

Dear Chair and members of the Committee:

My name is Angelica Daley and I am a teacher with a tier 2 license. I moved to Minnesota after receiving my Bachelors degree from the University of Wisconsin - Eau Claire through their highly-recognized teacher education program. During my time at UW - Eau Claire, I taught in a variety of grade levels from first to eighth grade, in areas both rural and urban.

As a second-year teacher, I have become well-rounded in not only formal in-class instruction for over half of my first year, but also distance learning for the entirety of my second year thus far. The students with whom I have grown alongside of come from diverse backgrounds and lifestyles, including students of color, those eligible for free and reduced lunch, and English language learners. The positive relationships I have built with families has deeply impacted student learning and their willingness to show up, even when their home life calls for more responsibility.

Coming from an out-of-state university, the tier 2 licensure has provided me with the ability to transition into this new environment with growing opportunity. As a teacher of color, I feel that my diverse background and experience have a deep impact on the students I teach, and allow them to connect in ways others could not, solely based on their ability to feel as though they are heard and appreciated. My fear is that with this new proposal, many teachers relying on this tier 2 to tier 3 transition would turn away from the opportunity to teach and connect with their students - especially those that need the connection the most - due entirely to the lack of support needed to get there. With the proposed bill, experienced and highly-skilled teachers will be pushed out of the classroom due to pathway barriers primarily used by teachers of color.

Giving educators the opportunity to dive into their field of expertise with all of the knowledge they have from around the country or world would not only provide diversification and connection with students, but would give these students the appreciation and knowledge they need to grow. Although I am in the early stages of my teaching career, the passion I have for providing my students with as much diversification, encouragement, and drive is infinite. If this proposal were to go through, the hard work I have put into my craft will be traded in for larger class sizes and overwhelming, unrealistic classroom environments and expectations. Teachers should have a myriad of options to obtain a license, as they are the backbone of the system that *creates* the opportunity for students to grow into a diverse and ever-changing society.

Thank you,

Angelica Daley  
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