disabilities under chapter 125A.

69.25 **ARTICLE 4**  
69.26 **TEACHERS**

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89.6 Section 1. Minnesota Statutes 2022, section 120A.414, subdivision 2, is amended to read:  
89.7 Subd. 2. **Plan.** A school board may adopt an e-learning day plan after ~~consulting meeting~~  
89.8 and negotiating with the exclusive representative of the teachers. ~~A charter school may~~  
89.9 adopt an e-learning day plan after consulting with its teachers, or after meeting and  
89.10 negotiating with the exclusive representative for its teachers. The plan must include  
89.11 accommodations for students without Internet access at home and for digital device access  
89.12 for families without the technology or an insufficient amount of technology for the number  
89.13 of children in the household. A school's e-learning day plan must provide accessible options  
89.14 for students with disabilities under chapter 125A.

UEH2497-1

69.27 Section 1. **[120B.113] CLOSING EDUCATIONAL OPPORTUNITY GAPS GRANTS.**  
69.28 Subdivision 1. **Grant program established.** The commissioner of education must  
69.29 establish a grant program to support implementation of world's best workforce strategies  
69.30 under section 120B.11, subdivision 2, clauses (4) and (6), and collaborative efforts that  
69.31 address opportunity gaps resulting from curricular, environmental, and structural inequities  
70.1 in schools experienced by students, families, and staff who are of color or who are American  
70.2 Indian.  
70.3 Subd. 2. **Definitions.** (a) For purposes of this section, the following terms have the  
70.4 meanings given.  
70.5 (b) "Antiracist" means actively working to identify and eliminate racism in all forms so  
70.6 that power and resources are redistributed and shared equitably among racial groups.  
70.7 (c) "Curricular" means curriculum resources used and content taught as well as access  
70.8 to levels of coursework or types of learning opportunities.  
70.9 (d) "Environmental" means relating to the climate and culture of a school.  
70.10 (e) "Equitable" means fairness by providing curriculum, instruction, support, and other  
70.11 resources for learning based on the needs of individual students and groups of students to  
70.12 succeed at school rather than treating all students the same despite the students having  
70.13 different needs.  
70.14 (f) "Institutional racism" means policies and practices within and across institutions that  
70.15 produce outcomes that chronically favor white people and disadvantage those who are  
70.16 Black, Indigenous, and People of Color.

70.17 (g) "Opportunity gap" means the inequitable distribution of resources that impacts  
70.18 inequitable opportunities that contribute to or perpetuate learning gaps for certain groups  
70.19 of students.

70.20 (h) "Structural" means relating to the organization and systems of a school that have  
70.21 been created to manage a school.

70.22 Subd. 3. **Applications and grant awards.** The commissioner must determine application  
70.23 procedures and deadlines, select districts and charter schools to participate in the grant  
70.24 program, and determine the award amount and payment process of the grants. To the extent  
70.25 that there are sufficient applications, the commissioner must award an approximately equal  
70.26 number of grants between districts in greater Minnesota and those in the Twin Cities  
70.27 metropolitan area. If there are an insufficient number of applications received for either  
70.28 geographic area, then the commissioner may award grants to meet the requests for funds  
70.29 wherever a district is located.

70.30 Subd. 4. **Description.** The grant program must provide funding that supports collaborative  
70.31 efforts that close opportunity gaps by:

71.1 (1) ensuring school environments and curriculum validate, affirm, embrace, and integrate  
71.2 cultural and community strengths of students, families, and employees from all racial and  
71.3 ethnic backgrounds; and

71.4 (2) addressing institutional racism with equitable school policies, structures, practices,  
71.5 and curricular offerings, consistent with the requirements for long-term plans under section  
71.6 124D.861, subdivision 2, paragraph (c).

71.7 Subd. 5. **Report.** Grant recipients must annually report to the commissioner by a date  
71.8 and in a form and manner determined by the commissioner on efforts planned and  
71.9 implemented that engaged students, families, educators, and community members of diverse  
71.10 racial and ethnic backgrounds in making improvements to school climate and curriculum.  
71.11 The report must assess the impact of those efforts as perceived by racially and ethnically  
71.12 diverse stakeholders, and must identify any areas needed for further continuous improvement.  
71.13 The commissioner must publish a report for the public summarizing the activities of grant  
71.14 recipients and what was done to promote sharing of effective practices among grant recipients  
71.15 and potential grant applicants.

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93.15 Sec. 6. **120B.25 CURRICULUM POLICY.**

93.16 No school district or charter school may discriminate against or discipline a teacher or  
93.17 principal on the basis of incorporating into curriculum contributions of persons in a federally  
93.18 protected class or state protected class when the included contribution is in alignment with  
93.19 standards and benchmarks adopted under sections 120B.021 and 120B.023.

161.21 Sec. 2. **120B.101 CURRICULUM.**

161.22 No school district or charter school may discriminate against or discipline a teacher or  
161.23 principal on the basis of incorporating into curriculum contributions of persons in a federally  
161.24 protected class or state protected class, when the contribution is in alignment with standards  
161.25 and benchmarks adopted under sections 120B.021 and 120B.023.

161.26 Sec. 3. [120B.11] INCREASING PERCENTAGE OF TEACHERS OF COLOR  
 161.27 AND AMERICAN INDIAN TEACHERS IN MINNESOTA.

161.28 Subdivision 1. **Purpose.** This section sets short-term and long-term attainment goals for  
 161.29 increasing the percentage of teachers of color and who are American Indian teachers in  
 161.30 Minnesota and for ensuring all students have equitable access to effective and racially and  
 161.31 ethnically diverse teachers who reflect the diversity of students. The goals and report required  
 162.1 under this section are important for meeting attainment goals for the world's best workforce  
 162.2 under section 120B.11, achievement and integration under section 124D.861, and higher  
 162.3 education attainment under section 135A.012, all of which have been established to close  
 162.4 persistent opportunity and achievement gaps that limit students' success in school and life  
 162.5 and impede the state's economic growth.

162.6 Subd. 2. **Equitable access to racially and ethnically diverse teachers.** The percentage  
 162.7 of teachers in Minnesota who are of color or who are American Indian should increase at  
 162.8 least two percentage points per year to have a teaching workforce that more closely reflects  
 162.9 the state's increasingly diverse student population and to ensure all students have equitable  
 162.10 access to effective and diverse teachers by 2040.

162.11 Subd. 3. **Rights not created.** The attainment goal in this section is not to the exclusion  
 162.12 of any other goals and does not confer a right or create a claim for any person.

162.13 Subd. 4. **Reporting.** Beginning in 2024 and every even-numbered year thereafter, the  
 162.14 Professional Educator Licensing and Standards Board must collaborate with the Department  
 162.15 of Education and the Office of Higher Education to publish a summary report of each of  
 162.16 the programs they administer and any other programs receiving state appropriations that  
 162.17 have or include an explicit purpose of increasing the racial and ethnic diversity of the state's  
 162.18 teacher workforce to more closely reflect the diversity of students. The report must include  
 162.19 programs under sections 122A.59, 122A.63, 122A.635, 122A.70, 122A.73, 124D.09,  
 162.20 124D.861, 136A.1274, 136A.1276, and 136A.1791, along with any other programs or  
 162.21 initiatives that receive state appropriations to address the shortage of teachers of color and  
 162.22 American Indian teachers. The board must, in coordination with the Office of Higher  
 162.23 Education and Department of Education, provide policy and funding recommendations  
 162.24 related to state-funded programs to increase the recruitment, preparation, licensing, hiring,  
 162.25 and retention of racially and ethnically diverse teachers and the state's progress toward  
 162.26 meeting or exceeding the goals of this section. The report must include recommendations  
 162.27 for state policy and funding needed to achieve the goals of this section, plans for sharing  
 162.28 the report and activities of grant recipients, and opportunities among grant recipients of  
 162.29 various programs to share effective practices with each other. The 2024 report must include  
 162.30 a recommendation of whether a state advisory council should be established to address the  
 162.31 shortage of racially and ethnically diverse teachers and what the composition and charge  
 162.32 of such an advisory council would be if established. The board must consult with the Indian  
 162.33 Affairs Council and other ethnic councils along with other community partners, including  
 162.34 students of color and American Indian students, in developing the report. By November 3  
 162.35 of each odd-numbered year, the board must submit the report to the chairs and ranking

92.4 Sec. 5. [120B.11] INCREASING PERCENTAGE OF TEACHERS OF COLOR  
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 92.27 teacher workforce to more closely reflect the diversity of students. The report must include  
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 92.30 initiatives that receive state appropriations to address the shortage of teachers of color and  
 92.31 American Indian teachers. The board must, in coordination with the Office of Higher  
 92.32 Education and Department of Education, provide policy and funding recommendations  
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 92.34 and retention of racially and ethnically diverse teachers and the state's progress toward  
 93.1 meeting or exceeding the goals of this section. The report must include recommendations  
 93.2 for state policy and funding needed to achieve the goals of this section, plans for sharing  
 93.3 the report and activities of grant recipients, and opportunities among grant recipients of  
 93.4 various programs to share effective practices with each other. The 2024 report must include  
 93.5 a recommendation of whether a state advisory council should be established to address the  
 93.6 shortage of racially and ethnically diverse teachers and what the composition and charge  
 93.7 of such an advisory council would be if established. The board must consult with the Indian  
 93.8 Affairs Council and other ethnic councils along with other community partners, including  
 93.9 students of color and American Indian students, in developing the report. By November 3  
 93.10 of each odd-numbered year, the board must submit the report to the chairs and ranking

163.1 minority members of the legislative committees with jurisdiction over education and higher  
163.2 education policy and finance. The report must be available to the public on the board's  
163.3 website.

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

163.5 Sec. 4. **122A.04 LICENSE REQUIRED.**

163.6 Pursuant to section 120A.22, subdivision 10, a teacher must hold a field license or a  
163.7 permission aligned to the content area and scope of the teacher's assignment to provide  
163.8 instruction in a public school, including a charter school.

163.9 Sec. 5. Minnesota Statutes 2022, section 122A.06, subdivision 1, is amended to read:

163.10 Subdivision 1. **Scope.** For the purpose of sections ~~122A.05~~ 122A.04 to 122A.093; and  
163.11 122A.15 to 122A.33, the terms defined in this section have the meanings given them, unless  
163.12 another meaning is clearly indicated.

163.13 Sec. 6. Minnesota Statutes 2022, section 122A.06, subdivision 2, is amended to read:

163.14 Subd. 2. **Teacher.** "Teacher" means a classroom teacher or other similar professional  
163.15 employee required by law to hold a license from the Professional Educator Licensing and  
163.16 Standards Board.

163.17 Sec. 7. Minnesota Statutes 2022, section 122A.06, subdivision 5, is amended to read:

163.18 Subd. 5. **Field.** A "field," "licensure area," or "subject area" means the content area in  
163.19 which a teacher may become licensed to teach.

163.20 Sec. 8. Minnesota Statutes 2022, section 122A.06, subdivision 6, is amended to read:

163.21 Subd. 6. **Shortage area.** "Shortage area" means:

163.22 (1) licensure fields and economic development regions reported by the commissioner  
163.23 of education Office of Higher Education or the Professional Educator Licensing and  
163.24 Standards Board as experiencing a teacher shortage; and

163.25 (2) economic development regions where there is a shortage of licensed teachers who  
163.26 reflect the racial or ethnic diversity of students in the region; the aggregate percentage of  
163.27 Indigenous teachers and teachers of color in the region is lower than the aggregate percentage  
163.28 of kindergarten through grade 12 Indigenous students and students of color in that region.  
164.1 Only individuals who close the gap between these percentages qualify as filling a shortage  
164.2 by this definition.

164.3 Sec. 9. Minnesota Statutes 2022, section 122A.06, subdivision 7, is amended to read:

164.4 Subd. 7. **Teacher preparation program.** "Teacher preparation program" means a  
164.5 program approved by the Professional Educator Licensing and Standards Board for the  
164.6 purpose of preparing individuals for a specific teacher licensure field in Minnesota. ~~Teacher~~

93.11 minority members of the legislative committees with jurisdiction over education and higher  
93.12 education policy and finance. The report must be available to the public on the board's  
93.13 website.

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

164.7 ~~preparation programs include traditional programs delivered by postsecondary institutions,~~  
164.8 ~~alternative teacher preparation programs, and nonconventional teacher preparation programs.~~

164.9 Sec. 10. Minnesota Statutes 2022, section 122A.06, subdivision 8, is amended to read:

164.10 Subd. 8. **Teacher preparation program provider.** "Teacher preparation program  
164.11 provider" or "unit" means an entity that has primary responsibility for overseeing and  
164.12 delivering a teacher preparation program. Teacher preparation program providers include  
164.13 institutes of higher education, school districts, charter schools, or nonprofit corporations  
164.14 organized under chapter 317A.

164.15 Sec. 11. Minnesota Statutes 2022, section 122A.06, is amended by adding a subdivision  
164.16 to read:

164.17 Subd. 9. **District.** "District" means a school district or charter school.

164.18 Sec. 12. Minnesota Statutes 2022, section 122A.06, is amended by adding a subdivision  
164.19 to read:

164.20 Subd. 10. **Transfer pathway.** "Transfer pathway" means an established pathway to  
164.21 licensure between a two-year college or Tribal college, and a board-approved teacher  
164.22 preparation provider.

164.23 Sec. 13. Minnesota Statutes 2022, section 122A.09, subdivision 4, is amended to read:

164.24 Subd. 4. **Licensing and approval.** (a) The Professional Educator Licensing and Standards  
164.25 Board must license teachers, as defined in section 122A.15, subdivision 1, except for  
164.26 supervisory personnel, as defined in section 122A.15, subdivision 2. The board must not  
164.27 delegate its authority to make all licensing decisions with respect to ~~candidates~~ applicants  
164.28 for teacher licensure. The board must evaluate ~~candidates~~ applicants for compliance with  
164.29 statutory or rule requirements for licensure and develop licensure verification requirements.

165.1 (b) The Professional Educator Licensing and Standards Board must approve teacher  
165.2 preparation providers seeking to prepare applicants for teacher licensure in Minnesota.

165.3 Sec. 14. Minnesota Statutes 2022, section 122A.09, subdivision 6, is amended to read:

165.4 Subd. 6. **Register of persons licensed.** ~~The executive director of the~~ Professional  
165.5 Educator Licensing and Standards Board must keep a record of the proceedings of and a  
165.6 register of all persons licensed pursuant to the provisions of this chapter. The register must  
165.7 show the name, ~~address,~~ licenses and permissions held, including renewals, and license  
165.8 number ~~and the renewal of the license.~~ ~~The board must on July 1, of each year or as soon~~  
165.9 ~~thereafter as is practicable, compile a list of such duly licensed teachers. A copy of the~~  
165.10 ~~register. This list must be available during business hours at the office of the board to any~~  
165.11 ~~interested person on the board's website.~~

165.12 Sec. 15. Minnesota Statutes 2022, section 122A.09, subdivision 9, is amended to read:

165.13 Subd. 9. **Professional Educator Licensing and Standards Board must adopt rules.** (a)

165.14 The Professional Educator Licensing and Standards Board must adopt rules subject to the

165.15 provisions of chapter 14 to implement sections 120B.363, 122A.05 to 122A.09, 122A.092,

165.16 122A.16, 122A.17, 122A.18, 122A.181, 122A.182, 122A.183, 122A.184, 122A.185,

165.17 122A.187, 122A.188, 122A.19, 122A.20, 122A.21, 122A.23, 122A.26, 122A.28, ~~and~~

165.18 122A.29, and 124D.72.

165.19 (b) The board must adopt rules relating to fields of licensure and grade levels that a

165.20 licensed teacher may teach, including a process for granting permission to a licensed teacher

165.21 to teach in a field that is different from the teacher's field of licensure without change to the

165.22 teacher's license tier level.

165.23 ~~(e) The board must adopt rules relating to the grade levels that a licensed teacher may~~

165.24 ~~teach.~~

165.25 ~~(d)~~ (c) If a rule adopted by the board is in conflict with a session law or statute, the law

165.26 or statute prevails. Terms adopted in rule must be clearly defined and must not be construed

165.27 to conflict with terms adopted in statute or session law.

165.28 ~~(e)~~ (d) The board must include a description of a proposed rule's probable effect on

165.29 teacher supply and demand in the board's statement of need and reasonableness under section

165.30 14.131.

165.31 ~~(f)~~ (e) The board must adopt rules only under the specific statutory authority.

166.1 Sec. 16. Minnesota Statutes 2022, section 122A.09, subdivision 10, is amended to read:

166.2 Subd. 10. **Permissions.** (a) Notwithstanding subdivision 9 and sections 14.055 and

166.3 14.056, the Professional Educator Licensing and Standards Board may grant waivers to its

166.4 rules upon application by a school district or a charter school for purposes of implementing

166.5 experimental programs in learning or management.

166.6 (b) To enable a school district or a charter school to meet the needs of students enrolled

166.7 in an alternative education program and to enable licensed teachers instructing those students

166.8 to satisfy content area licensure requirements, the Professional Educator Licensing and

166.9 Standards Board ~~annually~~ may permit a licensed teacher teaching in an alternative education

166.10 program to instruct students in a content area for which the teacher is not licensed, consistent

166.11 with paragraph (a).

166.12 (c) A special education license permission issued by the Professional Educator Licensing

166.13 and Standards Board for a primary employer's low-incidence region is valid in all

166.14 low-incidence regions.

166.15 ~~(d) A candidate~~ An applicant that has obtained career and technical education certification

166.16 may apply for a Tier 1 license under section 122A.181. Consistent with section 136F.361,

166.17 the Professional Educator Licensing and Standards Board must strongly encourage approved

166.18 ~~college or university-based~~ teacher preparation programs throughout Minnesota to develop  
 166.19 alternative pathways for certifying and licensing high school career and technical education  
 166.20 instructors and teachers, allowing such ~~candidates~~ applicants to meet certification and  
 166.21 licensure standards that demonstrate their content knowledge, classroom experience, and  
 166.22 pedagogical practices and their qualifications based on a combination of occupational testing,  
 166.23 professional certification or licensure, and long-standing work experience.

166.24 Sec. 17. Minnesota Statutes 2022, section 122A.091, subdivision 1, is amended to read:

166.25 Subdivision 1. **Teacher and administrator preparation and performance data;**  
 166.26 **report.** (a) The Professional Educator Licensing and Standards Board and the Board of  
 166.27 School Administrators, in cooperation with ~~board-adopted~~ board-approved teacher or  
 166.28 administrator preparation programs, annually must collect and report summary data on  
 166.29 teacher and administrator preparation and performance outcomes, consistent with this  
 166.30 subdivision. The Professional Educator Licensing and Standards Board and the Board of  
 166.31 School Administrators annually by ~~June~~ July 1 must update and post the reported summary  
 166.32 preparation and performance data on teachers and administrators from the preceding school  
 166.33 years on a ~~website hosted jointly by the boards~~ their respective websites.

167.1 (b) Publicly reported summary data on teacher preparation ~~programs~~ providers must  
 167.2 include:

167.3 ~~(1) student entrance requirements for each Professional Educator Licensing and Standards~~  
 167.4 ~~Board-approved program, including grade point average for enrolling students in the~~  
 167.5 ~~preceding year;~~

167.6 ~~(2) the average board-adopted skills examination or ACT or SAT scores of students~~  
 167.7 ~~entering the program in the preceding year;~~

167.8 ~~(3) (1) summary data on faculty teacher educator qualifications, including at least the~~  
 167.9 ~~content areas of faculty undergraduate and graduate degrees and their years of experience~~  
 167.10 ~~either as kindergarten birth through grade 12 classroom teachers or school administrators;~~

167.11 ~~(4) the average time resident and nonresident program graduates in the preceding year~~  
 167.12 ~~needed to complete the program;~~

167.13 ~~(2) the current number and percentage of enrolled candidates who entered the program~~  
 167.14 ~~through a transfer pathway disaggregated by race, except when disaggregation would not~~  
 167.15 ~~yield statistically reliable results or would reveal personally identifiable information about~~  
 167.16 ~~an individual;~~

167.17 ~~(5) (3) the current number and percentage of students program completers by program~~  
 167.18 ~~who graduated, received a standard Minnesota teaching license, and Tier 3 or Tier 4 license~~  
 167.19 ~~disaggregated by race, except when disaggregation would not yield statistically reliable~~  
 167.20 ~~results or would reveal personally identifiable information about an individual;~~

167.21 (4) the current number and percentage of program completers who entered the program  
 167.22 through a transfer pathway and received a Tier 3 or Tier 4 license disaggregated by race,

- 167.23 except when disaggregation would not yield statistically reliable results or would reveal  
167.24 personally identifiable information about an individual;
- 167.25 (5) the current number and percentage of program completers who were hired to teach  
167.26 full time in their licensure field in a Minnesota district or school in the preceding year  
167.27 disaggregated by race, except when disaggregation would not yield statistically reliable  
167.28 results or would reveal personally identifiable information about an individual;
- 167.29 (6) the number of content area credits and other credits by undergraduate program that  
167.30 students in the preceding school year needed to complete to graduate the current number  
167.31 and percentage of program completers who entered the program through a transfer pathway  
167.32 and who were hired to teach full time in their licensure field in a Minnesota district or school  
167.33 in the preceding year disaggregated by race, except when disaggregation would not yield  
168.1 statistically reliable results or would reveal personally identifiable information about an  
168.2 individual;
- 168.3 (7) students' pass rates on skills and subject matter exams required for graduation in  
168.4 each program and licensure area in the preceding school year;
- 168.5 (8) (7) board-adopted survey results measuring student and graduate satisfaction with  
168.6 the program initial licensure program quality and structure in the preceding school year  
168.7 disaggregated by race, except when disaggregation would not yield statistically reliable  
168.8 results or would reveal personally identifiable information about an individual;
- 168.9 (9) a standard measure of the satisfaction of (8) board-adopted survey results from school  
168.10 principals or supervising teachers with the student teachers assigned to a school or supervising  
168.11 teacher supervisors on initial licensure program quality and structure; and
- 168.12 (10) information under subdivision 3, paragraphs (a) and (b) (9) the number and  
168.13 percentage of program completers who met or exceeded the state threshold score on the  
168.14 board-adopted teacher performance assessment.
- 168.15 Program reporting must be consistent with subdivision 2.
- 168.16 (c) Publicly reported summary data on administrator preparation programs approved by  
168.17 the Board of School Administrators must include:
- 168.18 (1) summary data on faculty qualifications, including at least the content areas of faculty  
168.19 undergraduate and graduate degrees and the years of experience either as kindergarten  
168.20 through grade 12 classroom teachers or school administrators;
- 168.21 (2) the average time program graduates in the preceding year needed to complete the  
168.22 program;
- 168.23 (3) the current number and percentage of students who graduated, received a standard  
168.24 Minnesota administrator license, and were employed as an administrator in a Minnesota  
168.25 school district or school in the preceding year disaggregated by race, except when

- 168.26 disaggregation would not yield statistically reliable results or would reveal personally  
168.27 identifiable information about an individual;
- 168.28 (4) the number of credits by graduate program that students in the preceding school year  
168.29 needed to complete to graduate;
- 168.30 (5) survey results measuring student, graduate, and employer satisfaction with the  
168.31 program in the preceding school year disaggregated by race, except when disaggregation  
169.1 would not yield statistically reliable results or would reveal personally identifiable  
169.2 information about an individual; and
- 169.3 (6) information under subdivision 3, paragraphs (c) and (d).
- 169.4 Program reporting must be consistent with section 122A.14, subdivision 10.
- 169.5 Sec. 18. Minnesota Statutes 2022, section 122A.091, subdivision 2, is amended to read:
- 169.6 Subd. 2. **Teacher preparation program reporting.** ~~(a)~~ By December 31, 2018, and  
169.7 annually thereafter, the Professional Educator Licensing and Standards Board shall report  
169.8 and publish on its website the cumulative summary results of at least three consecutive  
169.9 years of data reported to the board under subdivision 1, paragraph (b). Where the data are  
169.10 sufficient to yield statistically reliable information and the results would not reveal personally  
169.11 identifiable information about an individual teacher, the board shall report the data by teacher  
169.12 preparation program.
- 169.13 ~~(b) The Professional Educator Licensing and Standards Board must report annually to  
169.14 the chairs and ranking minority members of the legislative committees with jurisdiction  
169.15 over kindergarten through grade 12 education, the following information:~~
- 169.16 ~~(1) the total number of teacher candidates during the most recent school year taking a  
169.17 board-adopted skills examination;~~
- 169.18 ~~(2) the number who achieve a qualifying score on the examination;~~
- 169.19 ~~(3) the number who do not achieve a qualifying score on the examination; and~~
- 169.20 ~~(4) the candidates who have not passed a content or pedagogy exam.~~
- 169.21 ~~The information reported under this paragraph must be disaggregated by categories of race,  
169.22 ethnicity, and eligibility for financial aid. The report must be submitted in accordance with  
169.23 section 3.195.~~
- 169.24 Sec. 19. Minnesota Statutes 2022, section 122A.15, subdivision 1, is amended to read:
- 169.25 Subdivision 1. **Teachers.** The term "teachers" for the purpose of licensure, means all  
169.26 persons employed in a public school or education district or by a service cooperative as  
169.27 members of the instructional, supervisory, and support staff including superintendents,  
169.28 principals, supervisors, secondary vocational and other classroom teachers, librarians, school  
169.29 counselors, school psychologists, school nurses, school social workers, audio-visual directors

169.30 and coordinators, recreation personnel, media generalists, media supervisors, and ~~speech~~  
 170.1 ~~therapists~~ school speech-language pathologists. This definition does not apply to sections  
 170.2 122A.05 to 122A.093.

170.3 Sec. 20. Minnesota Statutes 2022, section 122A.18, subdivision 1, is amended to read:

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

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

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

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

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

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

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

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

170.19 (2) data in the staff automated reporting system for the limited purpose of managing and  
 170.20 processing funding to school districts and other entities.

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

170.26 (e) For purposes of the data sharing agreements under paragraphs (c) and (d), the  
 170.27 Professional Educator Licensing and Standards Board, Board of School Administrators,  
 170.28 and Department of Education may share private data, as defined in section 13.02, subdivision  
 170.29 12, on teachers and school administrators. The data sharing agreements must not include  
 170.30 educational data, as defined in section 13.32, subdivision 1, but may include summary data,  
 170.31 as defined in section 13.02, subdivision 19, derived from educational data.

