

HOUSE RESEARCH

Bill Summary

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Overview

This bill contains Governor Pawlenty's recommendations for K-12 education.

Section

Article 1: General Education

- 1 **Length of school year.** Replaces the current requirement that a school district have as many instructional days as it had in the 1996-97 school year with a required minimum number of hours of instruction. Sets the hours of instruction at 425 hours for kindergarten students, 935 hours for students in grades 1 to 6, and 1,020 hours for students in grades 7 to 12 (assuming 170 student instructional days, these requirement are 2.5 hours per day for kindergarten, 5.5 hours per day for elementary students, and 6 hours per day for secondary students).
- 2 **Levy recognition.** Establishes the levy recognition shift by statute. Beginning in FY 2011, shifts the first half of the school levy payments (the amounts received in the May, June and July settlements) into the previous fiscal year. Sets the shift percentage at 48.6 percent of the total amount of the levy certified in the previous year.
- 3 **Length of school year.** Changes from days to hours the unit by which charter schools must measure the school year under Minnesota's compulsory instruction statute.
- 4 **Extended time revenue.** Eliminates extended time revenue for districts and charter schools no longer offering an extended time program (under current law, a school with declining enrollment that discontinues an extended time program will receive a part of another year's worth of extended time revenue in the year after the program is discontinued).

- 5 Reduction of aid for not providing required hours of instruction.** Reduces the state aid payments to school districts that do not provide the required minimum hours of instruction to their students. Sets the aid payment equal to 60 percent of the basic formula allowance for each missing hour. Authorizes a school board to appeal the aid reduction to the commissioner of education and allows the commissioner to set aside the aid penalty if the circumstances causing the loss of instruction time are beyond the control of the school board and the board makes a good faith effort to make up the lost time.
- 6 Aid reduction; levy revenue recognition change.** Clarifies a cross reference.
- 7 Definitions.** Lowers the current year aid payment percentage from 90 to 73.
- 8 Payment dates and percentages.** Removes obsolete language.
- 9 Advance final payment.** Authorizes an advance final payment for school districts and charter schools in statutory operating debt. Sets the aid payment schedule at 90 percent of the aid entitlement for fiscal years 2010 and later. Caps the total amount of the advance final payment that can be paid in any year at not more than \$7.5 million.
- 10 Aid payment percentage.** Removes an obsolete reference.
- 11 Appropriations.** Changes K-12 appropriations for fiscal years 2010 and 2011 to reflect the aid reductions due to unallotment (through the implementation of the shift), proposed codification of the shift, November 2009 forecast adjustments, and proposed budget changes.

Article 2: Education Excellence

- 1 Educational planning and assessment system (EPAS) program.** Allows unexpended funds allocated to pay test costs for school districts and charter schools participating in the EPAS program to be used instead for costs of state data collection and analysis.
- 2 License and rules.** (b) Requires persons interested in enrolling in an approved teacher preparation program to first pass a basic skills reading, writing, and math test.
 (e) Requires candidates for an initial teaching license to pass exams of general pedagogical knowledge and licensure-specific skills. Also requires general education candidates interested in teaching kindergarten or elementary school to pass math items on the licensure-specific teaching skills test.
- 3 Rules incorporating national standards.** Directs the Board of School Administrators to adopt rules that incorporate national standards for effective school leadership into the licensing standards for principals.
- 4 Authority to license.** (d) Directs the Board of Teaching and the education department to agree to share K-12 educational data for purposes of approving and improving teacher education programs. Requires the Board of Teaching to approve teacher preparation programs that, among other requirements, target identified areas of K-12 concern. Requires the Board of Teaching to keep the educational data confidential and to use it only for the purpose of this paragraph. Makes the Board of Teaching subject to a penalty for any

unauthorized disclosure of the data.

(e) Directs the Board of School Administrators and the education department to agree to share K-12 educational data for purposes of approving and improving education programs for school administrators. Requires the Board of School Administrators to approve administrator preparation programs that, among other requirements, target identified areas of K-12 concern. Requires the board to keep the educational data confidential and to use it only for the purpose of this paragraph. Make the board subject to a penalty for any unauthorized disclosure of the data.

- 5 Teacher and support personnel qualifications.** (b) Directs the Board of Teaching to require a person to pass a reading, writing, and math skills exam before being granted an initial teaching license.

Strikes paragraph (c) allowing the Board of Teaching to grant a one-year license to a candidate who has successfully completed an approved teacher preparation program but has not passed the basic skills exam.

(c) Allows the Board of Teaching to grant continuing licenses only to those persons who successfully pass the basic skills exam.

(e) Directs the Board of Teaching to approve only those teacher preparation institutions that require on-line pedagogy and require teacher candidates to complete at least one on-line course.

(f) Requires the Board of Teaching to ensure that teacher licensing standards align with K-12 academic standards. Directs the Board of Teaching to adopt a standards review cycle that corresponds to the statutory cycle the education department undertakes to review and revise Minnesota's K-12 academic standards. Requires the Board of Teaching to review and revise teacher licensure standards within one school year of when the commissioner revises the commensurate K-12 academic standards.

- 6 Applicants licensed in other states.** (b), (c), (d), (e) Direct the Board of Teaching to issue some form of a teaching license, depending on the circumstances, to out-of-state teacher applicants who pass required exams and successfully complete board-required human relations preparation.

- 7 Probationary period.** (a) Requires a licensed administrator to conduct written evaluations of a probationary teacher that include (1) individual evaluations that are aligned with educational improvement plans and staff development plans and (2) locally-conducted objective evaluations by trained educators using multiple criteria.

- 8 Mentoring for probationary teachers.** (a) Requires the peer review process for probationary teachers to include having trained observers as mentors or coaches or teachers participating in professional learning communities.

