

# HOUSE RESEARCH

## Bill Summary

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**Authors:** Erickson

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**Analyst:** Lisa Larson, 651-296-8036

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### Overview

The 1990 Legislature authorized the Minnesota Board of Teaching to establish an alternative preparation to teacher licensure program beginning in 1991. The program was intended to allow individuals, especially individuals of color, with relevant backgrounds who might not otherwise seek a teaching license to be licensed and thereby increase the number of highly qualified licensed teachers. A secondary purpose of the program was to promote closer institutional relationships between school districts and postsecondary teacher preparation programs.

This bill proposes to establish a teacher training program for qualified professionals to acquire an initial teaching license in specified fields arguably experiencing teacher shortages - science, math, world languages, ESL and special education and to repeal the alternative teacher preparation program currently in statute.

### Section

#### **1 Teacher training program for qualified professionals.**

**Subd. 1. Scope and requirements.** (a) Establishes an alternative teacher training program for qualified professionals to acquire an initial teaching license in the fields of science, math, world languages, ESL and special education. Authorizes Minnesota public or private postsecondary institutions approved by the Board of Teaching to provide the program.

(b) Requires an eligible applicant at least to have a bachelor's degree, to have an

## Section

undergraduate major or a post baccalaureate degree in the subject to be taught or in a related subject, to pass a basic skills reading, writing and math exam, to pass the Praxis II subject assessment in the relevant subject areas, to have a cumulative GPA of at least 2.75 on a 4.0 scale for a bachelor's degree, show employment that is related to the relevant subject areas and show district employment as a teacher conditioned on participating in an alternative teacher training program.

**Subd. 2. Program.** Requires the alternative teacher training program to continue for one year and include: a summer or preinduction program that the candidate must complete before entering the classroom; 200 clock hours of specified instruction leading to a license and perhaps up to 15 credits toward a master's degree in education; on the job mentoring, evaluation and supervision provided by the employing district; and a one-week intensive workshop that may go toward satisfying the requirement for 200 clock hours of instruction.

**Subd. 3. Program approval.** Directs the Board of Teaching to approve program proposals from the state's public and private postsecondary institutions using criteria developed after considering the recommendations of a board-appointed advisory group composed of the education commissioner and representatives of school superintendents, principals, teachers, and postsecondary institutions.

**Subd. 4. Eligibility license.** Grants eligible applicants a one-year license to teach. Requires a mentor to be assigned to the applicant teacher and requires the mentor and applicant teacher to meet weekly during the school year. Allows the employing school district to deduct mentoring costs from the applicant teacher's salary.

**Subd. 5. Standard entrance license.** Directs the Board of Teaching to issue a standard entrance license to an applicant teacher who successfully completes one school year in the classroom, passes the Praxis II tests and receives a positive recommendation from the evaluation team.

**Subd. 6. Qualified teacher.** Declares that a teacher with a valid license under this program is a qualified teacher.

**2 Repealer.** Repeals effective for the 2006-2007 school year the alternative preparation licensing for teachers provision that is currently in statute.