171.1 Sec. 21. Minnesota Statutes 2022, section 122A.18, subdivision 2, is amended to read:

171.2 Subd. 2. **Support personnel qualifications.** The Professional Educator Licensing and  
 171.3 Standards Board must issue licenses and credentials under its jurisdiction to persons the

- 171.4 board finds to be qualified and competent for support personnel positions in accordance  
171.5 with section ~~120B.36~~ 120B.363.
- 171.6 Sec. 22. Minnesota Statutes 2022, section 122A.18, subdivision 10, is amended to read:
- 171.7 Subd. 10. **Licensure via portfolio.** (a) The Professional Educator Licensing and Standards  
171.8 Board must adopt rules establishing a process for an eligible ~~candidate~~ applicant to obtain  
171.9 ~~any teacher~~ an initial Tier 3 license ~~under subdivision 1~~, or to add a licensure field, to a Tier  
171.10 3 or Tier 4 license via portfolio. The portfolio licensure application process must be consistent  
171.11 with the requirements in this subdivision.
- 171.12 (b) ~~A candidate~~ An applicant for a an initial Tier 3 license via portfolio must submit to  
171.13 the board one portfolio demonstrating pedagogical competence and one portfolio  
171.14 demonstrating content competence.
- 171.15 (c) ~~A candidate~~ An applicant seeking to add a licensure field via portfolio must submit  
171.16 to the board one portfolio demonstrating content competence for each licensure field the  
171.17 candidate seeks to add.
- 171.18 (d) The board must notify ~~a candidate~~ an applicant who submits a portfolio under  
171.19 paragraph (b) or (c) within 90 calendar days after the portfolio is received whether or not  
171.20 the portfolio is approved. If the portfolio is not approved, the board must ~~immediately~~ inform  
171.21 the ~~candidate~~ applicant how to revise the portfolio to successfully demonstrate the requisite  
171.22 competence. The ~~candidate~~ applicant may resubmit a revised portfolio at any time and the  
171.23 board must approve or disapprove the revised portfolio within 60 calendar days of receiving  
171.24 it.
- 171.25 (e) ~~A candidate~~ An applicant must pay a fee for a portfolio in accordance with section  
171.26 122A.21, subdivision 4.
- 171.27 Sec. 23. Minnesota Statutes 2022, section 122A.18, is amended by adding a subdivision  
171.28 to read:
- 171.29 Subd. 11. **Staff Automated Reporting.** The Professional Educator Licensing and  
171.30 Standards Board shall collect data on educators' employment and assignments from all  
171.31 school districts and charter schools. The report may include data on educators' demographics  
171.32 and licensure.
- 172.1 Sec. 24. Minnesota Statutes 2022, section 122A.181, subdivision 1, is amended to read:
- 172.2 Subdivision 1. **Application requirements.** The Professional Educator Licensing and  
172.3 Standards Board must approve ~~a request from a district or charter school to issue a Tier 1~~  
172.4 ~~license in a specified content area to a candidate~~ an application for a Tier 1 license in a  
172.5 specified content area if:
- 172.6 (1) the application has been submitted jointly by the applicant and the district;

- 172.7 (2) the application has been paid for by the district or the applicant;
- 172.8 ~~(1)~~ (3) the ~~candidate~~ applicant meets the professional requirement in subdivision 2;
- 172.9 ~~(2)~~ (4) the district or charter school affirms that the ~~candidate~~ applicant has the necessary
- 172.10 skills and knowledge to teach in the specified content area; ~~and~~
- 172.11 ~~(3)~~ (5) the district or charter school demonstrates that:
- 172.12 ~~(i)~~ (i) a criminal background check under section 122A.18, subdivision 8, has been completed
- 172.13 on the ~~candidate~~ applicant; and
- 172.14 ~~(ii)~~ (6) the district or charter school has posted the teacher position but was unable to
- 172.15 hire an acceptable teacher with a Tier 2, 3, or 4 license for the position.
- 172.16 Sec. 25. Minnesota Statutes 2022, section 122A.181, subdivision 2, is amended to read:
- 172.17 Subd. 2. **Professional requirements.** (a) ~~A candidate~~ An applicant for a Tier 1 license
- 172.18 must have a bachelor's degree to teach a class or course outside a career and technical
- 172.19 education or career pathways course of study.
- 172.20 (b) ~~A candidate~~ An applicant for a Tier 1 license must have one of the following
- 172.21 credentials in a relevant content area to teach a class in a career and technical education or
- 172.22 career pathways course of study:
- 172.23 (1) an associate's degree;
- 172.24 (2) a professional certification; or
- 172.25 (3) five years of relevant work experience.
- 172.26 Sec. 26. Minnesota Statutes 2022, section 122A.181, is amended by adding a subdivision
- 172.27 to read:
- 172.28 Subd. 2a. **Exemptions from a bachelor's degree.** (a) The following applicants for a
- 172.29 Tier 1 license are exempt from the requirement to hold a bachelor's degree in subdivision
- 172.30 2:
- 173.1 (1) an applicant for a Tier 1 license to teach career and technical education or career
- 173.2 pathways courses of study if the applicant has:
- 173.3 (i) an associate's degree;
- 173.4 (ii) a professional certification; or
- 173.5 (iii) five years of relevant work experience;
- 173.6 (2) an applicant for a Tier 1 license to teach world languages and culture pursuant to
- 173.7 Minnesota Rules, part 8710.4950, if the applicant is a native speaker of the language; and

173.8 (3) an applicant for a Tier 1 license in the performing or visual arts pursuant to Minnesota  
 173.9 Rules, parts 8710.4300, dance and theatre; 8710.4310, dance; 8710.4320, theatre; 8710.4650,  
 173.10 vocal music and instrumental music; and 8710.4900, visual arts, if the applicant has at least  
 173.11 five years of relevant work experience.

173.12 (b) The Professional Educator Licensing and Standards Board must adopt rules regarding  
 173.13 the qualifications and determinations for applicants exempt from paragraph (a).

173.14 Sec. 27. Minnesota Statutes 2022, section 122A.181, subdivision 3, is amended to read:

173.15 Subd. 3. **Term of license and renewal.** (a) The Professional Educator Licensing and  
 173.16 Standards Board must issue an initial Tier 1 license for a term of one year. A Tier 1 license  
 173.17 may be renewed subject to paragraphs (b) and (c). ~~The board may submit written comments~~  
 173.18 ~~to the district or charter school that requested the renewal regarding the candidate.~~

173.19 (b) The Professional Educator Licensing and Standards Board must renew a Tier 1  
 173.20 license if:

173.21 (1) the district or charter school requesting the renewal demonstrates that it has posted  
 173.22 the teacher position but was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license  
 173.23 for the position;

173.24 (2) the teacher holding the Tier 1 license took a content examination in accordance with  
 173.25 section 122A.185 and submitted the examination results to the teacher's employing district  
 173.26 or charter school within one year of the board approving the request for the initial Tier 1  
 173.27 license;

173.28 (3) the teacher holding the Tier 1 license participated in cultural competency training  
 173.29 consistent with section 120B.30, subdivision 1, paragraph (q), within one year of the board  
 173.30 approving the request for the initial Tier 1 license; and

174.1 (4) the teacher holding the Tier 1 license met the mental illness training renewal  
 174.2 requirement under section 122A.187, subdivision 6.

174.3 The requirement in clause (2) does not apply to a teacher that teaches a class in a career and  
 174.4 technical education or career pathways course of study.

174.5 (c) A Tier 1 license must not be renewed more than three times, unless the requesting  
 174.6 district or charter school can show good cause for additional renewals. A Tier 1 license  
 174.7 issued to teach (1) a class or course in a career and technical education or career pathway  
 174.8 course of study or (2) in a shortage area, as defined in section 122A.06, subdivision 6, may  
 174.9 be renewed without limitation.

174.10 Sec. 28. Minnesota Statutes 2022, section 122A.181, subdivision 4, is amended to read:

174.11 Subd. 4. **Application.** The Professional Educator Licensing and Standards Board must  
 174.12 accept and review applications for a Tier 1 teaching license beginning July 1 of the school  
 174.13 year for which the license is requested ~~and must issue or deny the Tier 1 teaching license~~

174.14 ~~within 30 days of receiving the completed application; at the board's discretion, the board~~  
174.15 ~~may begin to accept and review applications before July 1.~~

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

174.17 Sec. 29. Minnesota Statutes 2022, section 122A.181, subdivision 5, is amended to read:

174.18 Subd. 5. **Limitations on license.** (a) A Tier 1 license is limited to the content matter  
174.19 indicated on the application for the initial Tier 1 license under subdivision 1, clause (2), and  
174.20 limited to the district or charter school that requested the initial Tier 1 license.

174.21 (b) A Tier 1 license does not bring an individual within the definition of a teacher for  
174.22 purposes of section 122A.40, subdivision 1, or 122A.41, subdivision 1, clause (a).

174.23 ~~(c) A Tier 1 license does not bring an individual within the definition of a teacher under~~  
174.24 ~~section 179A.03, subdivision 18.~~

174.25 Sec. 30. Minnesota Statutes 2022, section 122A.182, subdivision 1, is amended to read:

174.26 Subdivision 1. **Requirements.** ~~(a) The Professional Educator Licensing and Standards~~  
174.27 ~~Board must approve a request from a district or charter school to issue an application for a~~  
174.28 ~~Tier 2 license in a specified content area to a candidate if:~~

174.29 ~~(1) the candidate meets the educational or professional requirements in paragraph (b)~~  
174.30 ~~or (c);~~

175.1 ~~(2) the candidate;~~

175.2 ~~(i) has completed the coursework required under subdivision 2;~~

175.3 ~~(ii) is enrolled in a Minnesota-approved teacher preparation program; or~~

175.4 ~~(iii) has a master's degree in the specified content area; and~~

175.5 ~~(3) the district or charter school demonstrates that a criminal background check under~~  
175.6 ~~section 122A.18, subdivision 8, has been completed on the candidate.~~

175.7 ~~(b) A candidate for a Tier 2 license must have a bachelor's degree to teach a class outside~~  
175.8 ~~a career and technical education or career pathways course of study.~~

175.9 ~~(c) A candidate for a Tier 2 license must have one of the following credentials in a~~  
175.10 ~~relevant content area to teach a class or course in a career and technical education or career~~  
175.11 ~~pathways course of study:~~

175.12 ~~(1) an associate's degree;~~

175.13 ~~(2) a professional certification; or~~

175.14 ~~(3) five years of relevant work experience.~~

94.20 Sec. 8. Minnesota Statutes 2022, section 122A.181, subdivision 5, is amended to read:

94.21 Subd. 5. **Limitations on license.** (a) A Tier 1 license is limited to the content matter  
94.22 indicated on the application for the initial Tier 1 license under subdivision 1, clause (2), and  
94.23 limited to the district or charter school that requested the initial Tier 1 license.

94.24 (b) A Tier 1 license does not bring an individual within the definition of a teacher for  
94.25 purposes of section 122A.40, subdivision 1, or 122A.41, subdivision 1, clause (a).

94.26 ~~(c) A Tier 1 license does not bring an individual within the definition of a teacher under~~  
94.27 ~~section 179A.03, subdivision 18.~~

- 175.15 (1) the application has been submitted jointly by the applicant and the district;
- 175.16 (2) the application has been paid for by the district or the applicant;
- 175.17 (3) the applicant holds a bachelor's degree, unless specifically exempt by statute or rule;
- 175.18 (4) the district demonstrates that a criminal background check under section 122A.18,
- 175.19 subdivision 8, has been completed for the applicant; and
- 175.20 (5) the applicant:
  - 175.21 (i) has completed a state-approved teacher preparation program;
  - 175.22 (ii) is enrolled in a Minnesota-approved teacher preparation program; or
  - 175.23 (iii) has a master's degree in the specified content area.
- 175.24 Sec. 31. Minnesota Statutes 2022, section 122A.182, is amended by adding a subdivision
- 175.25 to read:
  - 175.26 Subd. 2a. **Exemptions from a bachelor's degree.** (a) The following applicants for a
  - 175.27 Tier 2 license are exempt from the requirement to hold a bachelor's degree in subdivision
  - 175.28 1:
    - 176.1 (1) an applicant for a Tier 2 license to teach career and technical education or career
    - 176.2 pathways courses of study when the applicant has:
      - 176.3 (i) an associate's degree;
      - 176.4 (ii) a professional certification; or
      - 176.5 (iii) five years of relevant work experience;
    - 176.6 (2) an applicant for a Tier 2 license to teach world languages and culture pursuant to
    - 176.7 Minnesota Rules, part 8710.4950, when the applicant is a native speaker of the language;
    - 176.8 and
      - 176.9 (3) an applicant for a Tier 2 license in the performing or visual arts pursuant to Minnesota
      - 176.10 Rules, parts 8710.4300, dance and theatre; 8710.4310, dance; 8710.4320, theatre; 8710.4650,
      - 176.11 vocal music and instrumental music; and 8710.4900, visual arts, when the applicant has at
      - 176.12 least five years of relevant work experience.
  - 176.13 (b) The Professional Educator Licensing and Standards Board must adopt rules regarding
  - 176.14 the qualifications and determinations for applicants exempt from the requirement to hold a
  - 176.15 bachelor's degree in subdivision 1.
- 176.16 Sec. 32. Minnesota Statutes 2022, section 122A.182, is amended by adding a subdivision
- 176.17 to read:
  - 176.18 Subd. 2b. **Temporary eligibility for renewal.** For the 2023-2024, 2024-2025, and
  - 176.19 2025-2026 school years only, the Professional Educator Licensing and Standards Board

176.20 ~~must approve an application to renew a Tier 2 license for an applicant that met the Tier 2~~  
 176.21 ~~requirements in effect at the time the first Tier 2 license was issued. Nothing in this~~  
 176.22 ~~subdivision modifies the renewal requirements in subdivision 3.~~

176.23 Sec. 33. Minnesota Statutes 2022, section 122A.182, subdivision 4, is amended to read:

176.24 Subd. 4. **Application.** The Professional Educator Licensing and Standards Board must  
 176.25 accept applications for a Tier 2 teaching license beginning July 1 of the school year for  
 176.26 which the license is requested and must issue or deny the Tier 2 teaching license within 30  
 176.27 days of receiving the completed application. At the board's discretion, the board may begin  
 176.28 to accept and review applications before July 1.

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

177.1 Sec. 34. Minnesota Statutes 2022, section 122A.183, subdivision 1, is amended to read:

177.2 Subdivision 1. **Requirements.** (a) The Professional Educator Licensing and Standards  
 177.3 Board must issue a Tier 3 license to ~~a candidate~~ an applicant who provides information  
 177.4 sufficient to demonstrate all of the following:

177.5 ~~(1) the candidate meets the educational or professional requirements in paragraphs (b)~~  
 177.6 ~~and (c);~~

177.7 ~~(2) (1) the candidate applicant~~ has obtained a passing score on the required licensure  
 177.8 exams under section 122A.185; ~~and~~

177.9 ~~(2) the applicant holds a bachelor's degree, unless specifically exempt by statute or rule;~~  
 177.10 ~~and~~

177.11 (3) the candidate applicant has completed the coursework required under subdivision 2.

177.12 ~~(b) A candidate for a Tier 3 license must have a bachelor's degree to teach a class or~~  
 177.13 ~~course outside a career and technical education or career pathways course of study.~~

177.14 ~~(c) A candidate for a Tier 3 license must have one of the following credentials in a~~  
 177.15 ~~relevant content area to teach a class or course in a career and technical education or career~~  
 177.16 ~~pathways course of study:~~

177.17 ~~(1) an associate's degree;~~

177.18 ~~(2) a professional certification; or~~

177.19 ~~(3) five years of relevant work experience.~~

177.20 ~~In consultation with the governor's Workforce Development Board established under section~~  
 177.21 ~~116L.665, the board must establish a list of qualifying certifications, and may add additional~~

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71.16 Sec. 2. Minnesota Statutes 2022, section 122A.183, subdivision 1, is amended to read:

71.17 Subdivision 1. **Requirements.** (a) The Professional Educator Licensing and Standards  
 71.18 Board must issue a Tier 3 license to a candidate who provides information sufficient to  
 71.19 demonstrate all of the following:

71.20 (1) the candidate meets the educational or professional requirements in paragraphs (b)  
 71.21 and (c);

71.22 (2) the candidate has obtained a passing score on the required licensure exams under  
 71.23 section 122A.185; and

71.24 (3) the candidate has completed the coursework required under subdivision 2.

71.25 (b) A candidate for a Tier 3 license must have a bachelor's degree to teach a class or  
 71.26 course outside a career and technical education or career pathways course of study.

71.27 (c) A candidate for a Tier 3 license must have one of the following credentials in a  
 71.28 relevant content area to teach a class or course in a career and technical education or career  
 71.29 pathways course of study:

71.30 (1) an associate's degree;

71.31 (2) a professional certification; or

71.32 (3) five years of relevant work experience.

72.1 In consultation with the governor's Workforce Development Board established under section  
 72.2 116L.665, the board must establish a list of qualifying certifications, and may add additional  
 72.3 professional certifications in consultation with school administrators, teachers, and other  
 72.4 stakeholders.

177.22 ~~professional certifications in consultation with school administrators, teachers, and other~~  
177.23 ~~stakeholders.~~

177.24 (b) The board must issue a Tier 3 license to an applicant who has completed student  
177.25 teaching comparable to the student teaching expectations in Minnesota, and has completed  
177.26 either: a teacher preparation program from a culturally specific Minority Serving Institution  
177.27 in the United States, such as Historically Black Colleges and Universities, Tribal Colleges  
177.28 and Universities, or Hispanic-Serving Institutions, including those in Puerto Rico; or a  
177.29 university teacher preparation program in another country, and has taught at least two years.  
177.30 An applicant who qualifies for a Tier 3 license under this paragraph is not required to obtain  
177.31 a passing score on licensure exams under section 122A.185.

178.1 Sec. 35. Minnesota Statutes 2022, section 122A.183, subdivision 2, is amended to read:

178.2 Subd. 2. **Coursework.** ~~A candidate~~ An applicant for a Tier 3 license must meet the  
178.3 coursework requirement by demonstrating one of the following:

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

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

178.9 (3) submission of a content-specific licensure portfolio; or

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

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

72.5 (d) The board must issue a Tier 3 license to a candidate who provides information  
72.6 sufficient to demonstrate the following, regardless of whether the candidate meets other  
72.7 requirements in this section:

72.8 (1) the candidate has completed a teacher preparation program from a culturally specific  
72.9 Minority Serving Institution in the United States, such as Historically Black Colleges and  
72.10 Universities, Tribal Colleges and Universities, or Hispanic-Serving Institutions, including  
72.11 those in Puerto Rico; or

72.12 (2) the candidate has completed a university teacher preparation program in another  
72.13 country and has taught at least two years.

72.14 The candidate must have completed student teaching comparable to the student teaching  
72.15 expectations in Minnesota.

178.17 Sec. 36. Minnesota Statutes 2022, section 122A.183, is amended by adding a subdivision  
178.18 to read:

178.19 Subd. 2a. **Exemptions from a bachelor's degree.** (a) The following applicants for a  
178.20 Tier 3 license are exempt from the requirement to hold a bachelor's degree in subdivision  
178.21 1:

178.22 (1) an applicant for a Tier 3 license to teach career and technical education or career  
178.23 pathways courses of study when the applicant has:

178.24 (i) an associate's degree;

178.25 (ii) a professional certification; or

178.26 (iii) five years of relevant work experience;

178.27 (2) an applicant for a Tier 3 license to teach world languages and culture pursuant to  
178.28 Minnesota Rules, part 8710.4950, when the applicant is a native speaker of the language;  
178.29 and

178.30 (3) an applicant for a Tier 3 license in the performing or visual arts pursuant to Minnesota  
178.31 Rules, parts 8710.4300, dance and theatre; 8710.4310, dance; 8710.4320, theatre; 8710.4650,  
179.1 vocal music and instrumental music; and 8710.4900, visual arts, when the applicant has at  
179.2 least five years of relevant work experience.

179.3 (b) The Professional Educator Licensing and Standards Board must adopt rules regarding  
179.4 the qualifications and determinations for applicants exempt from the requirement to hold a  
179.5 bachelor's degree in subdivision 1.

179.6 Sec. 37. Minnesota Statutes 2022, section 122A.183, is amended by adding a subdivision  
179.7 to read:

179.8 Subd. 2b. **Temporary eligibility.** A candidate for a Tier 3 license may meet the  
179.9 coursework requirement under subdivision 2 if the candidate demonstrates three years of  
179.10 teaching experience under a Tier 2 license and evidence of summative teacher evaluations  
179.11 that did not result in placing or otherwise keeping the teacher on an improvement process  
179.12 pursuant to section 122A.40, subdivision 8, or section 122A.41, subdivision 5. This  
179.13 subdivision expires on December 31, 2026.

179.14 Sec. 38. Minnesota Statutes 2022, section 122A.184, subdivision 1, is amended to read:

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

179.18 (1) the candidate applicant meets all requirements for a Tier 3 license under section  
179.19 122A.183, and has completed a teacher preparation program under section 122A.183,  
179.20 subdivision 2, clause (1) or (2);

72.16 Sec. 3. Minnesota Statutes 2022, section 122A.184, subdivision 1, is amended to read:

72.17 Subdivision 1. **Requirements.** The Professional Educator Licensing and Standards  
72.18 Board must issue a Tier 4 license to a candidate who provides information sufficient to  
72.19 demonstrate all of the following:

72.20 (1) the candidate meets all requirements for a Tier 3 license under section 122A.183,  
72.21 and has completed a teacher preparation program under section 122A.183, subdivision 2,  
72.22 clause (1) or (2);

179.21 (2) the candidate applicant has at least three years of field-specific teaching experience  
179.22 in Minnesota as a teacher of record;

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

179.25 ~~(4) the candidate's most recent summative teacher evaluation did not result in placing~~  
179.26 ~~or otherwise keeping the teacher in an improvement process pursuant to section 122A.40,~~  
179.27 ~~subdivision 8, or 122A.41, subdivision 5.~~

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

180.1 Sec. 39. Minnesota Statutes 2022, section 122A.185, subdivision 1, is amended to read:

180.2 Subdivision 1. ~~Tests. (a) The Professional Educator Licensing and Standards Board~~  
180.3 ~~must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted~~  
180.4 ~~examination of skills in reading, writing, and mathematics before being granted a Tier 4~~  
180.5 ~~teaching license under section 122A.184 to provide direct instruction to pupils in elementary,~~  
180.6 ~~secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier~~  
180.7 ~~3 license to provide direct instruction to pupils in elementary, secondary, or special education~~  
180.8 ~~programs if candidates meet the other requirements in section 122A.181, 122A.182, or~~  
180.9 ~~122A.183, respectively.~~

180.10 ~~(b) (a) The board must adopt rules requiring candidates applicants for Tier 3 and Tier 4~~  
180.11 ~~licenses to pass an examination or performance assessment of general pedagogical knowledge~~  
180.12 ~~and examinations of licensure field specific content. An applicant is exempt from the~~  
180.13 ~~examination requirements if the applicant completed:~~

180.14 (1) a board-approved teacher preparation program;

180.15 (2) licensure via portfolio pursuant to section 122A.18, subdivision 10, and the portfolio  
180.16 has been approved; or

180.17 (3) a state-approved teacher preparation program in another state and passed licensure  
180.18 examinations in that state, if applicable. The content examination requirement does not  
180.19 apply if no relevant content exam exists.

180.20 ~~(e) Candidates for initial Tier 3 and Tier 4 licenses to teach elementary students must~~  
180.21 ~~pass test items assessing the candidates' knowledge, skill, and ability in comprehensive;~~

72.23 (2) the candidate has at least three years of teaching experience in Minnesota or another  
72.24 state;

72.25 (3) the candidate has obtained a passing score on all required licensure exams under  
72.26 section 122A.185; and

72.27 (4) the candidate's most recent summative teacher evaluation did not result in placing  
72.28 or otherwise keeping the teacher in an improvement process pursuant to section 122A.40,  
72.29 subdivision 8, or 122A.41, subdivision 5.

73.1 Sec. 4. Minnesota Statutes 2022, section 122A.185, subdivision 1, is amended to read:

73.2 Subdivision 1. ~~Tests. (a) The Professional Educator Licensing and Standards Board~~  
73.3 ~~must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted~~  
73.4 ~~examination of skills in reading, writing, and mathematics before being granted a Tier 4~~  
73.5 ~~teaching license under section 122A.184 to provide direct instruction to pupils in elementary,~~  
73.6 ~~secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier~~  
73.7 ~~3 license to provide direct instruction to pupils in elementary, secondary, or special education~~  
73.8 ~~programs if candidates meet the other requirements in section 122A.181, 122A.182, or~~  
73.9 ~~122A.183, respectively.~~

73.10 ~~(b) (a) The board must adopt and revise rules requiring candidates applicants for Tier 3~~  
73.11 ~~and Tier 4 licenses to pass an examination of general pedagogical knowledge and~~  
73.12 ~~examinations of licensure field specific content. if the applicant has not completed a~~  
73.13 ~~board-approved preparation program assuring that candidates from the program recommended~~  
73.14 ~~for licensure meet content and pedagogy licensure standards in Minnesota. Candidates who~~  
73.15 ~~have satisfactorily completed board-approved programs in Minnesota with required~~  
73.16 ~~coursework and clinical field experiences that include learning opportunities and assessments~~  
73.17 ~~aligned to content and pedagogy licensure standards are not additionally required to pass~~  
73.18 ~~content and pedagogy exams for Tier 3 licensure. Applicants who have satisfactorily~~  
73.19 ~~completed a preparation program in another state and passed licensure examinations in that~~  
73.20 ~~state are not additionally required to pass similar examinations required in Minnesota. The~~  
73.21 ~~content examination requirement does not apply if no relevant content exam exists.~~

73.22 ~~(e) (b) Candidates for initial Tier 3 and Tier 4 licenses to teach elementary students must~~  
73.23 ~~pass test items assessing under this paragraph if the candidates did not complete a~~

180.22 ~~scientifically based reading instruction under section 122A.06, subdivision 4, knowledge~~  
 180.23 ~~and understanding of the foundations of reading development, development of reading~~  
 180.24 ~~comprehension and reading assessment and instruction, and the ability to integrate that~~  
 180.25 ~~knowledge and understanding into instruction strategies under section 122A.06, subdivision~~  
 180.26 ~~4.~~

180.27 (d) ~~The requirement to pass a board-adopted reading, writing, and mathematics skills~~  
 180.28 ~~examination does not apply to nonnative English speakers, as verified by qualified Minnesota~~  
 180.29 ~~school district personnel or Minnesota higher education faculty, who, after meeting the~~  
 180.30 ~~content and pedagogy requirements under this subdivision, apply for a teaching license to~~  
 180.31 ~~provide direct instruction in their native language or world language instruction under section~~  
 180.32 ~~120B.022, subdivision 1.~~

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

180.1 Sec. 39. Minnesota Statutes 2022, section 122A.185, subdivision 1, is amended to read:

180.2 Subdivision 1. ~~Tests. (a) The Professional Educator Licensing and Standards Board~~  
 180.3 ~~must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted~~  
 180.4 ~~examination of skills in reading, writing, and mathematics before being granted a Tier 4~~  
 180.5 ~~teaching license under section 122A.184 to provide direct instruction to pupils in elementary,~~  
 180.6 ~~secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier~~  
 180.7 ~~3 license to provide direct instruction to pupils in elementary, secondary, or special education~~  
 180.8 ~~programs if candidates meet the other requirements in section 122A.181, 122A.182, or~~  
 180.9 ~~122A.183, respectively.~~

180.10 (b) (a) ~~The board must adopt rules requiring candidates applicants for Tier 3 and Tier 4~~  
 180.11 ~~licenses to pass an examination or performance assessment of general pedagogical knowledge~~  
 180.12 ~~and examinations of licensure field specific content. An applicant is exempt from the~~  
 180.13 ~~examination requirements if the applicant completed;~~

73.24 ~~board-approved preparation program in Minnesota. The test items must assess the candidates'~~  
 73.25 ~~knowledge, skill, and ability in comprehensive, scientifically based reading instruction~~  
 73.26 ~~under section 122A.06, subdivision 4, knowledge and understanding of the foundations of~~  
 73.27 ~~reading development, development of reading comprehension and reading assessment and~~  
 73.28 ~~instruction, and the ability to integrate that knowledge and understanding into instruction~~  
 73.29 ~~strategies under section 122A.06, subdivision 4.~~

73.30 (d) ~~The requirement to pass a board-adopted reading, writing, and mathematics skills~~  
 73.31 ~~examination does not apply to nonnative English speakers, as verified by qualified Minnesota~~  
 73.32 ~~school district personnel or Minnesota higher education faculty, who, after meeting the~~  
 73.33 ~~content and pedagogy requirements under this subdivision, apply for a teaching license to~~  
 73.34 ~~provide direct instruction in their native language or world language instruction under section~~  
 73.35 ~~120B.022, subdivision 1.~~

74.1 (c) ~~All testing centers in the state must provide monthly opportunities for untimed content~~  
 74.2 ~~and pedagogy examinations. These opportunities must be advertised on the test registration~~  
 74.3 ~~website. The board must require the exam vendor to provide other equitable opportunities~~  
 74.4 ~~to pass exams, including: (1) waiving testing fees for test takers who qualify for federal~~  
 74.5 ~~grants; (2) providing free, multiple, full-length practice tests for each exam and free,~~  
 74.6 ~~comprehensive study guides on the test registration website; (3) making content and pedagogy~~  
 74.7 ~~exams available in languages other than English for teachers seeking licensure to teach in~~  
 74.8 ~~language immersion programs; and (4) providing free, detailed exam results analysis by~~  
 74.9 ~~test objective to assist candidates who do not pass an exam in identifying areas for~~  
 74.10 ~~improvement. Any candidate who has not passed a required exam after two attempts must~~  
 74.11 ~~be allowed to retake the exam, including new versions of the exam, without being charged~~  
 74.12 ~~an additional fee.~~

#### S1311-2

94.28 Sec. 9. Minnesota Statutes 2022, section 122A.185, subdivision 1, is amended to read:

94.29 Subdivision 1. ~~Tests. (a) The Professional Educator Licensing and Standards Board~~  
 94.30 ~~must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted~~  
 94.31 ~~examination of skills in reading, writing, and mathematics before being granted a Tier 4~~  
 95.1 ~~teaching license under section 122A.184 to provide direct instruction to pupils in elementary,~~  
 95.2 ~~secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier~~  
 95.3 ~~3 license to provide direct instruction to pupils in elementary, secondary, or special education~~  
 95.4 ~~programs if candidates meet the other requirements in section 122A.181, 122A.182, or~~  
 95.5 ~~122A.183, respectively.~~

95.6 (b) (a) ~~The board must adopt and revise rules requiring candidates applicants for Tier 3~~  
 95.7 ~~and Tier 4 licenses to pass an examination or assessment of general pedagogical knowledge~~  
 95.8 ~~and examinations or assessments of licensure field specific content. An applicant is exempt~~  
 95.9 ~~from the examination requirements if: (1) the applicant completed a board-approved teacher~~  
 95.10 ~~preparation program; or (2) the applicant completed a state-approved teacher preparation~~

180.14 (1) a board-approved teacher preparation program;  
180.15 (2) licensure via portfolio pursuant to section 122A.18, subdivision 10, and the portfolio  
180.16 has been approved; or

180.17 (3) a state-approved teacher preparation program in another state and passed licensure  
180.18 examinations in that state, if applicable. The content examination requirement does not  
180.19 apply if no relevant content exam exists.

180.20 (e) Candidates for initial Tier 3 and Tier 4 licenses to teach elementary students must  
180.21 pass test items assessing the candidates' knowledge, skill, and ability in comprehensive,  
180.22 scientifically based reading instruction under section 122A.06, subdivision 4, knowledge  
180.23 and understanding of the foundations of reading development, development of reading  
180.24 comprehension and reading assessment and instruction, and the ability to integrate that  
180.25 knowledge and understanding into instruction strategies under section 122A.06, subdivision  
180.26 4.

180.27 (d) The requirement to pass a board-adopted reading, writing, and mathematics skills  
180.28 examination does not apply to nonnative English speakers, as verified by qualified Minnesota  
180.29 school district personnel or Minnesota higher education faculty, who, after meeting the  
180.30 content and pedagogy requirements under this subdivision, apply for a teaching license to  
180.31 provide direct instruction in their native language or world language instruction under section  
180.32 120B.022, subdivision 1.

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

181.13 Sec. 40. Minnesota Statutes 2022, section 122A.185, subdivision 4, is amended to read:

181.14 Subd. 4. **Remedial assistance.** (a) A board-approved teacher preparation program must  
181.15 make available upon request remedial assistance that includes a formal diagnostic component  
181.16 to persons enrolled in their institution who did not achieve a qualifying score on a  
181.17 board-adopted skills examination, including those for whom English is a second language.

95.11 program in another state and passed licensure examinations in that state. The content  
95.12 examination requirement does not apply if no relevant content exam exists.

95.13 (e) Candidates (b) Applicants for initial Tier 3 and Tier 4 licenses to teach elementary  
95.14 students must pass test items assessing the candidates' applicants' knowledge, skill, and  
95.15 ability in comprehensive, scientifically based reading instruction under section 122A.06,  
95.16 subdivision 4, knowledge and understanding of the foundations of reading development,  
95.17 development of reading comprehension and reading assessment and instruction, and the  
95.18 ability to integrate that knowledge and understanding into instruction strategies under section  
95.19 122A.06, subdivision 4.

95.20 (d) The requirement to pass a board-adopted reading, writing, and mathematics skills  
95.21 examination does not apply to nonnative English speakers, as verified by qualified Minnesota  
95.22 school district personnel or Minnesota higher education faculty, who, after meeting the  
95.23 content and pedagogy requirements under this subdivision, apply for a teaching license to  
95.24 provide direct instruction in their native language or world language instruction under section  
95.25 120B.022, subdivision 1.

181.18 ~~The teacher preparation programs must make available assistance in the specific academic~~  
181.19 ~~areas of candidates' deficiency.~~

181.20 (b) School districts may make available upon request similar, appropriate, and timely  
181.21 remedial assistance that includes a formal diagnostic component to those persons employed  
181.22 by the district who ~~completed their teacher education program, who~~ did not achieve a  
181.23 qualifying score on a board-adopted skills examination, and who received a Tier 1, Tier 2,  
181.24 or Tier 3 license under section 122A.181, 122A.182, or 122A.183, respectively, to teach in  
181.25 Minnesota.

181.26 Sec. 41. Minnesota Statutes 2022, section 122A.187, subdivision 1, is amended to read:

181.27 Subdivision 1. **License form requirements.** Each license issued under this chapter must  
181.28 bear the date of issue and the name of the state-approved teacher training provider or  
181.29 alternative teaching program, as applicable. Licenses must expire and be renewed according  
181.30 to rules adopted by the Professional Educator Licensing and Standards Board or the Board  
181.31 of School Administrators. ~~The rules adopted by the Professional Educator Licensing and~~  
181.32 ~~Standards Board for renewing a Tier 3 or Tier 4 license under sections 122A.183 and~~  
181.33 ~~122A.184, respectively, must include showing satisfactory evidence of successful teaching~~  
182.1 ~~or administrative experience for at least one school year during the period covered by the~~  
182.2 ~~license in grades or subjects for which the license is valid or completing such additional~~  
182.3 ~~preparation as required under this section, or as the Professional Educator Licensing and~~  
182.4 ~~Standards Board prescribes. The Board of School Administrators shall establish requirements~~  
182.5 ~~for renewing the licenses of supervisory personnel except athletic coaches. The Professional~~  
182.6 ~~Educator Licensing and Standards Board shall establish requirements for renewing the~~  
182.7 ~~licenses of athletic coaches.~~

182.8 Sec. 42. Minnesota Statutes 2022, section 122A.187, is amended by adding a subdivision  
182.9 to read:

182.10 Subd. 7. **American Indian history and culture.** The Professional Educator Licensing  
182.11 and Standards Board must adopt rules that require all licensed teachers renewing their license  
182.12 under sections 122A.181 to 122A.184 to include in the renewal requirements professional  
182.13 development in the cultural heritage and contemporary contributions of American Indians,  
182.14 with particular emphasis on Minnesota Tribal Nations.

182.15 Sec. 43. Minnesota Statutes 2022, section 122A.19, subdivision 4, is amended to read:

182.16 Subd. 4. **Teacher preparation programs.** (a) For the purpose of licensing bilingual  
182.17 and English as a second language teachers, the board may approve teacher preparation  
182.18 programs at colleges or universities designed for their training.

182.19 (b) Programs that prepare English as a second language teachers must provide instruction  
182.20 in implementing research-based practices designed specifically for English learners. The  
182.21 programs must focus on developing English learners' academic language proficiency in  
182.22 English, including oral academic language, giving English learners meaningful access to  
182.23 the full school curriculum, developing culturally relevant teaching practices appropriate for

182.24 immigrant students, and providing more intensive instruction and resources to English  
 182.25 learners with lower levels of academic English proficiency and varied needs, consistent  
 182.26 with section 124D.59, subdivisions 2 and 2a.

182.27 Sec. 44. Minnesota Statutes 2022, section 122A.26, subdivision 2, is amended to read:

182.28 Subd. 2. **Exceptions.** (a) A person who teaches in a community education program  
 182.29 ~~which that~~ qualifies for aid pursuant to section 124D.52 shall continue to meet licensure  
 182.30 requirements as a teacher. A person who teaches in an early childhood and family education  
 182.31 program ~~which that~~ is offered through a community education program and ~~which that~~  
 182.32 qualifies for community education aid pursuant to section 124D.20 or early childhood and  
 183.1 family education aid pursuant to section 124D.135 shall continue to meet licensure  
 183.2 requirements as a teacher. A person who teaches in a community education course ~~which~~  
 183.3 that is offered for credit for graduation to persons under 18 years of age shall continue to  
 183.4 meet licensure requirements as a teacher.

183.5 (b) A person who teaches a driver training course ~~which that~~ is offered through a  
 183.6 community education program to persons under 18 years of age shall be licensed by the  
 183.7 Professional Educator Licensing and Standards Board or be subject to section 171.35. A  
 183.8 license ~~which that~~ is required for an instructor in a community education program pursuant  
 183.9 to this subdivision paragraph shall not be construed to bring an individual within the  
 183.10 definition of a teacher for purposes of section 122A.40, subdivision 1, or 122A.41,  
 183.11 subdivision 1, ~~clause paragraph~~ (a).

183.12 **EFFECTIVE DATE.** This section is effective for the 2023-2024 school year and later.

183.13 Sec. 45. Minnesota Statutes 2022, section 122A.40, subdivision 3, is amended to read:

183.14 Subd. 3. **Hiring, dismissing.** (a) School boards must hire or dismiss teachers at duly  
 183.15 called meetings. Where a husband and wife, brother and sister, or two brothers or sisters,  
 183.16 constitute a quorum, no contract employing a teacher shall be made or authorized except  
 183.17 upon the unanimous vote of the full board. A teacher related by blood or marriage, within  
 183.18 the fourth degree, computed by the civil law, to a board member shall not be employed  
 183.19 except by a unanimous vote of the full board. The initial employment of the teacher in the  
 183.20 district must be by written contract, signed by the teacher and by the chair and clerk. All  
 183.21 subsequent employment of the teacher in the district must be by written contract, signed by  
 183.22 the teacher and by the chair and clerk, except where there is a master agreement covering  
 183.23 the employment of the teacher. Contracts for teaching or supervision of teaching can be  
 183.24 made only with qualified teachers. A teacher shall not be required to reside within the  
 183.25 employing district as a condition to teaching employment or continued teaching employment.

183.26 (b) A school district must annually report to the Professional Educator Licensing and  
 183.27 Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and

95.26 Sec. 10. Minnesota Statutes 2022, section 122A.26, subdivision 2, is amended to read:

95.27 Subd. 2. **Exceptions.** (a) A person who teaches in a community education program  
 95.28 ~~which that~~ qualifies for aid pursuant to section 124D.52 shall continue to meet licensure  
 95.29 requirements as a teacher. A person who teaches in an early childhood and family education  
 95.30 program ~~which that~~ is offered through a community education program and ~~which that~~  
 95.31 qualifies for community education aid pursuant to section 124D.20 or early childhood and  
 95.32 family education aid pursuant to section 124D.135 shall continue to meet licensure  
 95.33 requirements as a teacher. A person who teaches in a community education course ~~which~~  
 96.1 that is offered for credit for graduation to persons under 18 years of age shall continue to  
 96.2 meet licensure requirements as a teacher.

96.3 (b) A person who teaches a driver training course ~~which that~~ is offered through a  
 96.4 community education program to persons under 18 years of age shall be licensed by the  
 96.5 Professional Educator Licensing and Standards Board or be subject to section 171.35. A  
 96.6 license ~~which that~~ is required for an instructor in a community education program pursuant  
 96.7 to this subdivision paragraph shall not be construed to bring an individual within the  
 96.8 definition of a teacher for purposes of section 122A.40, subdivision 1, or 122A.41,  
 96.9 subdivision 1, ~~clause paragraph~~ (a).

#### UEH2497-1

74.13 Sec. 5. Minnesota Statutes 2022, section 122A.40, subdivision 3, is amended to read:

74.14 Subd. 3. **Hiring, dismissing.** (a) School boards must hire or dismiss teachers at duly  
 74.15 called meetings. Where a husband and wife, brother and sister, or two brothers or sisters,  
 74.16 constitute a quorum, no contract employing a teacher shall be made or authorized except  
 74.17 upon the unanimous vote of the full board. A teacher related by blood or marriage, within  
 74.18 the fourth degree, computed by the civil law, to a board member shall not be employed  
 74.19 except by a unanimous vote of the full board. The initial employment of the teacher in the  
 74.20 district must be by written contract, signed by the teacher and by the chair and clerk. All  
 74.21 subsequent employment of the teacher in the district must be by written contract, signed by  
 74.22 the teacher and by the chair and clerk, except where there is a master agreement covering  
 74.23 the employment of the teacher. Contracts for teaching or supervision of teaching can be  
 74.24 made only with qualified teachers. A teacher shall not be required to reside within the  
 74.25 employing district as a condition to teaching employment or continued teaching employment.

74.26 (b) A school district must annually report to the Professional Educator Licensing and  
 74.27 Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and

183.28 ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence.

183.29 The report must not include data that would personally identify individuals.

183.30 Sec. 46. Minnesota Statutes 2022, section 122A.40, subdivision 5, is amended to read:

183.31 Subd. 5. **Probationary period.** (a) The first three consecutive years of a teacher's first  
 183.32 teaching experience in Minnesota in a single district ~~is~~ **are** deemed to be a probationary  
 183.33 period of employment, and, the probationary period in each district in which the teacher is  
 184.1 thereafter employed shall be one year. The school board must adopt a plan for written  
 184.2 evaluation of teachers during the probationary period that is consistent with subdivision 8.  
 184.3 Evaluation must occur at least three times periodically throughout each school year for a  
 184.4 teacher performing services during that school year; the first evaluation must occur within  
 184.5 the first 90 days of teaching service. Days devoted to parent-teacher conferences, teachers'  
 184.6 workshops, and other staff development opportunities and days on which a teacher is absent  
 184.7 from school must not be included in determining the number of school days on which a  
 184.8 teacher performs services. Except as otherwise provided in paragraph (b), during the  
 184.9 probationary period any annual contract with any teacher may or may not be renewed as  
 184.10 the school board shall see fit. However, the board must give any such teacher whose contract  
 184.11 it declines to renew for the following school year written notice to that effect before July  
 184.12 1. If the teacher requests reasons for any nonrenewal of a teaching contract, the board must  
 184.13 give the teacher its reason in writing, including a statement that appropriate supervision  
 184.14 was furnished describing the nature and the extent of such supervision furnished the teacher  
 184.15 during the employment by the board, within ten days after receiving such request. The  
 184.16 school board may, after a hearing held upon due notice, discharge a teacher during the  
 184.17 probationary period for cause, effective immediately, under section 122A.44.

184.18 (b) A board must discharge a probationary teacher, effective immediately, upon receipt  
 184.19 of notice under section 122A.20, subdivision 1, paragraph (b), that the teacher's license has  
 184.20 been revoked due to a conviction for child abuse or sexual abuse.

184.21 (c) A probationary teacher whose first three years of consecutive employment are  
 184.22 interrupted for active military service and who promptly resumes teaching consistent with  
 184.23 federal reemployment timelines for uniformed service personnel under United States Code,  
 184.24 title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes  
 184.25 of paragraph (a).

184.26 (d) A probationary teacher whose first three years of consecutive employment are  
 184.27 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12  
 184.28 months of when the leave began is considered to have a consecutive teaching experience  
 184.29 for purposes of paragraph (a) if the probationary teacher completes a combined total of  
 184.30 three years of teaching service immediately before and after the leave.

184.31 (e) A probationary teacher must complete at least ~~120~~ **90** days of teaching service each  
 184.32 year during the probationary period. Days devoted to parent-teacher conferences, teachers'  
 184.33 workshops, and other staff development opportunities and days on which a teacher is absent  
 184.34 from school do not count as days of teaching service under this paragraph.

74.28 ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence.

74.29 The report must not include data that would personally identify individuals.

74.30 Sec. 6. Minnesota Statutes 2022, section 122A.40, subdivision 5, is amended to read:

74.31 Subd. 5. **Probationary period.** (a) The first three consecutive years of a teacher's first  
 74.32 teaching experience in Minnesota in a single district ~~is~~ deemed to be a probationary period  
 74.33 of employment, and, the probationary period in each district in which the teacher is thereafter  
 75.1 employed shall be one year. The school board must adopt a plan for written evaluation of  
 75.2 teachers during the probationary period that is consistent with subdivision 8. Evaluation  
 75.3 must occur at least three times periodically throughout each school year for a teacher  
 75.4 performing services during that school year; the first evaluation must occur within the first  
 75.5 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops,  
 75.6 and other staff development opportunities and days on which a teacher is absent from school  
 75.7 must not be included in determining the number of school days on which a teacher performs  
 75.8 services. Except as otherwise provided in paragraph (b), during the probationary period any  
 75.9 annual contract with any teacher may or may not be renewed as the school board shall see  
 75.10 fit. However, the board must give any such teacher whose contract it declines to renew for  
 75.11 the following school year written notice to that effect before July 1. If the teacher requests  
 75.12 reasons for any nonrenewal of a teaching contract, the board must give the teacher its reason  
 75.13 in writing, including a statement that appropriate supervision was furnished describing the  
 75.14 nature and the extent of such supervision furnished the teacher during the employment by  
 75.15 the board, within ten days after receiving such request. The school board may, after a hearing  
 75.16 held upon due notice, discharge a teacher during the probationary period for cause, effective  
 75.17 immediately, under section 122A.44.

75.18 (b) A board must discharge a probationary teacher, effective immediately, upon receipt  
 75.19 of notice under section 122A.20, subdivision 1, paragraph (b), that the teacher's license has  
 75.20 been revoked due to a conviction for child abuse or sexual abuse.

75.21 (c) A probationary teacher whose first three years of consecutive employment are  
 75.22 interrupted for active military service and who promptly resumes teaching consistent with  
 75.23 federal reemployment timelines for uniformed service personnel under United States Code,  
 75.24 title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes  
 75.25 of paragraph (a).

75.26 (d) A probationary teacher whose first three years of consecutive employment are  
 75.27 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12  
 75.28 months of when the leave began is considered to have a consecutive teaching experience  
 75.29 for purposes of paragraph (a) if the probationary teacher completes a combined total of  
 75.30 three years of teaching service immediately before and after the leave.

75.31 (e) A probationary teacher must complete at least **120** days of teaching service each year  
 75.32 during the probationary period. Days devoted to parent-teacher conferences, teachers'  
 75.33 workshops, and other staff development opportunities and days on which a teacher is absent  
 75.34 from school do not count as days of teaching service under this paragraph.

185.1 (f) Notwithstanding any law to the contrary, a teacher who has taught for three  
 185.2 consecutive years in a single school district or charter school in Minnesota or another state  
 185.3 must serve a probationary period of no longer than one year in a Minnesota school district.

185.4 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements  
 185.5 effective July 1, 2023, and thereafter.

183.30 Sec. 46. Minnesota Statutes 2022, section 122A.40, subdivision 5, is amended to read:

183.31 Subd. 5. **Probationary period.** (a) The first three consecutive years of a teacher's first  
 183.32 teaching experience in Minnesota in a single district ~~is~~ **are** deemed to be a probationary  
 183.33 period of employment, and, the probationary period in each district in which the teacher is  
 184.1 thereafter employed shall be one year. The school board must adopt a plan for written  
 184.2 evaluation of teachers during the probationary period that is consistent with subdivision 8.  
 184.3 Evaluation must occur at least three times periodically throughout each school year for a  
 184.4 teacher performing services during that school year; the first evaluation must occur within  
 184.5 the first 90 days of teaching service. Days devoted to parent-teacher conferences, teachers'  
 184.6 workshops, and other staff development opportunities and days on which a teacher is absent  
 184.7 from school must not be included in determining the number of school days on which a  
 184.8 teacher performs services. Except as otherwise provided in paragraph (b), during the  
 184.9 probationary period any annual contract with any teacher may or may not be renewed as  
 184.10 the school board shall see fit. However, the board must give any such teacher whose contract  
 184.11 it declines to renew for the following school year written notice to that effect before July  
 184.12 1. If the teacher requests reasons for any nonrenewal of a teaching contract, the board must  
 184.13 give the teacher its reason in writing, including a statement that appropriate supervision  
 184.14 was furnished describing the nature and the extent of such supervision furnished the teacher  
 184.15 during the employment by the board, within ten days after receiving such request. The  
 184.16 school board may, after a hearing held upon due notice, discharge a teacher during the  
 184.17 probationary period for cause, effective immediately, under section 122A.44.

184.18 (b) A board must discharge a probationary teacher, effective immediately, upon receipt  
 184.19 of notice under section 122A.20, subdivision 1, paragraph (b), that the teacher's license has  
 184.20 been revoked due to a conviction for child abuse or sexual abuse.

184.21 (c) A probationary teacher whose first three years of consecutive employment are  
 184.22 interrupted for active military service and who promptly resumes teaching consistent with  
 184.23 federal reemployment timelines for uniformed service personnel under United States Code,  
 184.24 title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes  
 184.25 of paragraph (a).

184.26 (d) A probationary teacher whose first three years of consecutive employment are  
 184.27 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12  
 184.28 months of when the leave began is considered to have a consecutive teaching experience

76.1 (f) Notwithstanding any law to the contrary, a teacher who has taught for three  
 76.2 consecutive years in a single school district or charter school in Minnesota or another state  
 76.3 must serve a probationary period no longer than one year in a Minnesota school district.

76.4 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements  
 76.5 effective July 1, 2023, and thereafter.

S1311-2

96.10 Sec. 11. Minnesota Statutes 2022, section 122A.40, subdivision 5, is amended to read:

96.11 Subd. 5. **Probationary period.** (a) The first three consecutive years of a teacher's first  
 96.12 teaching experience in Minnesota in a single district ~~is~~ deemed to be a probationary period  
 96.13 of employment, and, the probationary period in each district in which the teacher is thereafter  
 96.14 employed shall be one year. The school board must adopt a plan for written evaluation of  
 96.15 teachers during the probationary period that is consistent with subdivision 8. Evaluation  
 96.16 must occur at least three times periodically throughout each school year for a teacher  
 96.17 performing services during that school year; the first evaluation must occur within the first  
 96.18 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops,  
 96.19 and other staff development opportunities and days on which a teacher is absent from school  
 96.20 must not be included in determining the number of school days on which a teacher performs  
 96.21 services. Except as otherwise provided in paragraph (b), during the probationary period any  
 96.22 annual contract with any teacher may or may not be renewed as the school board shall see  
 96.23 fit. However, the board must give any such teacher whose contract it declines to renew for  
 96.24 the following school year written notice to that effect before July 1. If the teacher requests  
 96.25 reasons for any nonrenewal of a teaching contract, the board must give the teacher its reason  
 96.26 in writing, including a statement that appropriate supervision was furnished describing the  
 96.27 nature and the extent of such supervision furnished the teacher during the employment by  
 96.28 the board, within ten days after receiving such request. The school board may, after a hearing  
 96.29 held upon due notice, discharge a teacher during the probationary period for cause, effective  
 96.30 immediately, under section 122A.44.

96.31 (b) A board must discharge a probationary teacher, effective immediately, upon receipt  
 96.32 of notice under section 122A.20, subdivision 1, paragraph (b), that the teacher's license has  
 96.33 been revoked due to a conviction for child abuse or sexual abuse.

97.1 (c) A probationary teacher whose first three years of consecutive employment are  
 97.2 interrupted for active military service and who promptly resumes teaching consistent with  
 97.3 federal reemployment timelines for uniformed service personnel under United States Code,  
 97.4 title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes  
 97.5 of paragraph (a).

97.6 (d) A probationary teacher whose first three years of consecutive employment are  
 97.7 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12  
 97.8 months of when the leave began is considered to have a consecutive teaching experience

184.29 for purposes of paragraph (a) if the probationary teacher completes a combined total of  
184.30 three years of teaching service immediately before and after the leave.

184.31 (e) A probationary teacher must complete at least ~~20~~ 90 days of teaching service each  
184.32 year during the probationary period. Days devoted to parent-teacher conferences, teachers'  
184.33 workshops, and other staff development opportunities and days on which a teacher is absent  
184.34 from school do not count as days of teaching service under this paragraph.

185.1 (f) Notwithstanding any law to the contrary, a teacher who has taught for three  
185.2 consecutive years in a single school district or charter school in Minnesota or another state  
185.3 must serve a probationary period of no longer than one year in a Minnesota school district.

185.4 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements  
185.5 effective July 1, 2023, and thereafter.

185.6 Sec. 47. Minnesota Statutes 2022, section 122A.40, subdivision 8, is amended to read:

185.7 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**  
185.8 **teachers.** (a) To improve student learning and success, a school board and an exclusive  
185.9 representative of the teachers in the district, consistent with paragraph (b), may develop a  
185.10 teacher evaluation and peer review process for probationary and continuing contract teachers  
185.11 through joint agreement. If a school board and the exclusive representative of the teachers  
185.12 do not agree to an annual teacher evaluation and peer review process, then the school board  
185.13 and the exclusive representative of the teachers must implement the state teacher evaluation  
185.14 plan under paragraph (c). The process must include having trained observers serve as peer  
185.15 coaches or having teachers participate in professional learning communities, consistent with  
185.16 paragraph (b).

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

185.21 (1) must, for probationary teachers, provide for all evaluations required under subdivision  
185.22 5;

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

185.28 (3) must ~~be based on professional teaching standards established in rule~~ include a rubric  
185.29 of performance standards for teacher practice that: (i) is based on professional teaching  
185.30 standards established in rule; (ii) includes culturally responsive methodologies; and (iii)  
185.31 provides common descriptions of effectiveness using at least three levels of performance;

97.9 for purposes of paragraph (a) if the probationary teacher completes a combined total of  
97.10 three years of teaching service immediately before and after the leave.

97.11 (e) A probationary teacher must complete at least ~~20~~ 90 days of teaching service each  
97.12 year during the probationary period. Days devoted to parent-teacher conferences, teachers'  
97.13 workshops, and other staff development opportunities and days on which a teacher is absent  
97.14 from school do not count as days of teaching service under this paragraph.

97.15 Sec. 12. Minnesota Statutes 2022, section 122A.40, subdivision 8, is amended to read:

97.16 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**  
97.17 **teachers.** (a) To improve student learning and success, a school board and an exclusive  
97.18 representative of the teachers in the district, consistent with paragraph (b), may develop a  
97.19 teacher evaluation and peer review process for probationary and continuing contract teachers  
97.20 through joint agreement. If a school board and the exclusive representative of the teachers  
97.21 do not agree to an annual teacher evaluation and peer review process, then the school board  
97.22 and the exclusive representative of the teachers must implement the state teacher evaluation  
97.23 plan under paragraph (c). The process must include having trained observers serve as peer  
97.24 coaches or having teachers participate in professional learning communities, consistent with  
97.25 paragraph (b).

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

97.30 (1) must, for probationary teachers, provide for all evaluations required under subdivision  
97.31 5;

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

98.4 (3) must ~~be based on professional teaching standards established in rule~~ include a rubric  
98.5 of performance standards for teacher practice that: (i) is based on professional teaching  
98.6 standards established in rule; (ii) includes culturally responsive methodologies; and (iii)  
98.7 provides common descriptions of effectiveness using at least three levels of performance;

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

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

186.3 (6) may include job-embedded learning opportunities such as professional learning  
186.4 communities;

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

186.9 (8) must include an option for teachers to develop and present a portfolio demonstrating  
186.10 evidence of reflection and professional growth, consistent with section 122A.187, subdivision  
186.11 3, and include teachers' own performance assessment based on student work samples and  
186.12 examples of teachers' work, which may include video among other activities for the  
186.13 summative evaluation;

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

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

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

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

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

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

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

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

98.12 (6) may include job-embedded learning opportunities such as professional learning  
98.13 communities;

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

98.18 (8) must include an option for teachers to develop and present a portfolio demonstrating  
98.19 evidence of reflection and professional growth, consistent with section 122A.187, subdivision  
98.20 3, and include teachers' own performance assessment based on student work samples and  
98.21 examples of teachers' work, which may include video among other activities for the  
98.22 summative evaluation;

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

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

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

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

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

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

187.4 (c) The department, in consultation with parents who may represent parent organizations  
 187.5 and teacher and administrator representatives appointed by their respective organizations,  
 187.6 representing the Professional Educator Licensing and Standards Board, the Minnesota  
 187.7 Association of School Administrators, the Minnesota School Boards Association, the  
 187.8 Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and  
 187.9 representatives of the Minnesota Assessment Group, the Minnesota Business Partnership,  
 187.10 the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with  
 187.11 research expertise in teacher evaluation, must create and publish a teacher evaluation process  
 187.12 that complies with the requirements in paragraph (b) and applies to all teachers under this  
 187.13 section and section 122A.41 for whom no agreement exists under paragraph (a) for an annual  
 187.14 teacher evaluation and peer review process. The teacher evaluation process created under  
 187.15 this subdivision does not create additional due process rights for probationary teachers under  
 187.16 subdivision 5.

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

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

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

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

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

188.1 Sec. 48. Minnesota Statutes 2022, section 122A.41, subdivision 2, is amended to read:

188.2 Subd. 2. **Probationary period; discharge or demotion.** (a) ~~All teachers in the public~~  
 188.3 ~~schools in cities of the first class during the first three years of consecutive employment~~  
 188.4 ~~shall be deemed to be in a probationary period of employment during which period any~~  
 188.5 ~~annual contract with any teacher may, or may not, be renewed as the school board, after~~  
 188.6 ~~consulting with the peer review committee charged with evaluating the probationary teachers~~  
 188.7 ~~under subdivision 3, shall see fit. The first three consecutive years of a teacher's first teaching~~  
 188.8 ~~experience in Minnesota in a single district are deemed to be a probationary period of~~  
 188.9 ~~employment, and the probationary period in each district in which the teacher is thereafter~~  
 188.10 ~~employed shall be one year. The school site management team or the school board if there~~  
 188.11 ~~is no school site management team, shall adopt a plan for a written evaluation of teachers~~

99.11 (c) The department, in consultation with parents who may represent parent organizations  
 99.12 and teacher and administrator representatives appointed by their respective organizations,  
 99.13 representing the Professional Educator Licensing and Standards Board, the Minnesota  
 99.14 Association of School Administrators, the Minnesota School Boards Association, the  
 99.15 Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and  
 99.16 representatives of the Minnesota Assessment Group, the Minnesota Business Partnership,  
 99.17 the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with  
 99.18 research expertise in teacher evaluation, must create and publish a teacher evaluation process  
 99.19 that complies with the requirements in paragraph (b) and applies to all teachers under this  
 99.20 section and section 122A.41 for whom no agreement exists under paragraph (a) for an annual  
 99.21 teacher evaluation and peer review process. The teacher evaluation process created under  
 99.22 this subdivision does not create additional due process rights for probationary teachers under  
 99.23 subdivision 5.

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

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

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

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

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

100.5 Sec. 13. Minnesota Statutes 2022, section 122A.41, subdivision 2, is amended to read:

100.6 Subd. 2. **Probationary period; discharge or demotion.** (a) ~~All teachers in the public~~  
 100.7 ~~schools in cities of the first class during the first three years of consecutive employment~~  
 100.8 ~~shall be deemed to be in a probationary period of employment during which period any~~  
 100.9 ~~annual contract with any teacher may, or may not, be renewed as the school board, after~~  
 100.10 ~~consulting with the peer review committee charged with evaluating the probationary teachers~~  
 100.11 ~~under subdivision 3, shall see fit. The first three consecutive years of a teacher's first teaching~~  
 100.12 ~~experience in Minnesota in a single district is deemed to be a probationary period of~~  
 100.13 ~~employment, and the probationary period in each district in which the teacher is thereafter~~  
 100.14 ~~employed shall be one year. The school site management team or the school board if there~~  
 100.15 ~~is no school site management team, shall adopt a plan for a written evaluation of teachers~~

188.12 during the probationary period according to subdivisions 3 and 5. Evaluation by the peer  
 188.13 review committee charged with evaluating probationary teachers under subdivision 3 shall  
 188.14 occur at least three times periodically throughout each school year for a teacher performing  
 188.15 services during that school year; the first evaluation must occur within the first 90 days of  
 188.16 teaching service. Days devoted to parent-teacher conferences, teachers' workshops, and  
 188.17 other staff development opportunities and days on which a teacher is absent from school  
 188.18 shall not be included in determining the number of school days on which a teacher performs  
 188.19 services. The school board may, during such probationary period, discharge or demote a  
 188.20 teacher for any of the causes as specified in this code. A written statement of the cause of  
 188.21 such discharge or demotion shall be given to the teacher by the school board at least 30  
 188.22 days before such removal or demotion shall become effective, and the teacher so notified  
 188.23 shall have no right of appeal therefrom.

188.24 (b) A probationary teacher whose first three years of consecutive employment are  
 188.25 interrupted for active military service and who promptly resumes teaching consistent with  
 188.26 federal reemployment timelines for uniformed service personnel under United States Code,  
 188.27 title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes  
 188.28 of paragraph (a).

188.29 (c) A probationary teacher whose first three years of consecutive employment are  
 188.30 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12  
 188.31 months of when the leave began is considered to have a consecutive teaching experience  
 188.32 for purposes of paragraph (a) if the probationary teacher completes a combined total of  
 188.33 three years of teaching service immediately before and after the leave.

188.34 (d) A probationary teacher must complete at least ~~120~~ 90 days of teaching service each  
 188.35 year during the probationary period. Days devoted to parent-teacher conferences, teachers'  
 189.1 workshops, and other staff development opportunities and days on which a teacher is absent  
 189.2 from school do not count as days of teaching service under this paragraph.

189.3 (e) Notwithstanding any law to the contrary, a teacher who has taught for three  
 189.4 consecutive years in a single school district or charter school in Minnesota or another state  
 189.5 must serve a probationary period of no longer than one year in a Minnesota school district.

189.6 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements  
 189.7 effective July 1, 2023, and thereafter.

188.1 Sec. 48. Minnesota Statutes 2022, section 122A.41, subdivision 2, is amended to read:

188.2 Subd. 2. **Probationary period; discharge or demotion.** (a) All teachers in the public  
 188.3 schools in cities of the first class during the first three years of consecutive employment  
 188.4 shall be deemed to be in a probationary period of employment during which period any  
 188.5 annual contract with any teacher may, or may not, be renewed as the school board, after  
 188.6 consulting with the peer review committee charged with evaluating the probationary teachers  
 188.7 under subdivision 3, shall see fit. The first three consecutive years of a teacher's first teaching

100.16 during the probationary period according to subdivisions 3 and 5. Evaluation by the peer  
 100.17 review committee charged with evaluating probationary teachers under subdivision 3 shall  
 100.18 occur at least three times periodically throughout each school year for a teacher performing  
 100.19 services during that school year; the first evaluation must occur within the first 90 days of  
 100.20 teaching service. Days devoted to parent-teacher conferences, teachers' workshops, and  
 100.21 other staff development opportunities and days on which a teacher is absent from school  
 100.22 shall not be included in determining the number of school days on which a teacher performs  
 100.23 services. The school board may, during such probationary period, discharge or demote a  
 100.24 teacher for any of the causes as specified in this code. A written statement of the cause of  
 100.25 such discharge or demotion shall be given to the teacher by the school board at least 30  
 100.26 days before such removal or demotion shall become effective, and the teacher so notified  
 100.27 shall have no right of appeal therefrom.

100.28 (b) A probationary teacher whose first three years of consecutive employment are  
 100.29 interrupted for active military service and who promptly resumes teaching consistent with  
 100.30 federal reemployment timelines for uniformed service personnel under United States Code,  
 100.31 title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes  
 100.32 of paragraph (a).

100.33 (c) A probationary teacher whose first three years of consecutive employment are  
 100.34 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12  
 101.1 months of when the leave began is considered to have a consecutive teaching experience  
 101.2 for purposes of paragraph (a) if the probationary teacher completes a combined total of  
 101.3 three years of teaching service immediately before and after the leave.

101.4 (d) A probationary teacher must complete at least ~~120~~ 90 days of teaching service each  
 101.5 year during the probationary period. Days devoted to parent-teacher conferences, teachers'  
 101.6 workshops, and other staff development opportunities and days on which a teacher is absent  
 101.7 from school do not count as days of teaching service under this paragraph.

#### UEH2497-1

76.6 Sec. 7. Minnesota Statutes 2022, section 122A.41, subdivision 2, is amended to read:

76.7 Subd. 2. **Probationary period; discharge or demotion.** (a) All teachers in the public  
 76.8 schools in cities of the first class during the first three years of consecutive employment  
 76.9 shall be deemed to be in a probationary period of employment during which period any  
 76.10 annual contract with any teacher may, or may not, be renewed as the school board, after  
 76.11 consulting with the peer review committee charged with evaluating the probationary teachers  
 76.12 under subdivision 3, shall see fit. The school site management team or the school board if

188.8 experience in Minnesota in a single district are deemed to be a probationary period of  
 188.9 employment, and the probationary period in each district in which the teacher is thereafter  
 188.10 employed shall be one year. The school site management team or the school board if there  
 188.11 is no school site management team, shall adopt a plan for a written evaluation of teachers  
 188.12 during the probationary period according to subdivisions 3 and 5. Evaluation by the peer  
 188.13 review committee charged with evaluating probationary teachers under subdivision 3 shall  
 188.14 occur at least three times periodically throughout each school year for a teacher performing  
 188.15 services during that school year; the first evaluation must occur within the first 90 days of  
 188.16 teaching service. Days devoted to parent-teacher conferences, teachers' workshops, and  
 188.17 other staff development opportunities and days on which a teacher is absent from school  
 188.18 shall not be included in determining the number of school days on which a teacher performs  
 188.19 services. The school board may, during such probationary period, discharge or demote a  
 188.20 teacher for any of the causes as specified in this code. A written statement of the cause of  
 188.21 such discharge or demotion shall be given to the teacher by the school board at least 30  
 188.22 days before such removal or demotion shall become effective, and the teacher so notified  
 188.23 shall have no right of appeal therefrom.

188.24 (b) A probationary teacher whose first three years of consecutive employment are  
 188.25 interrupted for active military service and who promptly resumes teaching consistent with  
 188.26 federal reemployment timelines for uniformed service personnel under United States Code,  
 188.27 title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes  
 188.28 of paragraph (a).

188.29 (c) A probationary teacher whose first three years of consecutive employment are  
 188.30 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12  
 188.31 months of when the leave began is considered to have a consecutive teaching experience  
 188.32 for purposes of paragraph (a) if the probationary teacher completes a combined total of  
 188.33 three years of teaching service immediately before and after the leave.

188.34 (d) A probationary teacher must complete at least ~~120~~ 90 days of teaching service each  
 188.35 year during the probationary period. Days devoted to parent-teacher conferences, teachers'  
 189.1 workshops, and other staff development opportunities and days on which a teacher is absent  
 189.2 from school do not count as days of teaching service under this paragraph.

189.3 (e) Notwithstanding any law to the contrary, a teacher who has taught for three  
 189.4 consecutive years in a single school district or charter school in Minnesota or another state  
 189.5 must serve a probationary period of no longer than one year in a Minnesota school district.

189.6 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements  
 189.7 effective July 1, 2023, and thereafter.

189.8 Sec. 49. Minnesota Statutes 2022, section 122A.41, subdivision 5, is amended to read:

189.9 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**  
 189.10 **teachers.** (a) To improve student learning and success, a school board and an exclusive

76.13 there is no school site management team, shall adopt a plan for a written evaluation of  
 76.14 teachers during the probationary period according to subdivisions 3 and 5. Evaluation by  
 76.15 the peer review committee charged with evaluating probationary teachers under subdivision  
 76.16 3 shall occur at least three times periodically throughout each school year for a teacher  
 76.17 performing services during that school year; the first evaluation must occur within the first  
 76.18 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops,  
 76.19 and other staff development opportunities and days on which a teacher is absent from school  
 76.20 shall not be included in determining the number of school days on which a teacher performs  
 76.21 services. The school board may, during such probationary period, discharge or demote a  
 76.22 teacher for any of the causes as specified in this code. A written statement of the cause of  
 76.23 such discharge or demotion shall be given to the teacher by the school board at least 30  
 76.24 days before such removal or demotion shall become effective, and the teacher so notified  
 76.25 shall have no right of appeal therefrom.

76.26 (b) A probationary teacher whose first three years of consecutive employment are  
 76.27 interrupted for active military service and who promptly resumes teaching consistent with  
 76.28 federal reemployment timelines for uniformed service personnel under United States Code,  
 76.29 title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes  
 76.30 of paragraph (a).

76.31 (c) A probationary teacher whose first three years of consecutive employment are  
 76.32 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12  
 76.33 months of when the leave began is considered to have a consecutive teaching experience  
 77.1 for purposes of paragraph (a) if the probationary teacher completes a combined total of  
 77.2 three years of teaching service immediately before and after the leave.

77.3 (d) A probationary teacher must complete at least ~~120~~ 90 days of teaching service each year  
 77.4 during the probationary period. Days devoted to parent-teacher conferences, teachers'  
 77.5 workshops, and other staff development opportunities and days on which a teacher is absent  
 77.6 from school do not count as days of teaching service under this paragraph.

77.7 (e) Notwithstanding any law to the contrary, a teacher who has taught for three  
 77.8 consecutive years in a single school district or charter school in Minnesota or another state  
 77.9 must serve a probationary period no longer than one year in a Minnesota school district.

77.10 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements  
 77.11 effective July 1, 2023, and thereafter.

#### S1311-2

101.8 Sec. 14. Minnesota Statutes 2022, section 122A.41, subdivision 5, is amended to read:

101.9 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**  
 101.10 **teachers.** (a) To improve student learning and success, a school board and an exclusive

189.11 representative of the teachers in the district, consistent with paragraph (b), may develop an  
189.12 annual teacher evaluation and peer review process for probationary and nonprobationary  
189.13 teachers through joint agreement. If a school board and the exclusive representative of the  
189.14 teachers in the district do not agree to an annual teacher evaluation and peer review process,  
189.15 then the school board and the exclusive representative of the teachers must implement the  
189.16 state teacher evaluation plan developed under paragraph (c). The process must include  
189.17 having trained observers serve as peer coaches or having teachers participate in professional  
189.18 learning communities, consistent with paragraph (b).

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

189.23 (1) must, for probationary teachers, provide for all evaluations required under subdivision  
189.24 2;

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

189.29 (3) ~~must be based on professional teaching standards established in rule~~ include a rubric  
189.30 ~~of performance standards for teacher practice that: (i) is based on professional teaching~~  
189.31 ~~standards established in rule; (ii) includes culturally responsive methodologies; and (iii)~~  
189.32 ~~provides common descriptions of effectiveness using at least three levels of performance;~~

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

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

190.5 (6) may include job-embedded learning opportunities such as professional learning  
190.6 communities;

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

190.11 (8) must include an option for teachers to develop and present a portfolio demonstrating  
190.12 evidence of reflection and professional growth, consistent with section 122A.187, subdivision  
190.13 3, and include teachers' own performance assessment based on student work samples and  
190.14 examples of teachers' work, which may include video among other activities for the  
190.15 summative evaluation;

101.11 representative of the teachers in the district, consistent with paragraph (b), may develop an  
101.12 annual teacher evaluation and peer review process for probationary and nonprobationary  
101.13 teachers through joint agreement. If a school board and the exclusive representative of the  
101.14 teachers in the district do not agree to an annual teacher evaluation and peer review process,  
101.15 then the school board and the exclusive representative of the teachers must implement the  
101.16 state teacher evaluation plan developed under paragraph (c). The process must include  
101.17 having trained observers serve as peer coaches or having teachers participate in professional  
101.18 learning communities, consistent with paragraph (b).

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

101.23 (1) must, for probationary teachers, provide for all evaluations required under subdivision  
101.24 2;

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

101.29 (3) ~~must be based on professional teaching standards established in rule~~ include a rubric  
101.30 ~~of performance standards for teacher practice that: (i) is based on professional teaching~~  
101.31 ~~standards established in rule; (ii) includes culturally responsive methodologies; and (iii)~~  
101.32 ~~provides common descriptions of effectiveness using at least three levels of performance;~~

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

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

102.5 (6) may include job-embedded learning opportunities such as professional learning  
102.6 communities;

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

102.11 (8) must include an option for teachers to develop and present a portfolio demonstrating  
102.12 evidence of reflection and professional growth, consistent with section 122A.187, subdivision  
102.13 3, and include teachers' own performance assessment based on student work samples and  
102.14 examples of teachers' work, which may include video among other activities for the  
102.15 summative evaluation;

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

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

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

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

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

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

191.4 (c) The department, in consultation with parents who may represent parent organizations  
191.5 and teacher and administrator representatives appointed by their respective organizations,  
191.6 representing the Professional Educator Licensing and Standards Board, the Minnesota  
191.7 Association of School Administrators, the Minnesota School Boards Association, the  
191.8 Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and  
191.9 representatives of the Minnesota Assessment Group, the Minnesota Business Partnership,  
191.10 the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with  
191.11 research expertise in teacher evaluation, must create and publish a teacher evaluation process  
191.12 that complies with the requirements in paragraph (b) and applies to all teachers under this  
191.13 section and section 122A.40 for whom no agreement exists under paragraph (a) for an annual  
191.14 teacher evaluation and peer review process. The teacher evaluation process created under  
191.15 this subdivision does not create additional due process rights for probationary teachers under  
191.16 subdivision 2.

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

191.18 (1) for students in kindergarten through grade 4, a school administrator must not place  
191.19 or approve the placement of a student in the classroom of a teacher who is in the improvement  
191.20 process referenced in paragraph (b), clause (12), or has not had a summative evaluation if,  
191.21 in the prior year, that student was in the classroom of a teacher who received discipline

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

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

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

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

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

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

103.4 (c) The department, in consultation with parents who may represent parent organizations  
103.5 and teacher and administrator representatives appointed by their respective organizations,  
103.6 representing the Professional Educator Licensing and Standards Board, the Minnesota  
103.7 Association of School Administrators, the Minnesota School Boards Association, the  
103.8 Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and  
103.9 representatives of the Minnesota Assessment Group, the Minnesota Business Partnership,  
103.10 the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with  
103.11 research expertise in teacher evaluation, must create and publish a teacher evaluation process  
103.12 that complies with the requirements in paragraph (b) and applies to all teachers under this  
103.13 section and section 122A.40 for whom no agreement exists under paragraph (a) for an annual  
103.14 teacher evaluation and peer review process. The teacher evaluation process created under  
103.15 this subdivision does not create additional due process rights for probationary teachers under  
103.16 subdivision 2.

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

103.18 (1) for students in kindergarten through grade 4, a school administrator must not place  
103.19 or approve the placement of a student in the classroom of a teacher who is in the improvement  
103.20 process referenced in paragraph (b), clause (12), or has not had a summative evaluation if,  
103.21 in the prior year, that student was in the classroom of a teacher who received discipline

191.22 pursuant to paragraph (b), clause (13), unless no other teacher at the school teaches that  
 191.23 grade; and

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

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

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

192.1 Sec. 50. Minnesota Statutes 2022, section 122A.41, is amended by adding a subdivision  
 192.2 to read:

192.3 **Subd. 16. Reporting of hires and terminations.** A school district must annually report  
 192.4 to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and  
 192.5 terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher  
 192.6 resignations and requested leaves of absence. The report must not include data that would  
 192.7 personally identify individuals.

192.8 Sec. 51. Minnesota Statutes 2022, section 122A.415, subdivision 4, is amended to read:

192.9 **Subd. 4. Basic alternative teacher compensation aid.** (a) The basic alternative teacher  
 192.10 compensation aid for a school with a plan approved under section 122A.414, subdivision  
 192.11 2b, equals 65 percent of the alternative teacher compensation revenue under subdivision 1.  
 192.12 The basic alternative teacher compensation aid for a charter school with a plan approved  
 192.13 under section 122A.414, subdivisions 2a and 2b, equals \$260 times the number of pupils  
 192.14 enrolled in the school on October 1 of the previous year, or on October 1 of the current year  
 192.15 for a charter school in the first year of operation, times the ratio of the sum of the alternative  
 192.16 teacher compensation aid and alternative teacher compensation levy for all participating  
 192.17 school districts to the maximum alternative teacher compensation revenue for those districts  
 192.18 under subdivision 1.

192.19 (b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative  
 192.20 teacher compensation aid entitlement must not exceed ~~\$75,840,000 for fiscal year 2016 and~~  
 192.21 ~~\$88,118,000 for fiscal year 2017 2023; \$88,461,000 for fiscal year 2024; \$88,461,000 for~~  
 192.22 ~~fiscal year 2025; \$89,570,000 for fiscal year 2026; and \$89,689,000 for fiscal year 2027~~  
 192.23 and later. The commissioner must limit the amount of alternative teacher compensation aid  
 192.24 approved under this section so as not to exceed these limits by not approving new participants  
 192.25 or by prorating the aid among participating districts, intermediate school districts, school  
 192.26 sites, and charter schools. The commissioner may also reallocate a portion of the allowable

103.22 pursuant to paragraph (b), clause (13), unless no other teacher at the school teaches that  
 103.23 grade; and

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

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

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

UEH2497-1

77.12 Sec. 8. Minnesota Statutes 2022, section 122A.41, is amended by adding a subdivision to  
 77.13 read:

77.14 **Subd. 16. Reporting of hires and terminations.** A school district must annually report  
 77.15 to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and  
 77.16 terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher  
 77.17 resignations and requested leaves of absence. The report must not include data that would  
 77.18 personally identify individuals.

77.19 Sec. 9. Minnesota Statutes 2022, section 122A.415, subdivision 4, is amended to read:

77.20 **Subd. 4. Basic alternative teacher compensation aid.** (a) The basic alternative teacher  
 77.21 compensation aid for a school with a plan approved under section 122A.414, subdivision  
 77.22 2b, equals 65 percent of the alternative teacher compensation revenue under subdivision 1.  
 77.23 The basic alternative teacher compensation aid for a charter school with a plan approved  
 77.24 under section 122A.414, subdivisions 2a and 2b, equals \$260 times the number of pupils  
 77.25 enrolled in the school on October 1 of the previous year, or on October 1 of the current year  
 77.26 for a charter school in the first year of operation, times the ratio of the sum of the alternative  
 77.27 teacher compensation aid and alternative teacher compensation levy for all participating  
 77.28 school districts to the maximum alternative teacher compensation revenue for those districts  
 77.29 under subdivision 1.

77.30 (b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative  
 77.31 teacher compensation aid entitlement must not exceed ~~\$75,840,000 for fiscal year 2016 and~~  
 77.32 ~~\$88,118,000 for fiscal year 2017 2023; \$88,466,000 for fiscal year 2024; \$88,426,000 for~~  
 78.1 ~~fiscal year 2025; \$88,244,000 for fiscal year 2026; and \$87,940,000 for fiscal year 2027~~  
 78.2 and later. The commissioner must limit the amount of alternative teacher compensation aid  
 78.3 approved under this section so as not to exceed these limits by not approving new participants  
 78.4 or by prorating the aid among participating districts, intermediate school districts, school  
 78.5 sites, and charter schools. The commissioner may also reallocate a portion of the allowable

192.27 aid for the biennium from the second year to the first year to meet the needs of approved  
192.28 participants.

192.29 (c) Basic alternative teacher compensation aid for an intermediate district or other  
192.30 cooperative unit equals \$3,000 times the number of licensed teachers employed by the  
192.31 intermediate district or cooperative unit on October 1 of the previous school year.

193.1 Sec. 52. [122A.441] SHORT-CALL SUBSTITUTE TEACHER PILOT PROGRAM.

193.2 (a) A school district or charter school and applicant may jointly request the Professional  
193.3 Educator Licensing and Standards Board approve an application for a short-call substitute  
193.4 teaching license. The application information must sufficiently demonstrate the following:

193.5 (1) the applicant:

193.6 (i) holds a minimum of an associate's degree or equivalent and has or will receive  
193.7 substitute training from the school district or charter school; or

193.8 (ii) holds a minimum of a high school diploma or equivalent and has been employed as  
193.9 an education support personnel or paraprofessional within the district or charter school for  
193.10 at least one academic year; and

193.11 (2) the school district or charter school has requested a background check in accordance  
193.12 with section 123B.03.

193.13 (b) The Professional Educator Licensing and Standards Board may issue a temporary  
193.14 teaching license pending a background check under section 122A.18, subdivision 8, and  
193.15 may immediately suspend or revoke the license upon receiving background check  
193.16 information. An applicant submitting an application for a short-call substitute teaching  
193.17 license in accordance with section 122A.18, subdivision 7a, paragraph (a), must not be  
193.18 required to complete a joint application with a district and must not be issued a license  
193.19 pending a background check under section 122A.18, subdivision 8.

193.20 (c) The board may prioritize short-call substitute teaching license applications to expedite  
193.21 the review process.

193.22 (d) A school district or charter school must provide a substitute teacher who receives a  
193.23 substitute teaching license through the pilot program with substitute teacher training. The  
193.24 board may remove a school district or charter school from the pilot program for failure to  
193.25 provide the required training.

193.26 (e) A school district or charter school must not require an employee to apply for a  
193.27 substitute teaching license, or retaliate against an employee that does not apply for a substitute  
193.28 teaching license under the pilot program.

78.6 aid for the biennium from the second year to the first year to meet the needs of approved  
78.7 participants.

78.8 (c) Basic alternative teacher compensation aid for an intermediate district or other  
78.9 cooperative unit equals \$3,000 times the number of licensed teachers employed by the  
78.10 intermediate district or cooperative unit on October 1 of the previous school year.

193.29 (f) A school district or charter school must compensate an employee working as a  
 193.30 short-call substitute teacher under the pilot program with the greater of \$200 per day or the  
 193.31 employee's regular rate of pay.

194.1 **EFFECTIVE DATE.** This section is effective for the 2023-2024 and 2024-2025 school  
 194.2 years only.

194.3 Sec. 53. Minnesota Statutes 2022, section 122A.59, is amended to read:

194.4 **122A.59 COME TEACH IN MINNESOTA HIRING BONUSES.**

194.5 Subdivision 1. **Purpose.** This section establishes a program to support districts and  
 194.6 schools recruiting and offering hiring bonuses for ~~licensed~~ teachers who are American  
 194.7 Indian or a person of color from another state or country in order to meet staffing needs in  
 194.8 shortage areas in ~~economic development regions~~ in Minnesota.

194.9 Subd. 2. **Eligibility.** A district or school must verify that the hiring bonus is given to  
 194.10 ~~teachers licensed in persons from another state or country~~ who:

194.11 (1) ~~immediately~~ qualify for a Tier ~~3~~ or Tier 4 ~~2~~ or higher Minnesota license;

194.12 (2) have moved to ~~the economic development region in Minnesota where they were~~  
 194.13 ~~hired~~; and

194.14 (3) belong to a racial or ethnic group that is underrepresented among teachers compared  
 194.15 to students in the district or school under section 120B.35, subdivision 3, paragraph (b),  
 194.16 clause (2).

194.17 Subd. 3. **Bonus amount.** A district or school may offer a ~~signing hiring~~ and retention  
 194.18 bonus of a minimum of ~~\$2,500~~ \$4,000 and a maximum of ~~\$5,000~~ \$8,000 to a teacher who  
 194.19 meets the eligibility requirements. A teacher who meets the eligibility requirements and  
 194.20 meets a licensure shortage area in the economic development region of the state where the  
 194.21 school is located may be offered a ~~signing hiring~~ bonus of a minimum of ~~\$4,000~~ \$5,000  
 194.22 and a maximum of ~~\$8,000~~ \$10,000. A teacher must be paid half of the bonus when starting  
 194.23 employment and half after completing four years of service in the hiring district or school  
 194.24 if the teacher has demonstrated teaching effectiveness and is not on a professional  
 194.25 improvement plan under section 122A.40, subdivision 8, paragraph (b), clause (12) or (13),  
 194.26 or section 122A.41, subdivision 5, paragraph (b), clause (12) or (13), or is not being  
 194.27 considered for termination for a reason listed in section 122A.40, subdivision 9, including  
 194.28 a teacher hired by a school district located in a city of the first class. A teacher who does  
 194.29 not complete their first school year upon receiving a hiring bonus must repay the hiring  
 194.30 bonus. A teacher must have a Tier 3 or Tier 4 Minnesota teaching license to qualify for the  
 194.31 second half of the bonus. A district must prorate the second half of the bonus if the eligible  
 194.32 teacher is nonrenewed due to reasons not having to do with teaching effectiveness or  
 194.33 misconduct.

195.1 Subd. 4. **Administration.** (a) The commissioner must establish a process for districts  
 195.2 or schools to seek reimbursement for hiring bonuses given to teachers in shortage areas

78.11 Sec. 10. Minnesota Statutes 2022, section 122A.59, is amended to read:

78.12 **122A.59 COME TEACH IN MINNESOTA HIRING BONUSES.**

78.13 Subdivision 1. **Purpose.** This section establishes a program to support districts and  
 78.14 schools recruiting and offering hiring bonuses for ~~licensed~~ teachers who are American  
 78.15 Indian or a person of color from another state or country in order to meet staffing needs in  
 78.16 shortage areas in ~~economic development regions~~ in Minnesota.

78.17 Subd. 2. **Eligibility.** A district or school must verify that the hiring bonus is given to  
 78.18 ~~teachers licensed in persons from another state or country~~ who:

78.19 (1) ~~immediately~~ qualify for a Tier ~~3~~ or Tier 4 ~~2~~ or higher Minnesota license;

78.20 (2) have moved to ~~the economic development region in Minnesota where they were~~  
 78.21 ~~hired~~; and

78.22 (3) belong to a racial or ethnic group that is underrepresented among teachers compared  
 78.23 to students in the district or school under section 120B.35, subdivision 3, paragraph (b),  
 78.24 clause (2).

78.25 Subd. 3. **Bonus amount.** A district or school may offer a ~~signing hiring~~ and retention  
 78.26 bonus of a minimum of ~~\$2,500~~ \$4,000 and a maximum of ~~\$5,000~~ \$8,000 to a teacher who  
 78.27 meets the eligibility requirements. A teacher who meets the eligibility requirements and  
 78.28 meets a licensure shortage area in the economic development region of the state where the  
 78.29 school is located may be offered a ~~signing hiring~~ bonus of a minimum of ~~\$4,000~~ \$5,000  
 78.30 and a maximum of ~~\$8,000~~ \$10,000. A teacher must be paid half of the bonus when starting  
 78.31 employment and half after completing four years of service in the hiring district or school  
 78.32 if the teacher has demonstrated teaching effectiveness and is not on a professional  
 78.33 improvement plan under section 122A.40, subdivision 8, paragraph (b), clause (12) or (13),  
 79.1 or section 122A.41, subdivision 5, paragraph (b), clause (12) or (13), or is not being  
 79.2 considered for termination for a reason listed in section 122A.40, subdivision 9, including  
 79.3 a teacher hired by a school district located in a city of the first class. A teacher who does  
 79.4 not complete their first school year upon receiving a hiring bonus must repay the hiring  
 79.5 bonus. A teacher must have a Tier 3 or Tier 4 Minnesota teaching license to qualify for the  
 79.6 second half of the bonus. A district must prorate the second half of the bonus if the eligible  
 79.7 teacher is nonrenewed due to reasons not having to do with teaching effectiveness or  
 79.8 misconduct.

79.9 Subd. 4. **Administration.** (a) The commissioner must establish a process for districts  
 79.10 or schools to seek reimbursement for hiring bonuses given to teachers in shortage areas

195.3 moving to and working in Minnesota schools experiencing specific shortages. The  
 195.4 commissioner must provide guidance for districts to seek repayment of a hiring bonus from  
 195.5 a teacher who does not complete the first year of employment. The department may conduct  
 195.6 a pilot program with a small number of teachers during the 2022-2023 biennium to establish  
 195.7 feasibility. The department must submit a report by December 1, 2022, to the chairs and  
 195.8 ranking minority members of the legislative committees with jurisdiction over kindergarten  
 195.9 through grade 12 education detailing the effectiveness of the program and recommendations  
 195.10 for improvement in future years.

195.11 (b) The commissioner may award participating districts and schools additional funds to  
 195.12 administer the program, including out-of-state recruiting efforts and retention activities.  
 195.13 The commissioner may allow participating districts and schools to reserve up to five percent  
 195.14 of Come Teach in Minnesota funding to administer the program, including for out-of-state  
 195.15 recruiting efforts and retention activities.

195.16 Subd. 5. **Come Teach in Minnesota Hiring Bonus program account.** (a) An account  
 195.17 is established in the special revenue fund known as the "Come Teach in Minnesota Hiring  
 195.18 Bonus program account."

195.19 (b) Funds appropriated for the Come Teach in Minnesota Hiring Bonus program under  
 195.20 this section must be transferred to the Come Teach in Minnesota Hiring Bonus program  
 195.21 account in the special revenue fund.

195.22 (c) Money in the account is annually appropriated to the commissioner for hiring bonuses  
 195.23 under this section. Any returned funds are available to be regranted.

195.24 (d) Up to \$35,000 annually is appropriated to the commissioner for costs associated with  
 195.25 developing and administering the program under this section.

195.26 **EFFECTIVE DATE.** The amendment to subdivision 2 is effective retroactively from  
 195.27 July 1, 2022. The amendments to subdivisions 1, 3, and 4 are effective the day following  
 195.28 final enactment.

195.29 Sec. 54. **[122A.631] SUPPORTING HERITAGE LANGUAGE AND CULTURE**  
 195.30 **TEACHERS.**

195.31 Subdivision 1. **Purpose.** The purpose of this section is to increase the number of heritage  
 195.32 language and culture teachers in Minnesota.

196.1 Subd. 2. **Definitions.** "Heritage language and culture teachers" means teachers with a  
 196.2 connection to a community's language and culture who use this connection to support  
 196.3 students as they learn academic content or the language and culture of that particular  
 196.4 community.

196.5 Subd. 3. **Eligibility.** Applicants for the heritage language and culture licensure pathway  
 196.6 program must:

79.11 moving to and working in Minnesota schools experiencing specific shortages. The  
 79.12 commissioner must provide guidance for districts to seek repayment of a hiring bonus from  
 79.13 a teacher who does not complete the first year of employment. The department may conduct  
 79.14 a pilot program with a small number of teachers during the 2022-2023 biennium to establish  
 79.15 feasibility. The department must submit a report by December 1, 2022, to the chairs and  
 79.16 ranking minority members of the legislative committees with jurisdiction over kindergarten  
 79.17 through grade 12 education detailing the effectiveness of the program and recommendations  
 79.18 for improvement in future years.

79.19 (b) The commissioner may award participating districts and schools additional funds to  
 79.20 administer the program, including out-of-state recruiting efforts and retention activities.  
 79.21 The commissioner may allow participating districts and schools to reserve up to five percent  
 79.22 of Come Teach in Minnesota funding to administer the program, including for out-of-state  
 79.23 recruiting efforts and retention activities.

79.24 Subd. 5. **Come Teach in Minnesota Hiring Bonus program account.** (a) An account  
 79.25 is established in the special revenue fund known as the "Come Teach in Minnesota Hiring  
 79.26 Bonus program account."

79.27 (b) Funds appropriated for the Come Teach in Minnesota Hiring Bonus program under  
 79.28 this section must be transferred to the Come Teach in Minnesota Hiring Bonus program  
 79.29 account in the special revenue fund.

79.30 (c) Money in the account is annually appropriated to the commissioner for hiring bonuses  
 79.31 under this section. Any returned funds are available to be regranted.

79.32 (d) Up to \$35,000 annually is appropriated to the commissioner for costs associated with  
 79.33 developing and administering the program under this section.

80.1 **EFFECTIVE DATE.** The amendment to subdivision 2 is effective retroactively from  
 80.2 July 1, 2022. The amendments to subdivisions 1, 3, and 4 are effective the day following  
 80.3 final enactment.

80.4 Sec. 11. **[122A.631] SUPPORTING HERITAGE LANGUAGE AND CULTURE**  
 80.5 **TEACHERS.**

80.6 Subdivision 1. **Purpose.** The purpose of this section is to increase the number of heritage  
 80.7 language and culture teachers in Minnesota.

80.8 Subd. 2. **Definitions.** "Heritage language and culture teachers" means teachers with a  
 80.9 connection to a community's language and culture who use this connection to support  
 80.10 students as they learn academic content or the language and culture of that particular  
 80.11 community.

80.12 Subd. 3. **Eligibility.** Applicants for the heritage language and culture licensure pathway  
 80.13 program must:

196.7 (1) hold a current license issued by the Professional Educator Licensing and Standards  
 196.8 Board or meet the criteria for licensure in 122A.181; and

196.9 (2) seek initial, dual, or additional licensure in a heritage language.

196.10 **Subd. 4. Heritage language and culture teacher licensure pathway program.** (a) The  
 196.11 Professional Educator Licensing and Standards Board shall develop a program to support  
 196.12 initial and additional licensure for heritage language and culture teachers. The program  
 196.13 must include:

196.14 (1) a yearlong mentorship program;

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

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

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

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

196.21 (b) For applicants seeking an initial license in a world language and culture, the applicant  
 196.22 must demonstrate meeting the standards of effective practice in Minnesota Rules, part  
 196.23 8710.2000 and content-specific pedagogical standards in Minnesota Rules, part 8710.4950,  
 196.24 through the portfolio process.

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

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

197.1 **Subd. 5. Heritage language and culture educators seeking a world language**  
 197.2 **license.** Heritage language and culture teachers seeking a world language and culture license  
 197.3 pursuant to Minnesota Rules, part 8710.4950, who demonstrate proficiency through one of  
 197.4 the following may use this proficiency to evidence meeting the required content-specific  
 197.5 world language and culture standards, which do not include content-specific pedagogical  
 197.6 standards, for licensure in their heritage language:

197.7 (1) passing a board-adopted assessment;

197.8 (2) holding a certificate to serve as a translator or interpreter; or

80.14 (1) hold a current license issued by the Professional Educator Licensing and Standards  
 80.15 Board or meet the criteria for licensure in 122A.181; and

80.16 (2) seek initial, dual, or additional licensure in a heritage language.

80.17 **Subd. 4. Heritage language and culture teacher licensure pathway program.** (a) The  
 80.18 Professional Educator Licensing and Standards Board shall develop a program to support  
 80.19 initial and additional licensure for heritage language and culture teachers. The program  
 80.20 must include:

80.21 (1) a yearlong mentorship program;

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

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

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

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

80.28 (b) For applicants seeking an initial license in a world language and culture, the applicant  
 80.29 must demonstrate meeting the standards of effective practice in Minnesota Rules, part  
 80.30 8710.2000 and content-specific pedagogical standards in Minnesota Rules, part 8710.4950,  
 80.31 through the portfolio process.

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

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

81.8 **Subd. 5. Heritage language and culture educators seeking a world language**  
 81.9 **license.** Heritage language and culture teachers seeking a world language and culture license  
 81.10 pursuant to Minnesota Rules, part 8710.4950, who demonstrate proficiency through one of  
 81.11 the following may use this proficiency to evidence meeting the required content-specific  
 81.12 world language and culture standards, which do not include content-specific pedagogical  
 81.13 standards, for licensure in their heritage language:

81.14 (1) passing a board-adopted assessment;

81.15 (2) holding a certificate to serve as a translator or interpreter; or

197.9 (3) completing an undergraduate or postbaccalaureate degree from an accredited  
 197.10 university where the majority of coursework was taught via the non-English instructional  
 197.11 language.

197.12 Sec. 55. Minnesota Statutes 2022, section 122A.635, is amended to read:

197.13 **122A.635 COLLABORATIVE URBAN AND GREATER MINNESOTA**  
 197.14 **EDUCATORS OF COLOR GRANT PROGRAM.**

197.15 Subdivision 1. **Establishment.** The Professional Educator Licensing and Standards  
 197.16 Board must award competitive grants to increase the number of teacher candidates who are  
 197.17 of color or who are American Indian, complete teacher preparation programs, and meet the  
 197.18 requirements for a Tier 3 license under section 122A.183. Eligibility for a grant under this  
 197.19 section is limited to public or private higher education institutions that offer a teacher  
 197.20 preparation program approved by the Professional Educator Licensing and Standards Board.

197.21 Subd. 2. **Competitive grants.** (a) The Professional Educator Licensing and Standards  
 197.22 Board must award competitive grants to a variety of higher education institution types under  
 197.23 this section. The board must require an applicant institution to submit a plan describing how  
 197.24 it would use grant funds to increase the number of teachers who are of color or who are  
 197.25 American Indian, and must award grants based on the following criteria, listed in descending  
 197.26 order of priority:

197.27 ~~(1) the number of teacher candidates being supported in the program who are of color~~  
 197.28 ~~or who are American Indian;~~

197.29 ~~(2) (1) program outcomes, including graduation or program completion rates; and~~  
 197.30 ~~licensure recommendation rates, and placement rates for candidates who are of color or~~  
 197.31 ~~who are American Indian compared to all candidates enrolled in a teacher preparation~~  
 197.32 ~~program at the institution and, for each outcome measure, the number of those teacher~~  
 197.33 ~~candidates who are of color or who are American Indian; and~~

198.1 ~~(3) the percent of racially and ethnically diverse teacher candidates enrolled in the~~  
 198.2 ~~institution compared to;~~

198.3 ~~(i) the total percent of students of color and American Indian students enrolled at the~~  
 198.4 ~~institution, regardless of major; and~~

198.5 ~~(ii) the percent of underrepresented racially and ethnically diverse teachers in the~~  
 198.6 ~~economic development region of the state where the institution is located and where a~~  
 198.7 ~~shortage of diverse teachers exists, as reported under section 122A.091, subdivision 5.~~

198.8 (2) the extent to which an institution's plan is clear in describing how the institution  
 198.9 would use grant funds for implementing explicit research-based practices to provide  
 198.10 programmatic support to teacher candidates who are of color or who are American Indian.  
 198.11 Plans for grant funds may include:

81.16 (3) completing an undergraduate or postbaccalaureate degree from an accredited  
 81.17 university where the majority of coursework was taught via the non-English instructional  
 81.18 language.

81.19 Sec. 12. Minnesota Statutes 2022, section 122A.635, is amended to read:

81.20 **122A.635 COLLABORATIVE URBAN AND GREATER MINNESOTA**  
 81.21 **EDUCATORS OF COLOR GRANT PROGRAM.**

81.22 Subdivision 1. **Establishment.** The Professional Educator Licensing and Standards  
 81.23 Board must award competitive grants to increase the number of teacher candidates who are  
 81.24 of color or who are American Indian, complete teacher preparation programs, and meet the  
 81.25 requirements for a Tier 3 license under section 122A.183. Eligibility for a grant under this  
 81.26 section is limited to public or private higher education institutions that offer a teacher  
 81.27 preparation program approved by the Professional Educator Licensing and Standards Board.

81.28 Subd. 2. **Competitive grants.** (a) The Professional Educator Licensing and Standards  
 81.29 Board must award competitive grants to a variety of higher education institution types under  
 81.30 this section. The board must require an applicant institution to submit a plan describing how  
 81.31 it would use grant funds to increase the number of teachers who are of color or who are  
 81.32 American Indian, and must award grants based on the following criteria, listed in descending  
 81.33 order of priority:

82.1 ~~(1) the number of teacher candidates being supported in the program who are of color~~  
 82.2 ~~or who are American Indian;~~

82.3 ~~(2) (1) program outcomes, including graduation or program completion rates; and~~  
 82.4 ~~licensure recommendation rates, and placement rates for candidates who are of color or~~  
 82.5 ~~who are American Indian compared to all candidates enrolled in a teacher preparation~~  
 82.6 ~~program at the institution and, for each outcome measure, the number of those teacher~~  
 82.7 ~~candidates who are of color or who are American Indian; and~~

82.8 ~~(3) the percent of racially and ethnically diverse teacher candidates enrolled in the~~  
 82.9 ~~institution compared to;~~

82.10 ~~(i) the total percent of students of color and American Indian students enrolled at the~~  
 82.11 ~~institution, regardless of major; and~~

82.12 ~~(ii) the percent of underrepresented racially and ethnically diverse teachers in the~~  
 82.13 ~~economic development region of the state where the institution is located and where a~~  
 82.14 ~~shortage of diverse teachers exists, as reported under section 122A.091, subdivision 5.~~

82.15 (2) the extent to which an institution's plan is clear in describing how the institution  
 82.16 would use grant funds for implementing explicit research-based practices to provide  
 82.17 programmatic support to teacher candidates who are of color or who are American Indian.  
 82.18 Plans for grant funds may include:

198.12 (i) recruiting more racially and ethnically diverse candidates for admission to teacher  
 198.13 preparation programs;

198.14 (ii) providing differentiated advising, mentoring, or other supportive community-building  
 198.15 activities in addition to what the institution provides to all candidates enrolled in the  
 198.16 institution;

198.17 (iii) providing academic tutoring or support to help teacher candidates pass required  
 198.18 assessments; and

198.19 (iv) providing for program staffing expenses;

198.20 (3) an institution's plan to provide direct financial assistance as scholarships or stipends  
 198.21 within the allowable dollar range determined by the board under subdivision 3, paragraph  
 198.22 (b), to teacher candidates who are of color or who are American Indian;

198.23 ~~(b) The board must give priority in awarding grants under this section to institutions that~~  
 198.24 ~~received grants under Laws 2017, First Special Session chapter 5, article 2, section 57,~~  
 198.25 ~~subdivision 27, and have demonstrated continuing success at recruiting, retaining, graduating,~~  
 198.26 ~~and inducting (4) whether the institution has previously received a competitive grant under~~  
 198.27 ~~this section and has demonstrated positive outcomes from the use of grant funds for efforts~~  
 198.28 ~~helping teacher candidates who are of color or who are American Indian; to enroll in and~~  
 198.29 ~~successfully complete teacher preparation programs and be recommended for licensure;~~

198.30 (5) geographic diversity among the institutions. In order to expand the number of grant  
 198.31 recipients throughout the state, whenever there is at least a 20 percent increase in the base  
 198.32 appropriation for this grant program, the board must prioritize awarding grants to institutions  
 198.33 outside of the Twin Cities metropolitan area. If the board awards a competitive grant based  
 199.1 on the criteria in paragraph (a) to a program that has not previously received funding, the  
 199.2 board must thereafter give priority to the program equivalent to other programs given priority  
 199.3 under this paragraph, that have received grants and demonstrated positive outcomes; and

199.4 (6) the percentage of racially and ethnically diverse teacher candidates enrolled in the  
 199.5 institution compared to:

199.6 (i) the aggregate percentage of students of color and American Indian students enrolled  
 199.7 in the institution, regardless of major; and

199.8 (ii) the percentage of underrepresented racially and ethnically diverse teachers in the  
 199.9 economic development region of the state where the institution is located and where a  
 199.10 shortage of diverse teachers exists, as reported under section 122A.091, subdivision 5.

199.11 (b) The board must not penalize an applicant institution in the grant review process for  
 199.12 using grant funds only to provide direct financial support to teacher candidates if that is the  
 199.13 institution's priority and the institution uses other resources to provide programmatic support  
 199.14 to candidates.

82.19 (i) recruiting more racially and ethnically diverse candidates for admission to teacher  
 82.20 preparation programs;

82.21 (ii) providing differentiated advising, mentoring, or other supportive community-building  
 82.22 activities in addition to what the institution provides to all candidates enrolled in the  
 82.23 institution;

82.24 (iii) providing academic tutoring or support to help teacher candidates pass required  
 82.25 assessments; and

82.26 (iv) providing for program staffing expenses;

82.27 (3) an institution's plan to provide direct financial assistance as scholarships or stipends  
 82.28 within the allowable dollar range determined by the board under subdivision 3, paragraph  
 82.29 (b), to teacher candidates who are of color or who are American Indian;

82.30 ~~(b) The board must give priority in awarding grants under this section to institutions that~~  
 82.31 ~~received grants under Laws 2017, First Special Session chapter 5, article 2, section 57,~~  
 82.32 ~~subdivision 27, and have demonstrated continuing success at recruiting, retaining, graduating,~~  
 83.1 ~~and inducting (4) whether the institution has previously received a competitive grant under~~  
 83.2 ~~this section and has demonstrated positive outcomes from the use of grant funds for efforts~~  
 83.3 ~~helping teacher candidates who are of color or who are American Indian; to enroll in and~~  
 83.4 ~~successfully complete teacher preparation programs and be recommended for licensure;~~

83.5 (5) geographic diversity among the institutions. In order to expand the number of grant  
 83.6 recipients throughout the state, whenever there is at least a 20 percent increase in the base  
 83.7 appropriation for this grant program, the board must prioritize awarding grants to institutions  
 83.8 outside of the Twin Cities metropolitan area. If the board awards a competitive grant based  
 83.9 on the criteria in paragraph (a) to a program that has not previously received funding, the  
 83.10 board must thereafter give priority to the program equivalent to other programs given priority  
 83.11 under this paragraph, that have received grants and demonstrated positive outcomes; and

83.12 (6) the percentage of racially and ethnically diverse teacher candidates enrolled in the  
 83.13 institution compared to:

83.14 (i) the aggregate percentage of students of color and American Indian students enrolled  
 83.15 in the institution, regardless of major; and

83.16 (ii) the percentage of underrepresented racially and ethnically diverse teachers in the  
 83.17 economic development region of the state where the institution is located and where a  
 83.18 shortage of diverse teachers exists, as reported under section 122A.091, subdivision 5.

83.19 (b) The board must not penalize an applicant institution in the grant review process for  
 83.20 using grant funds only to provide direct financial support to teacher candidates if that is the  
 83.21 institution's priority and the institution uses other resources to provide programmatic support  
 83.22 to candidates.

199.15 (c) The board must determine award amounts for development, maintenance ~~and~~, or  
 199.16 expansion of programs based only on the degree to which applicants meet the criteria in  
 199.17 this subdivision, the number of candidates who are of color or who are American Indian  
 199.18 supported by an applicant program, sustaining support for those candidates, and funds  
 199.19 available.

199.20 (d) The board must determine grant awards in part by multiplying the number of teacher  
 199.21 candidates to be provided direct financial assistance by the average amount the institution  
 199.22 proposes per candidate that is within the allowable dollar range. After assessing an  
 199.23 institution's adherence to grant criteria and funds available, the board may grant an institution  
 199.24 a lower average amount per candidate and the institution may decide to award less per  
 199.25 candidate or provide financial assistance to fewer candidates within the allowable range.  
 199.26 Additionally, an institution may use up to 25 percent of the awarded grant funds to provide  
 199.27 programmatic support as described in paragraph (a), clause (3). If the board does not award  
 199.28 an applicant institution's full request, the board must allow the institution to modify how it  
 199.29 uses grant funds to maximize program outcomes consistent with the requirements of this  
 199.30 section.

199.31 Subd. 3. **Grant program administration.** (a) The Professional Educator Licensing and  
 199.32 Standards Board may enter into an interagency agreement with the Office of Higher  
 199.33 Education. The agreement may include a transfer of funds to the Office of Higher Education  
 199.34 to help establish and administer the competitive grant process. The board must award grants  
 200.1 to institutions located in various economic development regions throughout the state, but  
 200.2 must not predetermine the number of institutions to be awarded grants under this section  
 200.3 or set a limit for the amount that any one institution may receive as part of the competitive  
 200.4 grant application process.

200.5 (b) The board must establish a standard allowable dollar range for the amount of direct  
 200.6 financial assistance an applicant institution may provide to each candidate. To determine  
 200.7 the range, the board may collect de-identified data from institutions that received a grant  
 200.8 during the previous grant period and calculate the average scholarship amount awarded to  
 200.9 all candidates across all institutions using the most recent fiscal year data available. The  
 200.10 calculation may be used to determine a scholarship range that is no more than 25 percent  
 200.11 of this amount and no less than half the average of this amount. The purpose of direct  
 200.12 financial assistance is to assist candidates matriculating through completing licensure  
 200.13 programs if they demonstrate financial need after considering other grants and scholarships  
 200.14 provided.

200.15 (c) All grants must be awarded by August 15 of the fiscal year in which the grants are  
 200.16 to be used ~~except that, for initial competitive grants awarded for fiscal year 2020, grants~~  
 200.17 ~~must be awarded by September 15.~~ An institution that receives a grant under this section  
 200.18 may use the grant funds over a two- to four-year period to sustain support for teacher  
 200.19 candidates at any stage from recruitment and program admission to graduation and licensure  
 200.20 application.

83.23 (c) The board must determine award amounts for development, maintenance ~~and~~, or  
 83.24 expansion of programs based only on the degree to which applicants meet the criteria in  
 83.25 this subdivision, the number of candidates who are of color or who are American Indian  
 83.26 supported by an applicant program, sustaining support for those candidates, and funds  
 83.27 available.

83.28 (d) The board must determine grant awards in part by multiplying the number of teacher  
 83.29 candidates to be provided direct financial assistance by the average amount the institution  
 83.30 proposes per candidate that is within the allowable dollar range. After assessing an  
 83.31 institution's adherence to grant criteria and funds available, the board may grant an institution  
 83.32 a lower average amount per candidate and the institution may decide to award less per  
 83.33 candidate or provide financial assistance to fewer candidates within the allowable range.  
 83.34 Additionally, an institution may use up to 25 percent of the awarded grant funds to provide  
 84.1 programmatic support as described in paragraph (a), clause (3). If the board does not award  
 84.2 an applicant institution's full request, the board must allow the institution to modify how it  
 84.3 uses grant funds to maximize program outcomes consistent with the requirements of this  
 84.4 section.

84.5 Subd. 3. **Grant program administration.** (a) The Professional Educator Licensing and  
 84.6 Standards Board may enter into an interagency agreement with the Office of Higher  
 84.7 Education. The agreement may include a transfer of funds to the Office of Higher Education  
 84.8 to help establish and administer the competitive grant process. The board must award grants  
 84.9 to institutions located in various economic development regions throughout the state, but  
 84.10 must not predetermine the number of institutions to be awarded grants under this section  
 84.11 or set a limit for the amount that any one institution may receive as part of the competitive  
 84.12 grant application process.

84.13 (b) The board must establish a standard allowable dollar range for the amount of direct  
 84.14 financial assistance an applicant institution may provide to each candidate. To determine  
 84.15 the range, the board may collect de-identified data from institutions that received a grant  
 84.16 during the previous grant period and calculate the average scholarship amount awarded to  
 84.17 all candidates across all institutions using the most recent fiscal year data available. The  
 84.18 calculation may be used to determine a scholarship range that is no more than 25 percent  
 84.19 of this amount and no less than half the average of this amount. The purpose of direct  
 84.20 financial assistance is to assist candidates matriculating through completing licensure  
 84.21 programs if they demonstrate financial need after considering other grants and scholarships  
 84.22 provided.

84.23 (c) All grants must be awarded by August 15 of the fiscal year in which the grants are  
 84.24 to be used ~~except that, for initial competitive grants awarded for fiscal year 2020, grants~~  
 84.25 ~~must be awarded by September 15.~~ An institution that receives a grant under this section  
 84.26 may use the grant funds over a two- to four-year period to sustain support for teacher  
 84.27 candidates at any stage from recruitment and program admission to graduation and licensure  
 84.28 application.

200.21 Subd. 4. **Report.** (a) By ~~January~~ August 15 of each year, an institution awarded a grant  
 200.22 under this section must prepare for the ~~legislature and the board~~ a detailed report regarding  
 200.23 the expenditure of grant funds, including the amounts used to recruit, retain, and ~~induct~~  
 200.24 support teacher candidates of color or ~~who are~~ American Indian teacher candidates to  
 200.25 complete programs and be recommended for licensure. The report must include:

200.26 (1) the total number of teacher candidates of color, ~~disaggregated by race or ethnic group,~~  
 200.27 ~~who and American Indian teacher candidates who:~~

200.28 (i) are enrolled in the institution;

200.29 (ii) are supported by grant funds with direct financial assistance during the academic  
 200.30 reporting year;

200.31 (iii) are supported with other programmatic supports;

200.32 (iv) are recruited ~~to the institution, are and~~ newly admitted to ~~the~~ a licensure program;  
 200.33 ~~are enrolled in the;~~

201.1 (v) are enrolled in a licensure program;

201.2 (vi) have completed a licensure program, have completed student teaching, have  
 201.3 graduated, are licensed, and are newly employed as Minnesota teachers in their licensure  
 201.4 field. A grant recipient must report; and

201.5 (vii) were recommended for licensure in the field for which they were prepared;

201.6 (2) the total number of teacher candidates of color or ~~who are~~ American Indian teacher  
 201.7 candidates at each stage from recruitment program admission to licensed teaching licensure  
 201.8 recommendation as a percentage of ~~total~~ all candidates seeking the same licensure at the  
 201.9 institution; and

201.10 (3) a brief narrative describing the successes and challenges of efforts proposed in the  
 201.11 grant application to support candidates with grant funds, and lessons learned for future  
 201.12 efforts.

201.13 (b) By November 1 of each year, the board must post a report on its website summarizing  
 201.14 the activities and outcomes of grant recipients and results that promote sharing of effective  
 201.15 practices and lessons learned among grant recipients.

201.16 Sec. 56. Minnesota Statutes 2022, section 122A.69, is amended to read:

201.17 **122A.69 PRACTICE OR STUDENT TEACHERS.**

201.18 The Professional Educator Licensing and Standards Board may, by agreements with  
 201.19 teacher preparation institutions, arrange for classroom experience in the district for practice  
 201.20 or student teachers who have completed at least two years of in an approved teacher  
 201.21 preparation program. Such practice and student teachers must be appropriately supervised  
 201.22 by a fully qualified teacher under rules adopted by the board. A practice or student teacher

84.29 Subd. 4. **Report.** (a) By ~~January~~ August 15 of each year, an institution awarded a grant  
 84.30 under this section must prepare for the ~~legislature and the board~~ a detailed report regarding  
 84.31 the expenditure of grant funds, including the amounts used to recruit, retain, and ~~induct~~  
 84.32 support teacher candidates of color or ~~who are~~ American Indian teacher candidates to  
 84.33 complete programs and be recommended for licensure. The report must include:

85.1 (1) the total number of teacher candidates of color, ~~disaggregated by race or ethnic group,~~  
 85.2 ~~who and American Indian teacher candidates who:~~

85.3 (i) are enrolled in the institution;

85.4 (ii) are supported by grant funds with direct financial assistance during the academic  
 85.5 reporting year;

85.6 (iii) are supported with other programmatic supports;

85.7 (iv) are recruited ~~to the institution, are and~~ newly admitted to ~~the~~ a licensure program;  
 85.8 ~~are enrolled in the;~~

85.9 (v) are enrolled in a licensure program;

85.10 (vi) have completed a licensure program, have completed student teaching, have  
 85.11 graduated, are licensed, and are newly employed as Minnesota teachers in their licensure  
 85.12 field. A grant recipient must report; and

85.13 (vii) were recommended for licensure in the field for which they were prepared;

85.14 (2) the total number of teacher candidates of color or ~~who are~~ American Indian teacher  
 85.15 candidates at each stage from recruitment program admission to licensed teaching licensure  
 85.16 recommendation as a percentage of ~~total~~ all candidates seeking the same licensure at the  
 85.17 institution; and

85.18 (3) a brief narrative describing the successes and challenges of efforts proposed in the  
 85.19 grant application to support candidates with grant funds, and lessons learned for future  
 85.20 efforts.

85.21 (b) By November 1 of each year, the board must post a report on its website summarizing  
 85.22 the activities and outcomes of grant recipients and results that promote sharing of effective  
 85.23 practices and lessons learned among grant recipients.

201.23 must be placed with a cooperating licensed teacher who has at least three years of teaching  
201.24 experience and is not in the improvement process under section 122A.40, subdivision 8,  
201.25 paragraph (b), clause (12), or 122A.41, subdivision 5, paragraph (b), clause (12). Practice  
201.26 and student teachers are employees of the school district in which they are rendering services  
201.27 for purposes of workers' compensation; liability insurance, if provided for other district  
201.28 employees under section 123B.23; and legal counsel under section 123B.25.

202.1 Sec. 57. Minnesota Statutes 2022, section 122A.70, is amended to read:

202.2 **122A.70 TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE**  
202.3 **TEACHERS.**

202.4 Subdivision 1. **Teacher mentoring, induction, and retention programs.** (a) School  
202.5 districts must develop teacher mentoring programs for teachers new to the profession or  
202.6 district, including teaching residents, teachers of color, teachers who are American Indian,  
202.7 teachers in license shortage areas, teachers with special needs, or experienced teachers in  
202.8 need of peer coaching.

202.9 (b) Teacher mentoring programs must be included in or aligned with districts' teacher  
202.10 evaluation and peer review processes under sections 122A.40, subdivision 8, and 122A.41,  
202.11 subdivision 5. A district may use staff development revenue under section 122A.61, special  
202.12 grant programs established by the legislature, or another funding source to pay a stipend to  
202.13 a mentor who may be a current or former teacher who has taught at least three years and is  
202.14 not on an improvement plan. ~~Other initiatives using such funds or funds available under~~  
202.15 ~~sections 124D.861 and 124D.862 may include:~~

202.16 (1) ~~additional stipends as incentives to mentors of color or who are American Indian;~~

202.17 (2) ~~financial supports for professional learning community affinity groups across schools~~  
202.18 ~~within and between districts for teachers from underrepresented racial and ethnic groups to~~  
202.19 ~~come together throughout the school year. For purposes of this section, "affinity groups"~~  
202.20 ~~are groups of educators who share a common racial or ethnic identity in society as persons~~  
202.21 ~~of color or who are American Indian;~~

202.22 (3) ~~programs for induction aligned with the district or school mentorship program during~~  
202.23 ~~the first three years of teaching, especially for teachers from underrepresented racial and~~  
202.24 ~~ethnic groups; or~~

202.25 (4) ~~grants supporting licensed and nonlicensed educator participation in professional~~  
202.26 ~~development, such as workshops and graduate courses, related to increasing student~~  
202.27 ~~achievement for students of color and American Indian students in order to close opportunity~~  
202.28 ~~and achievement gaps.~~

202.29 (c) ~~A school or district that receives a grant must negotiate additional retention strategies~~  
202.30 ~~or protection from unrequested leave of absences in the beginning years of employment for~~  
202.31 ~~teachers of color and teachers who are American Indian. Retention strategies may include~~  
202.32 ~~providing financial incentives for teachers of color and teachers who are American Indian~~

85.24 Sec. 13. Minnesota Statutes 2022, section 122A.70, is amended to read:

85.25 **122A.70 TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE**  
85.26 **TEACHERS.**

85.27 Subdivision 1. **Teacher mentoring, induction, and retention programs.** (a) School  
85.28 districts must develop teacher mentoring programs for teachers new to the profession or  
85.29 district, including teaching residents, teachers of color, teachers who are American Indian,  
85.30 teachers in license shortage areas, teachers with special needs, or experienced teachers in  
85.31 need of peer coaching.

86.1 (b) Teacher mentoring programs must be included in or aligned with districts' teacher  
86.2 evaluation and peer review processes under sections 122A.40, subdivision 8, and 122A.41,  
86.3 subdivision 5. A district may use staff development revenue under section 122A.61, special  
86.4 grant programs established by the legislature, or another funding source to pay a stipend to  
86.5 a mentor who may be a current or former teacher who has taught at least three years and is  
86.6 not on an improvement plan. ~~Other initiatives using such funds or funds available under~~  
86.7 ~~sections 124D.861 and 124D.862 may include:~~

86.8 (1) ~~additional stipends as incentives to mentors of color or who are American Indian;~~

86.9 (2) ~~financial supports for professional learning community affinity groups across schools~~  
86.10 ~~within and between districts for teachers from underrepresented racial and ethnic groups to~~  
86.11 ~~come together throughout the school year. For purposes of this section, "affinity groups"~~  
86.12 ~~are groups of educators who share a common racial or ethnic identity in society as persons~~  
86.13 ~~of color or who are American Indian;~~

86.14 (3) ~~programs for induction aligned with the district or school mentorship program during~~  
86.15 ~~the first three years of teaching, especially for teachers from underrepresented racial and~~  
86.16 ~~ethnic groups; or~~

86.17 (4) ~~grants supporting licensed and nonlicensed educator participation in professional~~  
86.18 ~~development, such as workshops and graduate courses, related to increasing student~~  
86.19 ~~achievement for students of color and American Indian students in order to close opportunity~~  
86.20 ~~and achievement gaps.~~

86.21 (c) ~~A school or district that receives a grant must negotiate additional retention strategies~~  
86.22 ~~or protection from unrequested leave of absences in the beginning years of employment for~~  
86.23 ~~teachers of color and teachers who are American Indian. Retention strategies may include~~  
86.24 ~~providing financial incentives for teachers of color and teachers who are American Indian~~

202.33 ~~to work in the school or district for at least five years and placing American Indian educators~~  
 203.1 ~~at sites with other American Indian educators and educators of color at sites with other~~  
 203.2 ~~educators of color to reduce isolation and increase opportunity for collegial support.~~

203.3 Subd. 2. **Board grants.** The Professional Educator Licensing and Standards Board must  
 203.4 make grant application forms available to sites interested in developing, sustaining, or  
 203.5 expanding a mentorship program. A school district, ~~a or group of school districts, a coalition~~  
 203.6 ~~of districts, teachers, and teacher education institutions; or, a school or coalition of schools,~~  
 203.7 ~~or a coalition of teachers, or nonlicensed educators~~ may apply for a program grant. A higher  
 203.8 education institution or nonprofit organization may partner with a grant applicant but is not  
 203.9 eligible as a sole applicant for grant funds. The Professional Educator Licensing and  
 203.10 Standards Board, in consultation with the teacher mentoring task force, must approve or  
 203.11 disapprove the applications. To the extent possible, the approved applications must reflect  
 203.12 effective mentoring, professional development, and retention components, and be  
 203.13 geographically distributed throughout the state. The Professional Educator Licensing and  
 203.14 Standards Board must encourage the selected sites to consider the use of its assessment  
 203.15 procedures.

203.16 Subd. 2a. **Funded work.** (a) Grant funds may be used for the following:

203.17 (1) additional stipends as incentives to mentors who are of color or who are American  
 203.18 Indian;

203.19 (2) financial supports for professional learning community affinity groups across schools  
 203.20 within and between districts for educators from underrepresented racial and ethnic groups  
 203.21 to come together throughout the school year. For purposes of this section, "affinity groups"  
 203.22 means groups of licensed and nonlicensed educators who share a common racial or ethnic  
 203.23 identity in society as persons who are of color or who are American Indian;

203.24 (3) programs for induction aligned with the district or school mentorship program during  
 203.25 the first three years of teaching, especially for teachers from underrepresented racial and  
 203.26 ethnic groups;

203.27 (4) professional development focused on ways to close opportunity and achievement  
 203.28 gaps for students of color and American Indian students; or

203.29 (5) for teachers of color and American Indian teachers, graduate courses toward a first  
 203.30 master's degree in a field related to their licensure or toward an additional license.

203.31 (b) A charter school or district that receives a grant must negotiate additional retention  
 203.32 strategies or protection from unrequested leaves of absence in the beginning years of  
 203.33 employment for teachers who are of color or who are American Indian. Retention strategies  
 204.1 may include providing financial incentives for teachers of color and teachers who are  
 204.2 American Indian to work in the school or district for at least five years and placing American  
 204.3 Indian educators at sites with other American Indian educators and educators of color at

86.25 ~~to work in the school or district for at least five years and placing American Indian educators~~  
 86.26 ~~at sites with other American Indian educators and educators of color at sites with other~~  
 86.27 ~~educators of color to reduce isolation and increase opportunity for collegial support.~~

86.28 Subd. 2. **Board grants.** The Professional Educator Licensing and Standards Board must  
 86.29 make grant application forms available to sites interested in developing, sustaining, or  
 86.30 expanding a mentorship program. A school district, ~~a or group of school districts, a coalition~~  
 86.31 ~~of districts, teachers, and teacher education institutions; or, a school or coalition of schools,~~  
 86.32 ~~or a coalition of teachers, or nonlicensed educators~~ may apply for a program grant. A higher  
 86.33 education institution or nonprofit organization may partner with a grant applicant but is not  
 86.34 eligible as a sole applicant for grant funds. The Professional Educator Licensing and  
 87.1 Standards Board, in consultation with the teacher mentoring task force, must approve or  
 87.2 disapprove the applications. To the extent possible, the approved applications must reflect  
 87.3 effective mentoring, professional development, and retention components, and be  
 87.4 geographically distributed throughout the state. The Professional Educator Licensing and  
 87.5 Standards Board must encourage the selected sites to consider the use of its assessment  
 87.6 procedures.

87.7 Subd. 2a. **Funded work.** (a) Grant funds may be used for the following:

87.8 (1) additional stipends as incentives to mentors who are of color or who are American  
 87.9 Indian;

87.10 (2) financial supports for professional learning community affinity groups across schools  
 87.11 within and between districts for educators from underrepresented racial and ethnic groups  
 87.12 to come together throughout the school year. For purposes of this section, "affinity groups"  
 87.13 means groups of licensed and nonlicensed educators who share a common racial or ethnic  
 87.14 identity in society as persons who are of color or who are American Indian;

87.15 (3) programs for induction aligned with the district or school mentorship program during  
 87.16 the first three years of teaching, especially for teachers from underrepresented racial and  
 87.17 ethnic groups;

87.18 (4) professional development focused on ways to close opportunity and achievement  
 87.19 gaps for students of color and American Indian students; or

87.20 (5) for teachers of color and American Indian teachers, graduate courses toward a first  
 87.21 master's degree in a field related to their licensure or toward an additional license.

87.22 (b) A charter school or district that receives a grant must negotiate additional retention  
 87.23 strategies or protection from unrequested leaves of absence in the beginning years of  
 87.24 employment for teachers who are of color or who are American Indian. Retention strategies  
 87.25 may include providing financial incentives for teachers of color and teachers who are  
 87.26 American Indian to work in the school or district for at least five years and placing American  
 87.27 Indian educators at sites with other American Indian educators and educators of color at

204.4 sites with other educators of color to reduce isolation and increase opportunity for collegial  
204.5 support.

204.6 Subd. 3. **Criteria for selection.** (a) At a minimum, applicants for grants under subdivision  
204.7 2 must express commitment to:

204.8 (1) allow staff participation;

204.9 (2) assess skills of both beginning and mentor teachers;

204.10 (3) provide appropriate in-service to needs identified in the assessment;

204.11 (4) provide leadership to the effort;

204.12 (5) cooperate with higher education institutions or teacher educators;

204.13 (6) provide facilities and other resources;

204.14 (7) share findings, materials, and techniques with other school districts; and

204.15 (8) retain teachers of color and teachers who are American Indian.

204.16 (b) The Professional Educator Licensing and Standards Board must give priority to  
204.17 applications to fund programs to induct, mentor, and retain Tier 2 or Tier 3 teachers who  
204.18 are of color or who are American Indian, and Tier 2 or Tier 3 teachers in licensure shortage  
204.19 areas within the applicant's economic development region.

204.20 Subd. 4. **Additional funding.** Grant applicants must seek additional funding and  
204.21 assistance from sources such as school districts, postsecondary institutions, foundations,  
204.22 and the private sector.

204.23 Subd. 5. **Program implementation.** A grant recipient may use grant funds on  
204.24 implementing activities over a period of time up to 24 months. New and expanding  
204.25 mentorship sites that receive a board grant under subdivision 2 to design, develop, implement,  
204.26 and evaluate their program must participate in activities that support program development  
204.27 and implementation.

204.28 Subd. 5a. **Grant program administration.** The Professional Educator Licensing and  
204.29 Standards Board may enter into an interagency agreement with the Office of Higher  
204.30 Education or the Department of Education. The agreement may include a transfer of funds  
204.31 to the Office of Higher Education or the Department of Education to help administer the  
204.32 competitive grant process.

205.1 Subd. 6. **Report.** By ~~June~~ September 30 of each year after receiving a grant, recipients  
205.2 must submit a report to the Professional Educator Licensing and Standards Board on program  
205.3 efforts that describes mentoring and induction activities and assesses the impact of these  
205.4 programs on teacher effectiveness and retention. The board must publish a summary report  
205.5 for the public and submit the report to the committees of the legislature with jurisdiction

87.28 sites with other educators of color to reduce isolation and increase opportunity for collegial  
87.29 support.

87.30 Subd. 3. **Criteria for selection.** (a) At a minimum, applicants for grants under subdivision  
87.31 2 must express commitment to:

87.32 (1) allow staff participation;

87.33 (2) assess skills of both beginning and mentor teachers;

88.1 (3) provide appropriate in-service to needs identified in the assessment;

88.2 (4) provide leadership to the effort;

88.3 (5) cooperate with higher education institutions or teacher educators;

88.4 (6) provide facilities and other resources;

88.5 (7) share findings, materials, and techniques with other school districts; and

88.6 (8) retain teachers of color and teachers who are American Indian.

88.7 (b) The Professional Educator Licensing and Standards Board must give priority to  
88.8 applications to fund programs to induct, mentor, and retain Tier 2 or Tier 3 teachers who  
88.9 are of color or who are American Indian, and Tier 2 or Tier 3 teachers in licensure shortage  
88.10 areas within the applicant's economic development region.

88.11 Subd. 4. **Additional funding.** Grant applicants must seek additional funding and  
88.12 assistance from sources such as school districts, postsecondary institutions, foundations,  
88.13 and the private sector.

88.14 Subd. 5. **Program implementation.** A grant recipient may use grant funds on  
88.15 implementing activities over a period of time up to 24 months. New and expanding  
88.16 mentorship sites that receive a board grant under subdivision 2 to design, develop, implement,  
88.17 and evaluate their program must participate in activities that support program development  
88.18 and implementation.

88.19 Subd. 6. **Report.** By ~~June~~ September 30 of each year after receiving a grant, recipients  
88.20 must submit a report to the Professional Educator Licensing and Standards Board on program  
88.21 efforts that describes mentoring and induction activities and assesses the impact of these  
88.22 programs on teacher effectiveness and retention. The board must publish a summary report  
88.23 for the public and submit the report to the committees of the legislature with jurisdiction

205.6 over kindergarten through grade 12 education policy and finance in accordance with section  
205.7 3.302 by November 30 of each year.

205.8 **EFFECTIVE DATE.** This section is effective July 1, 2023.

205.9 Sec. 58. Minnesota Statutes 2022, section 122A.73, subdivision 2, is amended to read:

205.10 Subd. 2. **Grow Your Own district programs.** (a) A school district, charter school, or  
205.11 cooperative unit under section 123A.24, subdivision 2, may apply for a grant for a  
205.12 Professional Educator Licensing and Standards Board-approved teacher preparation program  
205.13 to establish a Grow Your Own pathway for adults to obtain their first professional teaching  
205.14 license. Grantees must partner with a Professional Educator Licensing and Standards  
205.15 Board-approved teacher preparation program. Partnerships may also include institutions  
205.16 that have an articulated transfer pathway with a board-approved teacher preparation program.  
205.17 The grant recipient must use at least 80 percent of grant funds to provide tuition scholarships  
205.18 or stipends to enable school district employees or community members affiliated with a  
205.19 school district, who are of color or American Indian and who seek a teaching license, to  
205.20 participate in the teacher preparation program. Grant funds may also be used to pay for  
205.21 teacher licensure exams and licensure fees.

205.22 (b) A district using grant funds under this subdivision to provide financial support to  
205.23 teacher candidates may require a commitment as determined by the district to teach in the  
205.24 district for a reasonable amount of time that does not exceed five years.

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

205.26 Sec. 59. Minnesota Statutes 2022, section 122A.73, subdivision 3, is amended to read:

205.27 Subd. 3. **Grants for programs serving secondary school students.** (a) In addition to  
205.28 grants for developing and offering dual-credit postsecondary course options in schools for  
205.29 "Introduction to Teaching" or "Introduction to Education" courses under section 124D.09,  
205.30 subdivision 10, a school district or charter school may apply for grants under this section  
205.31 to offer other innovative programs that encourage secondary school students, especially  
205.32 students of color and American Indian students, to pursue teaching. A school district, charter  
205.33 school, or a cooperative unit under section 123A.24, subdivision 2, may apply for grants to  
206.1 develop innovative Grow Your Own programs that encourage secondary school students,  
206.2 especially students of color and American Indian students, to pursue teaching. To be eligible  
206.3 for a grant under this subdivision, a school district or charter school applicant must ensure  
206.4 that the aggregate percentage of secondary school students of color and American Indian  
206.5 students participating in the program is equal to or greater than the aggregate percentage of  
206.6 students of color and American Indian students in the school district or, charter school, or  
206.7 cooperative unit.

88.24 over kindergarten through grade 12 education policy and finance in accordance with section  
88.25 3.302 by November 30 of each year.

88.26 Sec. 14. Minnesota Statutes 2022, section 122A.73, subdivision 2, is amended to read:

88.27 Subd. 2. **Grow Your Own district programs.** (a) A school district, charter school,  
88.28 cooperative unit under section 123A.24, subdivision 2, or Head Start program under section  
88.29 119A.50 may apply for a grant for to partner with a Professional Educator Licensing and  
88.30 Standards Board-approved teacher preparation program at the undergraduate or  
88.31 postbaccalaureate level. Partnerships may also include associate's degree-granting institutions  
88.32 to support students in early childhood or education programs that have transfer agreements  
89.1 with board-approved preparation programs at colleges or universities. The grant recipient  
89.2 must use at least 80 percent of grant funds to provide tuition scholarships or stipends to  
89.3 enable school district employees or community members affiliated with a school district,  
89.4 who are of color or American Indian and who seek a teaching license, to participate in the  
89.5 teacher preparation program.

89.6 (b) A district using grant funds under this subdivision to provide financial support to  
89.7 teacher candidates may require a commitment as determined by the district to teach in the  
89.8 district for a reasonable amount of time that does not exceed five years.

89.9 (c) The maximum grant award under this subdivision is \$850,000. The commissioner  
89.10 may consider the number of participants a grant recipient intends to support when determining  
89.11 a grant amount.

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

89.13 Sec. 15. Minnesota Statutes 2022, section 122A.73, subdivision 3, is amended to read:

89.14 Subd. 3. **Grants for programs serving secondary school students.** (a) In addition to  
89.15 grants for developing and offering dual-credit postsecondary course options in schools for  
89.16 "Introduction to Teaching" or "Introduction to Education" courses under section 124D.09,  
89.17 subdivision 10, a school district or charter school may apply for grants under this section  
89.18 to offer other innovative programs that encourage secondary school students, especially  
89.19 students of color and American Indian students, to pursue teaching. To be eligible for a  
89.20 grant under this subdivision, a school district or charter school applicant must ensure  
89.21 that the aggregate percentage of secondary school students of color and American Indian  
89.22 students participating in the program is equal to or greater than the aggregate percentage of  
89.23 students of color and American Indian students in the school district or, charter school, or  
89.24 cooperative unit.

206.8 (b) A grant recipient must use grant funds awarded under this subdivision for:

206.9 (1) supporting future teacher clubs or service-learning opportunities that provide middle

206.10 and high school students with experiential learning that supports the success of younger

206.11 students or peers and increases students' interest in pursuing a teaching career;

206.12 (2) developing and offering postsecondary enrollment options courses for "Introduction

206.13 to Teaching" or "Introduction to Education" consistent with section 124D.09, subdivision

206.14 10, that would meet degree requirements for teacher licensure;

206.15 ~~(2)~~ (3) providing direct support, including wrap-around services, for students who are

206.16 of color or American Indian to enroll and be successful in postsecondary enrollment options

206.17 courses under section 124D.09 that would meet degree requirements for teacher licensure;

206.18 or

206.19 ~~(3)~~ (4) offering scholarships to graduating high school students who are of color or

206.20 American Indian to enroll in board-approved undergraduate teacher preparation programs

206.21 at a college or university in Minnesota.

206.22 (c) The maximum grant award under this subdivision is \$500,000. The commissioner

206.23 may consider the number of participants a grant recipient intends to support when determining

206.24 a grant amount.

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

206.26 Sec. 60. Minnesota Statutes 2022, section 122A.73, subdivision 5, is amended to read:

206.27 Subd. 5. **Grow Your Own program account.** (a) An account is established in the special

206.28 revenue fund known as the "Grow Your Own program account."

206.29 (b) Funds appropriated for the Grow Your Own program under this section must be

206.30 transferred to the Grow Your Own program account in the special revenue fund.

207.1 (c) Money in the account is annually appropriated to the commissioner for the Grow

207.2 Your Own program under this section. Any returned funds are available to be regranted.

207.3 Grant recipients may apply to use grant money over a period of up to 60 months.

207.4 (d) Up to ~~\$100,000~~ \$175,000 annually is appropriated to the commissioner for costs

207.5 associated with administering and monitoring the program under this section.

207.6 Sec. 61. **[122A.731] SPECIAL EDUCATION TEACHER PIPELINE PROGRAM.**

207.7 Subdivision 1. **Grant program established.** The commissioner of education must

207.8 administer a grant program to develop a pipeline of trained, licensed Tier 3 or Tier 4 special

207.9 education teachers. A school district, charter school, or cooperative unit under section

207.10 123A.24, subdivision 2, may apply for a grant under this section. An applicant must partner

207.11 with a board-approved teacher preparation program.

89.25 (b) A grant recipient must use grant funds awarded under this subdivision for:

89.26 (1) supporting future teacher clubs or service-learning opportunities that provide middle

89.27 and high school students with experiential learning that supports the success of younger

89.28 students or peers and increases students' interest in pursuing a teaching career;

89.29 (2) developing and offering postsecondary enrollment options for "Introduction to

89.30 Teaching" or "Introduction to Education" courses consistent with section 124D.09,

89.31 subdivision 10, that meet degree requirements for teacher licensure;

89.32 ~~(2)~~ (3) providing direct support, including wrap-around services, for students who are

89.33 of color or American Indian to enroll and be successful in postsecondary enrollment options

90.1 courses under section 124D.09 that would meet degree requirements for teacher licensure;

90.2 or

90.3 ~~(3)~~ (4) offering scholarships to graduating high school students who are of color or

90.4 American Indian to enroll in board-approved undergraduate teacher preparation programs

90.5 at a college or university in Minnesota.

90.6 (c) The maximum grant award under this subdivision is \$500,000. The commissioner

90.7 may consider the number of participants a grant recipient intends to support when determining

90.8 a grant amount.

- 207.12 Subd. 2. **Grant uses.** (a) A grant recipient must use grant funds to support participants  
207.13 who are employed by the grant recipient as either a paraprofessional or other unlicensed  
207.14 staff, or a teacher with a Tier 1 or Tier 2 license, and demonstrate a willingness to be a  
207.15 special education teacher after completing the program.
- 207.16 (b) A grant recipient may use grant funds for:
- 207.17 (1) tuition assistance or stipends for participants;
- 207.18 (2) supports for participants, including mentoring, licensure test preparation, and  
207.19 technology support; or
- 207.20 (3) participant recruitment.
- 207.21 Subd. 3. **Grant procedure.** (a) Applicants must apply for a grant under this section in  
207.22 the form and manner specified by the commissioner.
- 207.23 (b) In awarding grants, the commissioner must prioritize funding for training to allow  
207.24 participants holding a Tier 1 or Tier 2 special education license to obtain a Tier 3 special  
207.25 education license.
- 207.26 (c) To the extent that there are sufficient applications, the commissioner must, to the  
207.27 extent practicable, award an equal number of grants between applicants in greater Minnesota  
207.28 and applicants in the metropolitan area.
- 207.29 Subd. 4. **Report.** Within one year of receiving grant funds, and for each year that a  
207.30 recipient receives grant funds, a grant recipient must report to the commissioner in the form  
207.31 and manner determined by the commissioner the number of participants in the program and  
208.1 how grant funds were used. The commissioner must publish an annual report that identifies  
208.2 the grant recipients and summarizes how grant funds are used.
- 208.3 Subd. 5. **Special education teacher pipeline program account.** (a) An account is  
208.4 established in the special revenue fund known as the special education teacher pipeline  
208.5 program account.
- 208.6 (b) Funds appropriated for the special education teacher pipeline program under this  
208.7 section must be transferred to the special educator teacher pipeline program account in the  
208.8 special revenue fund.
- 208.9 (c) Money in the account is annually appropriated to the commissioner for the special  
208.10 education teacher pipeline program under this section. Any returned funds are available to  
208.11 be regranted. Grant recipients may apply to use grant money over a period of up to 60  
208.12 months.
- 208.13 (d) Up to \$175,000 annually is appropriated to the commissioner for costs associated  
208.14 with administering and monitoring the program under this section.
- 208.15 **EFFECTIVE DATE.** This section is effective July 1, 2023.

208.16 Sec. 62. Minnesota Statutes 2022, section 123B.147, subdivision 3, is amended to read:

208.17 Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative, supervisory,  
208.18 and instructional leadership services, under the supervision of the superintendent of schools  
208.19 of the district and according to the policies, rules, and regulations of the school board, for  
208.20 the planning, management, operation, and evaluation of the education program of the building  
208.21 or buildings to which the principal is assigned.

208.22 (b) To enhance a principal's culturally responsive leadership skills and support and  
208.23 improve teaching practices, school performance, and student achievement for diverse student  
208.24 populations, including at-risk students, children with disabilities, English learners, and gifted  
208.25 students, among others, a district must develop and implement a performance-based system  
208.26 for annually evaluating school principals assigned to supervise a school building within the  
208.27 district. The evaluation must be designed to improve teaching and learning by supporting  
208.28 the principal in shaping the school's professional environment and developing teacher  
208.29 quality, performance, and effectiveness. The annual evaluation must:

208.30 (1) support and improve a principal's instructional leadership, organizational management,  
208.31 and professional development, and strengthen the principal's capacity in the areas of  
208.32 instruction, supervision, evaluation, and teacher development;

209.1 (2) support and improve a principal's culturally responsive leadership practices that  
209.2 create inclusive and respectful teaching and learning environments for all students, families,  
209.3 and employees;

209.4 ~~(2)~~ (3) include formative and summative evaluations based on multiple measures of  
209.5 student progress toward career and college readiness;

209.6 ~~(3)~~ (4) be consistent with a principal's job description, a district's long-term plans and  
209.7 goals, and the principal's own professional multiyear growth plans and goals, all of which  
209.8 must support the principal's leadership behaviors and practices, rigorous curriculum, school  
209.9 performance, and high-quality instruction;

209.10 ~~(4)~~ (5) include on-the-job observations and previous evaluations;

209.11 ~~(5)~~ (6) allow surveys to help identify a principal's effectiveness, leadership skills and  
209.12 processes, and strengths and weaknesses in exercising leadership in pursuit of school success;

209.13 ~~(6)~~ (7) use longitudinal data on student academic growth as 35 percent of the evaluation  
209.14 and incorporate district achievement goals and targets;

209.15 ~~(7)~~ (8) be linked to professional development that emphasizes improved teaching and  
209.16 learning, curriculum and instruction, student learning, culturally responsive leadership  
209.17 practices, and a collaborative professional culture; and

209.18 ~~(8)~~ (9) for principals not meeting standards of professional practice or other criteria  
209.19 under this subdivision, implement a plan to improve the principal's performance and specify  
209.20 the procedure and consequence if the principal's performance is not improved.

90.9 Sec. 16. Minnesota Statutes 2022, section 123B.147, subdivision 3, is amended to read:

90.10 Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative, supervisory,  
90.11 and instructional leadership services, under the supervision of the superintendent of schools  
90.12 of the district and according to the policies, rules, and regulations of the school board, for  
90.13 the planning, management, operation, and evaluation of the education program of the building  
90.14 or buildings to which the principal is assigned.

90.15 (b) To enhance a principal's culturally responsive leadership skills and support and  
90.16 improve teaching practices, school performance, and student achievement for diverse student  
90.17 populations, including at-risk students, children with disabilities, English learners, and gifted  
90.18 students, among others, a district must develop and implement a performance-based system  
90.19 for annually evaluating school principals assigned to supervise a school building within the  
90.20 district. The evaluation must be designed to improve teaching and learning by supporting  
90.21 the principal in shaping the school's professional environment and developing teacher  
90.22 quality, performance, and effectiveness. The annual evaluation must:

90.23 (1) support and improve a principal's instructional leadership, organizational management,  
90.24 and professional development, and strengthen the principal's capacity in the areas of  
90.25 instruction, supervision, evaluation, and teacher development;

90.26 (2) support and improve a principal's culturally responsive leadership practices that  
90.27 create inclusive and respectful teaching and learning environments for all students, families,  
90.28 and employees;

90.29 ~~(2)~~ (3) include formative and summative evaluations based on multiple measures of  
90.30 student progress toward career and college readiness;

90.31 ~~(3)~~ (4) be consistent with a principal's job description, a district's long-term plans and  
90.32 goals, and the principal's own professional multiyear growth plans and goals, all of which  
91.1 must support the principal's leadership behaviors and practices, rigorous curriculum, school  
91.2 performance, and high-quality instruction;

91.3 ~~(4)~~ (5) include on-the-job observations and previous evaluations;

91.4 ~~(5)~~ (6) allow surveys to help identify a principal's effectiveness, leadership skills and  
91.5 processes, and strengths and weaknesses in exercising leadership in pursuit of school success;

91.6 ~~(6)~~ (7) use longitudinal data on student academic growth as 35 percent of the evaluation  
91.7 and incorporate district achievement goals and targets;

91.8 ~~(7)~~ (8) be linked to professional development that emphasizes improved teaching and  
91.9 learning, curriculum and instruction, student learning, culturally responsive leadership  
91.10 practices, and a collaborative professional culture; and

91.11 ~~(8)~~ (9) for principals not meeting standards of professional practice or other criteria  
91.12 under this subdivision, implement a plan to improve the principal's performance and specify  
91.13 the procedure and consequence if the principal's performance is not improved.

209.21 The provisions of this paragraph are intended to provide districts with sufficient flexibility  
 209.22 to accommodate district needs and goals related to developing, supporting, and evaluating  
 209.23 principals.

209.24 EFFECTIVE DATE. This section is effective July 1, 2024.

208.16 Sec. 62. Minnesota Statutes 2022, section 123B.147, subdivision 3, is amended to read:

208.17 Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative, supervisory,  
 208.18 and instructional leadership services, under the supervision of the superintendent of schools  
 208.19 of the district and according to the policies, rules, and regulations of the school board, for  
 208.20 the planning, management, operation, and evaluation of the education program of the building  
 208.21 or buildings to which the principal is assigned.

208.22 (b) To enhance a principal's culturally responsive leadership skills and support and  
 208.23 improve teaching practices, school performance, and student achievement for diverse student  
 208.24 populations, including at-risk students, children with disabilities, English learners, and gifted  
 208.25 students, among others, a district must develop and implement a performance-based system  
 208.26 for annually evaluating school principals assigned to supervise a school building within the  
 208.27 district. The evaluation must be designed to improve teaching and learning by supporting  
 208.28 the principal in shaping the school's professional environment and developing teacher  
 208.29 quality, performance, and effectiveness. The annual evaluation must:

208.30 (1) support and improve a principal's instructional leadership, organizational management,  
 208.31 and professional development, and strengthen the principal's capacity in the areas of  
 208.32 instruction, supervision, evaluation, and teacher development;

209.1 (2) support and improve a principal's culturally responsive leadership practices that  
 209.2 create inclusive and respectful teaching and learning environments for all students, families,  
 209.3 and employees;

209.4 ~~(2)~~ (3) include formative and summative evaluations based on multiple measures of  
 209.5 student progress toward career and college readiness;

209.6 ~~(3)~~ (4) be consistent with a principal's job description, a district's long-term plans and  
 209.7 goals, and the principal's own professional multiyear growth plans and goals, all of which  
 209.8 must support the principal's leadership behaviors and practices, rigorous curriculum, school  
 209.9 performance, and high-quality instruction;

209.10 ~~(4)~~ (5) include on-the-job observations and previous evaluations;

209.11 ~~(5)~~ (6) allow surveys to help identify a principal's effectiveness, leadership skills and  
 209.12 processes, and strengths and weaknesses in exercising leadership in pursuit of school success;

209.13 ~~(6)~~ (7) use longitudinal data on student academic growth as 35 percent of the evaluation  
 209.14 and incorporate district achievement goals and targets;

91.14 The provisions of this paragraph are intended to provide districts with sufficient flexibility  
 91.15 to accommodate district needs and goals related to developing, supporting, and evaluating  
 91.16 principals.

91.17 EFFECTIVE DATE. This section is effective July 1, 2024.

## S1311-2

104.1 Sec. 15. Minnesota Statutes 2022, section 123B.147, subdivision 3, is amended to read:

104.2 Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative, supervisory,  
 104.3 and instructional leadership services, under the supervision of the superintendent of schools  
 104.4 of the district and according to the policies, rules, and regulations of the school board, for  
 104.5 the planning, management, operation, and evaluation of the education program of the building  
 104.6 or buildings to which the principal is assigned.

104.7 (b) To enhance a principal's culturally responsive leadership skills and support and  
 104.8 improve teaching practices, school performance, and student achievement for diverse student  
 104.9 populations, including at-risk students, children with disabilities, English learners, and gifted  
 104.10 students, among others, a district must develop and implement a performance-based system  
 104.11 for annually evaluating school principals assigned to supervise a school building within the  
 104.12 district. The evaluation must be designed to improve teaching and learning by supporting  
 104.13 the principal in shaping the school's professional environment and developing teacher  
 104.14 quality, performance, and effectiveness. The annual evaluation must:

104.15 (1) support and improve a principal's instructional leadership, organizational management,  
 104.16 and professional development, and strengthen the principal's capacity in the areas of  
 104.17 instruction, supervision, evaluation, and teacher development;

104.18 (2) support and improve a principal's culturally responsive leadership practices that  
 104.19 create inclusive and respectful teaching and learning environments for all students, families,  
 104.20 and employees;

104.21 ~~(2)~~ (3) include formative and summative evaluations based on multiple measures of  
 104.22 student progress toward career and college readiness;

104.23 ~~(3)~~ (4) be consistent with a principal's job description, a district's long-term plans and  
 104.24 goals, and the principal's own professional multiyear growth plans and goals, all of which  
 104.25 must support the principal's leadership behaviors and practices, rigorous curriculum, school  
 104.26 performance, and high-quality instruction;

104.27 ~~(4)~~ (5) include on-the-job observations and previous evaluations;

104.28 ~~(5)~~ (6) allow surveys to help identify a principal's effectiveness, leadership skills and  
 104.29 processes, and strengths and weaknesses in exercising leadership in pursuit of school success;

104.30 ~~(6)~~ (7) use longitudinal data on student academic growth as 35 percent of the evaluation  
 104.31 and incorporate district achievement goals and targets;

209.15 ~~(7)~~ (8) be linked to professional development that emphasizes improved teaching and  
 209.16 learning, curriculum and instruction, student learning, culturally responsive leadership  
 209.17 practices, and a collaborative professional culture; and

209.18 ~~(8)~~ (9) for principals not meeting standards of professional practice or other criteria  
 209.19 under this subdivision, implement a plan to improve the principal's performance and specify  
 209.20 the procedure and consequence if the principal's performance is not improved.

209.21 The provisions of this paragraph are intended to provide districts with sufficient flexibility  
 209.22 to accommodate district needs and goals related to developing, supporting, and evaluating  
 209.23 principals.

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

209.25 Sec. 63. **[124D.901] STUDENT SUPPORT PERSONNEL AID.**

209.26 Subdivision 1. **Definitions.** For the purposes of this section, the following terms have  
 209.27 the meanings given:

209.28 (1) "new position" means a student support services personnel full-time or part-time  
 209.29 position not under contract by a school district, charter school, or cooperative unit at the  
 209.30 start of the 2022-2023 school year;

210.1 (2) "part-time position" means a student support services personnel position less than  
 210.2 1.0 full-time equivalent at the start of the 2022-2023 school year;

210.3 (3) "American Rescue Plan Act" means the federal American Rescue Plan Act of 2021,  
 210.4 Public Law 117-2, that awarded funds; and

210.5 (4) "student support services personnel" means an individual licensed to serve as a school  
 210.6 counselor, school psychologist, school social worker, school nurse, or chemical dependency  
 210.7 counselor in Minnesota.

210.8 Subd. 2. **Purpose.** The purpose of student support personnel aid is to:

210.9 (1) address shortages of student support services personnel within Minnesota schools;

210.10 (2) decrease caseloads for existing student support services personnel to ensure effective  
 210.11 services;

210.12 (3) ensure that students receive effective student support services and integrated and  
 210.13 comprehensive services to improve prekindergarten through grade 12 academic, physical,  
 210.14 social, and emotional outcomes supporting career and college readiness and effective school  
 210.15 mental health services;

210.16 (4) ensure that student support services personnel serve within the scope and practice  
 210.17 of their training and licensure;

105.1 ~~(7)~~ (8) be linked to professional development that emphasizes improved teaching and  
 105.2 learning, curriculum and instruction, student learning, culturally responsive leadership  
 105.3 practices, and a collaborative professional culture; and

105.4 ~~(8)~~ (9) for principals not meeting standards of professional practice or other criteria  
 105.5 under this subdivision, implement a plan to improve the principal's performance and specify  
 105.6 the procedure and consequence if the principal's performance is not improved.

105.7 The provisions of this paragraph are intended to provide districts with sufficient flexibility  
 105.8 to accommodate district needs and goals related to developing, supporting, and evaluating  
 105.9 principals.

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

UEH2497-1

91.18 Sec. 17. **[124D.901] STUDENT SUPPORT PERSONNEL AID.**

91.19 Subdivision 1. **Definitions.** For the purposes of this section, the following terms have  
 91.20 the meanings given:

91.21 (1) "new position" means a student support services personnel full-time or part-time  
 91.22 position not under contract by a school district, charter school, or cooperative unit at the  
 91.23 start of the 2022-2023 school year;

91.24 (2) "part-time position" means a student support services personnel position less than  
 91.25 1.0 full-time equivalent at the start of the 2022-2023 school year;

91.26 (3) "American Rescue Plan Act" means the federal American Rescue Plan Act of 2021,  
 91.27 Public Law 117-2, that awarded funds; and

91.28 (4) "student support services personnel" means an individual licensed to serve as a school  
 91.29 counselor, school psychologist, school social worker, school nurse, or chemical dependency  
 91.30 counselor in Minnesota.

91.31 Subd. 2. **Purpose.** The purpose of student support personnel aid is to:

92.1 (1) address shortages of student support services personnel within Minnesota schools;

92.2 (2) decrease caseloads for existing student support services personnel to ensure effective  
 92.3 services;

92.4 (3) ensure that students receive effective student support services and integrated and  
 92.5 comprehensive services to improve prekindergarten through grade 12 academic, physical,  
 92.6 social, and emotional outcomes supporting career and college readiness and effective school  
 92.7 mental health services;

92.8 (4) ensure that student support services personnel serve within the scope and practice  
 92.9 of their training and licensure;

210.18 (5) fully integrate learning supports, instruction, assessment, data-based decision making,  
210.19 and family and community engagement within a comprehensive approach that facilitates  
210.20 interdisciplinary collaboration; and

210.21 (6) improve student health, school safety, and school climate to support academic success  
210.22 and career and college readiness.

210.23 Subd. 3. **Aid eligibility and application.** A school district, charter school, intermediate  
210.24 school district, or other cooperative unit is eligible to apply for student support personnel  
210.25 aid under this section. The commissioner must prescribe the form and manner of the  
210.26 application, which must include a plan describing how the aid will be used, including the  
210.27 current roster of licensed student support personnel.

210.28 Subd. 4. **Student support personnel aid.** (a) The initial student support personnel aid  
210.29 for a school district equals the greater of the student support personnel allowance times the  
210.30 adjusted pupil units at the district for the current fiscal year or \$50,000. The initial student  
210.31 support personnel aid for a charter school equals the student support personnel allowance  
210.32 times the adjusted pupil units at the charter school for the current fiscal year.

211.1 (b) The cooperative student support personnel aid for a school district that is a member  
211.2 of an intermediate school district or other cooperative unit that enrolls students equals the  
211.3 cooperative student support allowance times the adjusted pupil units at the district for the  
211.4 current fiscal year. If a district is a member of more than one cooperative unit that enrolls  
211.5 students, the revenue must be allocated among the cooperative units.

211.6 (c) The student support personnel allowance equals \$25.23 for fiscal year 2024, \$50.66  
211.7 for fiscal year 2025, and \$76.32 for fiscal year 2026 and later.

211.8 (d) The cooperative student support allowance equals \$1.51 for fiscal year 2024, \$3.04  
211.9 for fiscal year 2025, and \$4.58 for fiscal year 2026 and later.

211.10 (e) Notwithstanding paragraphs (a) and (b), the student support personnel aid must not  
211.11 exceed the district's, charter school's, or cooperative unit's actual expenditure according to  
211.12 the approved plan under subdivision 3.

211.13 Subd. 5. **Allowed uses; match requirements.** (a) Aid under this section must be used  
211.14 to hire new positions for student support services personnel or increase a current position

92.10 (5) fully integrate learning supports, instruction, assessment, data-based decision making,  
92.11 and family and community engagement within a comprehensive approach that facilitates  
92.12 interdisciplinary collaboration; and

92.13 (6) improve student health, school safety, and school climate to support academic success  
92.14 and career and college readiness.

92.15 Subd. 3. **Student support personnel aid.** (a) The initial student support personnel aid  
92.16 for fiscal year 2024 and fiscal year 2025 for a school district equals the greater of \$24 times  
92.17 the adjusted pupil units at the district for the current fiscal year or \$25,000. The initial  
92.18 student support personnel aid for fiscal year 2026 and later for a school district equals the  
92.19 greater of \$44 times the adjusted pupil units at the district for the current fiscal year or  
92.20 \$60,000. The initial student support personnel aid for fiscal year 2024 and fiscal year 2025  
92.21 for a charter school equals \$22 times the adjusted pupil units at the charter school for the  
92.22 current fiscal year. The initial student support personnel aid for fiscal year 2026 and later  
92.23 for a charter school equals \$40 times the adjusted pupil units at the charter school for the  
92.24 current fiscal year.

92.25 (b) The cooperative student support personnel aid for fiscal year 2024 and fiscal year  
92.26 2025 for a school district that is a member of an intermediate school district or other  
92.27 cooperative unit that enrolls students equals \$2 times the adjusted pupil units at the member  
92.28 district for the current fiscal year. The cooperative student support personnel aid for fiscal  
92.29 year 2026 and later for a school district that is a member of an intermediate school district  
92.30 or other cooperative unit that enrolls students equals \$4 times the adjusted pupil units at the  
92.31 member district for the current fiscal year. If a district is a member of more than one  
92.32 cooperative unit that enrolls students, the revenue must be allocated among the cooperative  
92.33 units.

93.1 (c) Notwithstanding paragraphs (a) and (b), the student support personnel aid must not  
93.2 exceed the district's or cooperative unit's actual expenditure according to the approved plan  
93.3 under subdivision 3.

93.4 Subd. 4. **Allowed uses.** (a) Aid under this section must be used to hire new positions  
93.5 for student support services personnel or increase a current position that is less than 1.0

211.15 that is less than 1.0 full-time equivalent to a greater number of service hours or make  
211.16 permanent a position hired using onetime resources awarded through the federal Coronavirus  
211.17 Aid Relief and Economic Security Act, the federal Consolidated Appropriations Act, the  
211.18 federal Division M-Coronavirus Response and Relief Supplemental Appropriations Act, or  
211.19 the federal American Rescue Plan Act, or to maintain a position that would otherwise be  
211.20 eliminated.

211.21 (b) Cooperative student support personnel aid must be transferred to the intermediate  
211.22 district or other cooperative unit of which the district is a member and used to hire new  
211.23 positions for student support services personnel or increase a current position that is less  
211.24 than 1.0 full-time equivalent to a greater number of service hours or make permanent a  
211.25 position hired using onetime resources awarded through the American Rescue Plan Act at  
211.26 the intermediate district or cooperative unit.

211.27 (c) If a school district, charter school, or cooperative unit does not receive at least two  
211.28 applications and is not able to hire a new full-time equivalent position with student support  
211.29 personnel aid, the aid may be used for contracted services from individuals licensed to serve  
211.30 as a school counselor, school psychologist, school social worker, school nurse, or chemical  
211.31 dependency counselor in Minnesota.

211.32 Subd. 6. **Report required.** By February 1 following any fiscal year in which student  
211.33 support personnel aid was received, a school district, charter school, or cooperative unit  
212.1 must submit a written report to the commissioner indicating how the new position affected  
212.2 two or more of the following measures:

- 212.3 (1) school climate;
- 212.4 (2) student health;
- 212.5 (3) attendance rates;
- 212.6 (4) academic achievement;
- 212.7 (5) career and college readiness; and
- 212.8 (6) postsecondary completion rates.

212.9 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

212.10 Sec. 64. Minnesota Statutes 2022, section 179A.03, subdivision 18, is amended to read:

212.11 Subd. 18. **Teacher.** "Teacher" means any public employee other than a superintendent  
212.12 or assistant superintendent, principal, assistant principal, or a supervisory or confidential  
212.13 employee, employed by a school district:

- 212.14 (1) in a position for which the person must be licensed by the Professional Educator  
212.15 Licensing and Standards Board or the commissioner of education; or

93.6 full-time equivalent to a greater number of service hours or make permanent a position hired  
93.7 using onetime resources awarded through the American Rescue Plan Act, or to maintain a  
93.8 position that would otherwise be eliminated.

93.9 (b) Cooperative student support personnel aid must be transferred to the intermediate  
93.10 district or other cooperative unit of which the district is a member and used to hire new  
93.11 positions for student support services personnel or increase a current position that is less  
93.12 than 1.0 full-time equivalent to a greater number of service hours or make permanent a  
93.13 position hired using onetime resources awarded through the federal American Rescue Plan  
93.14 Act at the intermediate district or cooperative unit.

93.15 (c) If a school district, charter school, or cooperative unit does not receive at least two  
93.16 applications and is not able to hire a new full-time equivalent position with student support  
93.17 personnel aid, the aid may be used for contracted services from individuals licensed to serve  
93.18 as a school counselor, school psychologist, school social worker, school nurse, or chemical  
93.19 dependency counselor in Minnesota.

93.20 Subd. 5. **Report required.** By February 1 following any fiscal year in which student  
93.21 support personnel aid was received, a school district, charter school, or cooperative unit  
93.22 must submit a written report to the commissioner indicating how the new position affected  
93.23 two or more of the following measures:

- 93.24 (1) school climate;
- 93.25 (2) student health;
- 93.26 (3) attendance rates;
- 93.27 (4) academic achievement;
- 93.28 (5) career and college readiness; and
- 93.29 (6) postsecondary completion rates.

93.30 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

212.16 (2) in a position as a physical therapist, occupational therapist, art therapist, music  
 212.17 therapist, or audiologist; or  
 212.18 (3) in a position creating and delivering instruction to children in a prekindergarten or  
 212.19 early learning program, except that an employee in a bargaining unit certified before January  
 212.20 1, 2023, may remain in a bargaining unit that does not include teachers unless an exclusive  
 212.21 representative files a petition for a unit clarification or to transfer exclusive representative  
 212.22 status.

212.23 **EFFECTIVE DATE.** This section is effective July 1, 2023.

212.24 Sec. 65. Minnesota Statutes 2022, section 179A.03, subdivision 19, is amended to read:

212.25 Subd. 19. **Terms and conditions of employment.** "Terms and conditions of employment"  
 212.26 means the hours of employment, the compensation therefor including fringe benefits except  
 212.27 retirement contributions or benefits other than employer payment of, or contributions to,  
 212.28 premiums for group insurance coverage of retired employees or severance pay, and the  
 212.29 employer's personnel policies affecting the working conditions of the employees. In the  
 212.30 case of professional employees the term does not mean educational policies of a school  
 213.1 district. "Terms and conditions of employment" is subject to section 179A.07. In the case  
 213.2 of school employees, "terms and conditions of employment" includes class sizes, student  
 213.3 testing, and student-to-personnel ratios.

213.4 Sec. 66. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

213.5 Subdivision 1. **Department of Education.** The sums indicated in this section are  
 213.6 appropriated from the general fund to the Department of Education for the fiscal years  
 213.7 designated.

213.8 Subd. 2. **Agricultural educator grants.** (a) For agricultural educator grants under Laws  
 213.9 2017, First Special Session chapter 5, article 2, section 51:

213.10 \$ 250,000 ..... 2024

213.11 \$ 250,000 ..... 2025

213.12 (b) Any balance in the first year does not cancel but is available in the second year.

213.13 Subd. 3. **Alternative teacher compensation aid.** (a) For alternative teacher compensation  
 213.14 aid under Minnesota Statutes, section 122A.415, subdivision 4:

213.15 \$ 88,666,000 ..... 2024

213.16 \$ 89,321,000 ..... 2025

94.1 Sec. 18. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

94.2 Subdivision 1. **Department of Education.** The sums indicated in this section are  
 94.3 appropriated from the general fund to the Department of Education for the fiscal year  
 94.4 designated.

94.5 Subd. 2. **Agricultural educator grants.** (a) For agricultural educator grants under Laws  
 94.6 2017, First Special Session chapter 5, article 2, section 51:

94.7 \$ 250,000 ..... 2024

94.8 \$ 250,000 ..... 2025

94.9 (b) Any balance in the first year does not cancel but is available in the second year.

94.10 Subd. 3. **Alternative teacher compensation aid.** (a) For alternative teacher compensation  
 94.11 aid under Minnesota Statutes, section 122A.415, subdivision 4:

94.12 \$ 88,443,000 ..... 2024

94.13 \$ 88,430,000 ..... 2025

213.17 (b) The 2024 appropriation includes \$8,824,000 for fiscal year 2023 and \$79,842,000  
213.18 for fiscal year 2024.

213.19 (c) The 2025 appropriation includes \$8,871,000 for fiscal year 2024 and \$80,450,000  
213.20 for fiscal year 2025.

213.21 Subd. 4. **Black Men Teach Twin Cities.** (a) For a grant to Black Men Teach Twin Cities  
213.22 for the purposes listed in paragraph (c):

213.23 \$ 500,000 .... 2024

213.24 \$ 500,000 .... 2025

213.25 (b) Black Men Teach Twin Cities must use the grant to establish partnerships with school  
213.26 district elementary schools and elementary charter schools with a goal of increasing the  
213.27 number of black male teachers to 20 percent of the teachers at each school site. To the extent  
213.28 possible, Black Men Teach Twin Cities must include sites in greater Minnesota, suburban  
213.29 areas, and urban settings.

213.30 (c) The grant money may be used for:

213.31 (1) scholarships for aspiring teachers;

214.1 (2) student teacher stipends;

214.2 (3) mentoring activities;

214.3 (4) professional development, with an emphasis on early literacy training, including best  
214.4 practices associated with the science of reading; and

214.5 (5) stipends for housing to allow a teacher to live closer to the teacher's school.

214.6 (d) Black Men Teach Twin Cities must provide a detailed report to the chairs and ranking  
214.7 minority members of the legislative committees with jurisdiction over kindergarten through  
214.8 grade 12 education and higher education by January 15 of each year following the year of  
214.9 the grant describing how the grant funds were used. The report must describe the progress  
214.10 made toward the goal of increasing the number of Black male teachers at each school site,  
214.11 identify the strategies used to recruit Black teachers, and describe barriers Black men face  
214.12 in the teaching profession. The report must be filed in accordance with Minnesota Statutes,  
214.13 section 3.195.

214.14 Subd. 5. **Come Teach in Minnesota hiring bonuses.** (a) For the Come Teach in  
214.15 Minnesota hiring bonuses pilot program under Minnesota Statutes, section 122A.59:

214.16 \$ 0 .... 2024

214.17 \$ 200,000 .... 2025

94.14 (b) The 2024 appropriation includes \$8,824,000 for fiscal year 2023 and \$79,619,000  
94.15 for fiscal year 2024.

94.16 (c) The 2025 appropriation includes \$8,847,000 for fiscal year 2024 and \$79,583,000  
94.17 for fiscal year 2025.

94.18 Subd. 4. **Come Teach in Minnesota hiring bonuses.** (a) For the Come Teach in  
94.19 Minnesota hiring bonuses pilot program under Minnesota Statutes, section 122A.59:

94.20 \$ 200,000 .... 2024

94.21 \$ 400,000 .... 2025

214.18 (b) Up to \$30,000 of the appropriation amount is available to administer and improve  
214.19 the program.

214.20 Subd. 6. **Concurrent enrollment teacher training program.** (a) For the concurrent  
214.21 enrollment teacher partnership under Minnesota Statutes, section 122A.76:

214.22 \$ 375,000 ..... 2024

214.23 \$ 375,000 ..... 2025

214.24 (b) Any balance in the first year does not cancel but is available in the second year.

214.25 Subd. 7. **Expanded concurrent enrollment grants.** (a) For grants to institutions offering  
214.26 "Introduction to Teaching" or "Introduction to Education" courses under Minnesota Statutes,  
214.27 section 124D.09, subdivision 10, paragraph (b):

214.28 \$ 500,000 ..... 2024

214.29 \$ 500,000 ..... 2025

214.30 (b) Up to five percent of the grant amount is available for grant administration and  
214.31 monitoring.

214.32 (c) Any balance in the first year does not cancel but is available in the second year.

215.1 Subd. 8. **Grow Your Own pathways to teacher licensure grants.** (a) For grants to  
215.2 develop, continue, or expand Grow Your Own new teacher programs under Minnesota  
215.3 Statutes, section 122A.73, to develop a teaching workforce that more closely reflects the

94.22 (b) The department may use up to \$30,000 of the appropriation amount to administer  
94.23 and improve the program under this subdivision.

94.24 (c) This appropriation is subject to the requirements under Minnesota Statutes, section  
94.25 122A.59, subdivision 5.

94.26 (d) The base for fiscal year 2026 and later is \$400,000.

96.18 Subd. 11. **Statewide concurrent enrollment teacher training program.** (a) For the  
96.19 concurrent enrollment teacher partnership under Minnesota Statutes, section 122A.76:

96.20 \$ 375,000 ..... 2024

96.21 \$ 375,000 ..... 2025

96.22 (b) Any balance in the first year does not cancel but is available in the second year.

95.3 Subd. 6. **Coalition to Increase Teachers of Color and American Indian Teachers.** (a)  
95.4 For a grant to the Coalition to Increase Teachers of Color and American Indian Teachers  
95.5 in Minnesota for nonlobbying activities and general operating expenses that support the  
95.6 recruitment and retention of racially and ethnically diverse teachers underrepresented in the  
95.7 state's workforce:

95.8 \$ 100,000 ..... 2024

95.9 \$ 100,000 ..... 2025

95.10 (b) Any balance in the first year does not cancel but is available in the second year.

95.11 Subd. 7. **Expanded concurrent enrollment grants.** (a) For grants to institutions offering  
95.12 "Introduction to Teaching" or "Introduction to Education" courses under Minnesota Statutes,  
95.13 section 124D.09, subdivision 10, paragraph (b):

95.14 \$ 500,000 ..... 2024

95.15 \$ 500,000 ..... 2025

95.16 (b) Up to five percent of the grant amount is available for grant administration and  
95.17 monitoring.

95.18 (c) Any balance in the first year does not cancel but is available in the second year.

95.19 Subd. 8. **Grow Your Own pathways to teacher licensure grants.** (a) For grants to  
95.20 develop, continue, or expand Grow Your Own new teacher programs under Minnesota  
95.21 Statutes, section 122A.73, to develop a teaching workforce that more closely reflects the

215.4 state's increasingly diverse student population and ensure all students have equitable access  
215.5 to effective and diverse teachers:

215.6 \$ 23,500,000 ..... 2024

215.7 \$ 23,500,000 ..... 2025

215.8 (b) Up to \$175,000 of the appropriation is available to administer the grant program.

215.9 Subd. 9. **Special education teacher pipeline.** (a) For grants to develop special education  
215.10 teacher pipelines across Minnesota under Minnesota Statutes, section 122A.731:

215.11 \$ 10,000,000 ..... 2024

215.12 \$ 10,000,000 ..... 2025

215.13 (b) Up to \$175,000 of the appropriation is available to administer the grant program.

215.14 (c) Any balance in the first year does not cancel but is available in the following fiscal  
215.15 year.

95.22 state's increasingly diverse student population and ensure all students have equitable access  
95.23 to effective and diverse teachers:

95.24 \$ 32,500,000 ..... 2024

95.25 \$ 32,500,000 ..... 2025

95.26 (b) Of the amounts in paragraph (a), \$1,500,000 each year is for grants to early childhood  
95.27 educator programs.

95.28 (c) Of the amounts in paragraph (a), at least \$3,000,000 each year is for teacher residency  
95.29 programs under Minnesota Statutes, section 122A.68, subdivision 3.

95.30 (d) This appropriation is subject to the requirements under Minnesota Statutes, section  
95.31 122A.73, subdivision 5.

95.32 (e) The base for fiscal year 2026 and later is \$32,500,000.

97.9 Subd. 13. **Student support personnel.** (a) To address shortages of school support  
97.10 personnel services that benefit children and young people's social, emotional, and physical  
97.11 health through strategies to fund additional positions within early childhood systems, public  
97.12 schools, and the Department of Education, and to implement a workforce development  
97.13 initiative:

97.14 \$ 2,550,000 ..... 2024

97.15 \$ 2,550,000 ..... 2025

97.16 (b) Of this amount, \$2,400,000 each year is to fund a workforce development initiative  
97.17 to increase the number of student support personnel each year.

97.18 (c) Of this amount, \$150,000 each year is to fund a school mental health service lead at  
97.19 the Department of Education.

215.16 Subd. 10. Student support personnel aid. (a) For aid to support schools in addressing  
215.17 students' social, emotional, and physical health under Minnesota Statutes, section 124D.901:

215.18 \$ 25,000,000 ..... 2024

215.19 \$ 50,000,000 ..... 2025

215.20 (b) This appropriation is 100 percent payable in the current year.

215.21 (c) The base for fiscal year 2026 and later is \$75,000,000.

215.22 Subd. 11. Student support personnel workforce pipeline. (a) For a grant program to  
215.23 develop a student support personnel workforce pipeline focused on increasing school  
215.24 psychologists, school nurses, school counselors, and school social workers of color and  
215.25 Indigenous providers, professional respecialization, recruitment, and retention:

215.26 \$ 5,000,000 ..... 2024

215.27 \$ 5,000,000 ..... 2025

215.28 (b) Of the amount in paragraph (a), \$150,000 is for providing support to school nurses  
215.29 across the state.

215.30 (c) To the extent practicable, the pipeline grants must be used to support equal numbers  
215.31 of students pursuing careers as school psychologists, school nurses, school counselors, and  
215.32 school social workers.

216.1 (d) For grants awarded under this subdivision to school psychologists, the following  
216.2 terms have the meanings given:

216.3 (1) "eligible designated trainee" means an individual enrolled in a NASP-approved or  
216.4 APA-accredited school psychology program granting educational specialist certificates or  
216.5 doctoral degrees in school psychology;

216.6 (2) "practica" means an educational experience administered and evaluated by the  
216.7 graduate training program, with university and site supervision by appropriately credentialed  
216.8 school psychologists, to develop trainees' competencies to provide school psychological  
216.9 services based on the graduate program's goals and competencies relative to accreditation  
216.10 and licensure requirements; and

216.11 (3) "eligible employment" means a paid position within a school or local education  
216.12 agency directly related to the training program providing direct or indirect school psychology  
216.13 services. Direct services include assessment, intervention, prevention, or consultation services  
216.14 to students or their family members and educational staff. Indirect services include  
216.15 supervision, research and evaluation, administration, program development, technical  
216.16 assistance, or professional learning to support direct services.

97.20 Subd. 14. Student support personnel aid. (a) For aid to support schools in addressing  
97.21 students' social, emotional, and physical health under Minnesota Statutes, section 124D.901:

97.22 \$ 23,432,000 ..... 2024

97.23 \$ 25,990,000 ..... 2025

97.24 (b) The 2024 appropriation includes \$0 for 2023 and \$23,432,000 for 2024.

97.25 (c) The 2025 appropriation includes \$2,604,000 for 2024 and \$23,386,000 for 2025.

216.17 (e) Grants awarded to school psychologists must be used for:

216.18 (1) the provision of paid, supervised, and educationally meaningful practica in a public  
216.19 school setting for an eligible designated trainee enrolled in a qualifying program within the  
216.20 grantee's institution;

216.21 (2) to support student recruitment and retention to enroll and hire an eligible designated  
216.22 trainee for paid practica in public school settings; and

216.23 (3) oversight of trainee practica and professional development by the qualifying institution  
216.24 to ensure the qualifications and conduct by an eligible designated trainee meet requirements  
216.25 set forth by the state and accrediting agencies.

216.26 (f) Upon successful completion of the graduate training program, grants awarded to  
216.27 school psychologists must maintain eligible employment within Minnesota for a minimum  
216.28 period of one-year full-time equivalent for each academic year of paid traineeship under  
216.29 the grant program.

216.30 (g) Up to \$150,000 of the appropriation is available for grant administration.

216.31 Subd. 12. **Teacher residency program.** (a) For the teacher residency program under  
216.32 Minnesota Statutes, section 122A.68, subdivision 3:

217.1 \$ 3,000,000 .... 2024

217.2 \$ 3,000,000 .... 2025

217.3 (b) Up to three percent of the appropriation is available for grant administration.

217.4 (c) Any balance does not cancel but is available in the following fiscal year.

94.27 Subd. 5. **Closing educational opportunity gaps grants.** (a) To support schools in their  
94.28 efforts to close opportunity gaps under Minnesota Statutes, section 120B.113:

94.29 \$ 4,000,000 .... 2024

94.30 \$ 4,000,000 .... 2025

95.1 (b) The department may retain up to five percent of this appropriation to administer the  
95.2 grant program.

96.7 Subd. 10. **Reimbursements for teacher licensing and exam fees.** (a) For reducing  
96.8 financial burdens for aspiring teachers by funding costs associated with Minnesota teacher  
96.9 licensing exams and first professional teacher license fees for newly graduated teachers:

96.10        \$            1,400,000    .....    2024

96.11        \$                    0        .....    2025

96.12        (b) The commissioner must establish a process for newly licensed teachers to be  
96.13 reimbursed for expenses related to:

96.14        (1) application fees to the board for initial licensure; and

96.15        (2) exam fees for required licensure exams to obtain a teaching license in Minnesota.

96.16        (c) Up to \$50,000 is available for administration, including contracts.

96.17        (d) This is a onetime appropriation and is available until June 30, 2027.

96.23        Subd. 12. Statewide teacher mentoring program. (a) For a statewide teacher induction  
96.24 and mentoring program:

96.25        \$            9,940,000    .....    2024

96.26        \$                    0        .....    2025

96.27        (b) Funds may be used for:

96.28        (1) competitive grants to Minnesota regional partners, including institutions of higher  
96.29 education, regional service cooperatives, other district or charter collaboratives, and  
96.30 professional organizations, to provide mentoring supports for new teachers, on-the-ground  
97.1 training, technical assistance, and networks or communities of practice for local new teachers,  
97.2 districts, and charter schools to implement Minnesota's induction model;

97.3        (2) competitive grants to school districts to fund Teacher of Record mentorships to Tier  
97.4 1 special education teachers, including training and supervision; and

97.5        (3) contracts with national content experts and research collaboratives to assist in  
97.6 developing Minnesota's induction model, to provide ongoing training to mentors and  
97.7 principals, and to evaluate the program over time.

97.8        (c) This is a onetime appropriation and is available until June 30, 2027.

97.26        Sec. 19. APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND  
97.27 STANDARDS BOARD.

97.28        Subdivision 1. Professional Educator Licensing and Standards Board. The sum  
97.29 indicated in this section is appropriated from the general fund to the Professional Educator  
97.30 Licensing and Standards Board for the fiscal year designated.

217.5        Sec. 67. APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND  
217.6 STANDARDS BOARD.

217.7        Subdivision 1. Professional Educator Licensing and Standards Board. The sums  
217.8 indicated in this section are appropriated from the general fund to the Professional Educator  
217.9 Licensing and Standards Board for the fiscal years designated.

217.10        Subd. 2. Alternative pathways support position. To fund a new position at the  
217.11 Professional Educator Licensing and Standards Board to support candidates through  
217.12 alternative pathway programs, including the licensure via portfolio process and to support

217.13 districts, charter schools, and educational cooperatives to become alternative preparation  
217.14 providers:

217.15 \$ 150,000 ..... 2024

217.16 \$ 150,000 ..... 2025

217.17 Subd. 3. Collaborative urban and greater Minnesota educators of color grants. (a)  
217.18 For collaborative urban and greater Minnesota educators of color competitive grants under  
217.19 Minnesota Statutes, section 122A.635:

217.20 \$ 6,000,000 ..... 2024

217.21 \$ 6,000,000 ..... 2025

217.22 (b) The board may retain up to \$100,000 of the appropriation amount to monitor and  
217.23 administer the grant program.

217.24 (c) Any balance does not cancel but is available in the following fiscal year.

217.25 (d) The base appropriation for fiscal year 2026 and later is \$6,000,000.

217.26 Subd. 4. Heritage language and culture teachers. To support an additional licensure  
217.27 pathway program for heritage language and culture teachers under Minnesota Statutes,  
217.28 section 122A.631, including funding for a portfolio liaison and funding for substitute teachers  
217.29 on meeting days, portfolio fees, licensure fees, and licensure exam fees for 50 program  
217.30 participants:

217.31 \$ 208,000 ..... 2024

217.32 \$ 208,000 ..... 2025

218.1 Subd. 5. Licensure via portfolio online platform. To complete the licensure via portfolio  
218.2 online platform to streamline the portfolio submission and review process:

218.3 \$ 150,000 ..... 2024

218.4 \$ 150,000 ..... 2025

218.5 Subd. 6. Mentoring, induction, and retention incentive program grants for teachers  
218.6 of color. (a) To develop and expand mentoring, induction, and retention programs designed  
218.7 for teachers of color or American Indian teachers under Minnesota Statutes, section 122A.70:

98.1 Subd. 2. Collaborative urban and greater Minnesota educators of color grants. (a)  
98.2 For collaborative urban and greater Minnesota educators of color competitive grants under  
98.3 Minnesota Statutes, section 122A.635:

98.4 \$ 5,530,000 ..... 2024

98.5 \$ 5,350,000 ..... 2025

98.6 (b) The board may retain up to \$100,000 of the appropriation amount to monitor and  
98.7 administer the grant program.

98.8 (c) Any balance does not cancel but is available in the following fiscal year.

98.9 (d) The base for fiscal year 2026 and later is \$5,350,000.

98.10 Subd. 3. Heritage language and culture teachers. To support an additional licensure  
98.11 pathway program for heritage language and culture teachers under Minnesota Statutes,  
98.12 section 122A.631, including funding for a portfolio liaison and funding for substitute teachers  
98.13 on meeting days, portfolio fees, licensure fees, and licensure exam fees for 50 program  
98.14 participants:

98.15 \$ 208,000 ..... 2024

98.16 \$ 208,000 ..... 2025

98.17 Subd. 4. Mentoring, induction, and retention incentive program grants for teachers  
98.18 of color. (a) To develop and expand mentoring, induction, and retention programs designed  
98.19 for teachers of color or American Indian teachers under Minnesota Statutes, section 122A.70:

218.8 \$ 3,500,000 ..... 2024

218.9 \$ 3,500,000 ..... 2025

218.10 (b) Any balance does not cancel but is available in the following fiscal year.

218.11 (c) The base for grants under Minnesota Statutes, section 122A.70, for fiscal year 2026  
218.12 and later is \$4,500,000, of which at least \$3,500,000 each fiscal year is for grants to develop  
218.13 and expand mentoring, induction, and retention programs designed for teachers of color or  
218.14 American Indian teachers.

218.15 (d) The board may retain up to three percent of the appropriation amount to monitor and  
218.16 administer the grant program.

218.17 Subd. 7. **Removing barriers to licensure.** (a) For rulemaking and technology changes  
218.18 related to tiered licensure changes:

218.19 \$ 77,000 ..... 2024

218.20 (b) This is a onetime appropriation.

218.21 Subd. 8. **Reports on increasing percentage of teachers of color and American Indian**  
218.22 **teachers.** (a) For a half-time equivalent employee to complete reports on state-funded  
218.23 programs to increase the percentage of teachers of color and American Indian teachers in  
218.24 Minnesota schools in accordance with Minnesota Statutes, section 120B.117, and process  
218.25 reports under Minnesota Statutes, sections 122A.40, subdivision 3, and 122A.41, subdivision  
218.26 16:

218.27 \$ 60,000 ..... 2024

218.28 \$ 60,000 ..... 2025

218.29 (b) The base for fiscal year 2026 and later is \$60,000.

218.30 Subd. 9. **Teacher recruitment marketing campaign.** (a) To develop two contracts to  
218.31 develop and implement an outreach and marketing campaign under this subdivision:

219.1 \$ 500,000 ..... 2024

219.2 \$ 500,000 ..... 2025

219.3 (b) The Professional Educator Licensing and Standards Board must issue a request for  
219.4 proposals to develop and implement an outreach and marketing campaign to elevate the  
219.5 profession and recruit teachers, especially teachers of color and American Indian teachers.  
219.6 Outreach efforts should include and support current and former Teacher of the Year finalists

98.20 \$ 3,496,000 ..... 2024

98.21 \$ 3,496,000 ..... 2025

98.22 (b) Any balance does not cancel but is available in the following fiscal year.

98.23 (c) The base for fiscal year 2026 and later is \$3,496,000, of which at least \$2,500,000  
98.24 each fiscal year is for grants to develop and expand mentoring, induction, and retention  
98.25 programs designed for teachers of color or American Indian teachers.

98.26 (d) The board may retain up to three percent of the appropriation amount to monitor and  
98.27 administer the grant program.

98.28 Subd. 5. **Reports on increasing percentage of teachers of color and American Indian**  
98.29 **teachers.** (a) For a full-time equivalent employee to complete reports on state-funded  
98.30 programs to increase the percentage of teachers of color and American Indian teachers in  
98.31 Minnesota schools in accordance with Minnesota Statutes, section 120B.117, and process  
99.1 reports under Minnesota Statutes, sections 122A.40, subdivision 3, and 122A.41, subdivision  
99.2 16:

99.3 \$ 20,000 ..... 2024

99.4 \$ 0 ..... 2025

99.5 (b) The base for fiscal year 2026 and later is \$0.

99.6 Subd. 6. **Teacher recruitment marketing campaign.** (a) To develop two contracts to  
99.7 develop and implement an outreach and marketing campaign under this subdivision:

99.8 \$ 500,000 ..... 2024

99.9 \$ 500,000 ..... 2025

99.10 (b) The Professional Educator Licensing and Standards Board must issue a request for  
99.11 proposals to develop and implement an outreach and marketing campaign to elevate the  
99.12 profession and recruit teachers, especially teachers of color and American Indian teachers.  
99.13 Outreach efforts should include and support current and former Teacher of the Year finalists

219.7 interested in being recruitment fellows to encourage prospective educators throughout the  
219.8 state. The board may renew a grant contract with a prior recipient if it determines sufficient  
219.9 deliverables were achieved and the plans of the firm or organization are more promising  
219.10 than proposals from other entities.

219.11 (c) The outreach and marketing campaign must focus on increasing interest in teaching  
219.12 in Minnesota public schools for the following individuals:

219.13 (1) high school and college students of color or American Indian students who have not  
219.14 chosen a career path; or

219.15 (2) adults from racial or ethnic groups underrepresented in the teacher workforce who  
219.16 may be seeking to change careers.

219.17 (d) The board must award two \$250,000 grants each year to firms or organizations that  
219.18 demonstrate capacity to reach wide and varied audiences of prospective teachers based on  
219.19 a work plan with quarterly deliverables. Preferences should be given to firms or organizations  
219.20 that are led by people of color and that have people of color working on the campaign with  
219.21 a proven record of success. The grant recipients must recognize current pathways or programs  
219.22 to become a teacher and must partner with educators, schools, institutions, and racially  
219.23 diverse communities. The grant recipients are encouraged to provide in-kind contributions  
219.24 or seek funds from nonstate sources to supplement the grant award.

219.25 (e) The board may use no more than three percent of the appropriation amount to  
219.26 administer the program under this subdivision, and may have an interagency agreement  
219.27 with the Department of Education including transfer of funds to help administer the program.

219.28 (f) Any balance in the first year does not cancel but is available in the second year.

219.29 Sec. 68. **REVISOR INSTRUCTION.**

219.30 The revisor of statutes shall replace the terms "candidate" or "candidates" with "applicant"  
219.31 or "applicants" wherever they appear in Minnesota Statutes, sections 122A.09, 122A.18,  
219.32 122A.181, 122A.182, 122A.183, 122A.184, 122A.185, 122A.188, 122A.21, and 122A.28.

220.1 Sec. 69. **REPEALER.**

220.2 (a) Minnesota Statutes 2022, sections 122A.07, subdivision 2a; 122A.091, subdivisions  
220.3 3 and 6; and 122A.18, subdivision 7c, are repealed.

220.4 (b) Minnesota Rules, part 8710.0500, subparts 8 and 11, are repealed.

220.5 (c) Minnesota Statutes 2022, section 122A.182, subdivision 2, is repealed.

220.6 **EFFECTIVE DATE.** Paragraph (c) is effective July 1, 2024.

99.14 interested in being recruitment fellows to encourage prospective educators throughout the  
99.15 state.

99.16 (c) The outreach and marketing campaign must focus on increasing interest in teaching  
99.17 in Minnesota public schools for the following individuals:

99.18 (1) high school and college students of color or American Indian students who have not  
99.19 chosen a career path; or

99.20 (2) adults from racial or ethnic groups underrepresented in the teacher workforce who  
99.21 may be seeking to change careers.

99.22 (d) The board must award two \$250,000 grants each year to firms or organizations that  
99.23 demonstrate capacity to reach wide and varied audiences of prospective teachers based on  
99.24 a work plan with quarterly deliverables. Preferences should be given to firms or organizations  
99.25 that are led by people of color and that have people of color working on the campaign with  
99.26 a proven record of success. The grant recipients must recognize current pathways or programs  
99.27 to become a teacher and must partner with educators, schools, institutions, and racially  
99.28 diverse communities. The grant recipients are encouraged to provide in-kind contributions  
99.29 or seek funds from nonstate sources to supplement the grant award.

99.30 (e) The board may use no more than three percent of the appropriation amount to  
99.31 administer the program under this subdivision, and may have an interagency agreement  
99.32 with the Department of Education including transfer of funds to help administer the program.

99.33 (f) Any balance in the first year does not cancel but is available in the second year.