(b) Directs school districts to support probationary teachers to ensure their success in meeting continuing contract requirements. Requires the support to include: professional learning driven by standards of professional practice; seminars to promote professional growth and differentiated learning; trained mentors to meet with and assist the probationary teachers and to conduct formative assessments and observations; a professional growth

- plan.
- 9 Teacher tenure renewal system.** (a) Establishes a teacher continuing contract renewal system that: bases teachers' employment and re-employment on a five-year cycle related to students' academic growth; supports teachers' professional growth and responsibility in improving students' academic growth; and encourages teachers to undertake challenging assignments.
- (b) Establishes that a teacher who successfully completes the probationary period continues to be employed for a five-year period, assuming good behavior and efficient and competent service. Bases the terms and conditions of the teachers' employment contract, including salaries and increase, on the length of either the school year or an extended school calendar.
- (c) Requires a school district to renew or terminate a teacher at the end of the five-year term based on: a portfolio of the teacher's five-year professional growth plan that includes at least three objective evaluations per school year premised on individual evaluations that are aligned with the educational improvement plan and staff development plan, and locally conducted evaluations by trained educators using multiple criteria; school-wide student achievement gains; and student outcomes on local assessments.
- (d) Requires a school board to give a teacher written notice indicating whether the teacher's employment is renewed or terminated before July 1 of the end of the five-year period.
- 10 Peer coaching for continuing contract teachers.** (b) Directs school districts to support teachers in their professional growth by providing: professional learning based on standards of professional practice; seminars to promote professional growth and differentiated learning; and a five-year professional growth plan that includes evaluations conducted at least three times per school year.
- 11 Probationary period; discharge or demotion.** (a) Requires a licensed administrator to conduct written evaluations of a probationary teacher that include (1) individual evaluations that are aligned with educational improvement plans and staff development plans and (2) locally-conducted objective evaluations by trained educators using multiple criteria.
- 12 Mentoring for probationary teachers.** (a) Requires the peer review process for probationary teachers to include having trained observers as mentors or coaches or teachers participating in professional learning communities.
- (b) Directs school districts to support probationary teachers to ensure their success in meeting tenure requirements. Requires the support to include: professional learning driven by standards of professional practice; seminars to promote professional growth and differentiated learning; trained mentors to meet with and assist the probationary teachers and to conduct formative assessments and observations; a professional growth plan.
- 13 Teacher tenure renewal system.** (a) Establishes a teacher tenure renewal system that: bases teachers' employment and re-employment on a five-year cycle related to students' academic growth; supports teachers' professional growth and responsibility in improving students' academic growth; and encourages teachers to undertake challenging assignments.
- (b) Establishes that a teacher who successfully completes the probationary period is re-employed for a five-year period, assuming good behavior and efficient and competent service. Bases the terms and conditions of the teachers' employment contract, including

salaries and increase, on the length of either the school year or an extended school calendar.

Strikes language providing for the re-employment of probationary teachers unless the employing school board gives a teacher notice of termination, and requiring a teacher who elects to have an employment contract based on an extend school year calendar to participate in staff development training and also to receive an increased salary base.

(c) Requires a school district to renew or terminate a teacher at the end of the five-year term based on: a portfolio of the teacher's five-year professional growth plan that includes at least three objective evaluations per school year premised on individual evaluations that are aligned with the educational improvement plan and staff development plan, and locally conducted evaluations by trained educators using multiple criteria; school-wide student achievement gains; and student outcomes on local assessments.

- 14** **Peer coaching for continuing contract teachers.** (b) Directs school districts to support teachers in their professional growth by providing: professional learning based on standards of professional practice; seminars to promote professional growth and differentiated learning; and a five-year professional growth plan that includes evaluations conducted at least three times per school year.
- 15** **School district consolidated financial statement.** (b) Requires school districts' consolidated financial statements to also report information on the teacher collective bargaining agreement, including the date of the agreement, salary and fringe benefit costs for the current and subsequent biennia, and teachers' duty days during the school year. Requires school districts, using the appropriate format, to report the required data to the department.
- 16** **Appropriations.** See attached fiscal spreadsheet.
- 17** **Rulemaking authority.** Directs the commissioner to adopt rules on English language proficiency standards for LEP students. Requires the standards to encompass listening, speaking, reading, and writing, reflect social and academic dimensions of acquiring a second language, specific contexts for acquiring language and the progression of language development. Requires the standards to be implemented for all LEP students beginning in the 2011-2012 school year and assessed beginning in the 2012-2013 school year.
- 18** **Appropriations.** See attached fiscal spread sheet.

Article 3: Special Programs

- 1** **Appropriations.** Changes K-12 appropriations for fiscal years 2010 and 2011 to reflect the aid reductions due to unallotment (through the implementation of the shift), proposed codification of the shift, and November 2009 forecast adjustments.

Article 4: Facilities and Technology

- 1 Appropriations.** Changes K-12 appropriations for fiscal years 2010 and 2011 to reflect the aid reductions due to unallotment (through the implementation of the shift), proposed codification of the shift, and November 2009 forecast adjustments.

Article 5: Libraries, Nutrition, and Accounting

- 1 Appropriations.** Changes K-12 appropriations for fiscal years 2010 and 2011 to reflect the aid reductions due to unallotment (through the implementation of the shift), proposed codification of the shift, and November 2009 forecast adjustments.

Article 6: Early Childhood Education, Prevention, Self-sufficiency, and Lifelong Learning

- 1 Appropriations.** Changes K-12 appropriations for fiscal years 2010 and 2011 to reflect the aid reductions due to unallotment (through the implementation of the shift), proposed codification of the shift, and November 2009 forecast adjustments.

Article 7: State Agencies

- 1 Appropriations.** Changes K-12 appropriations for fiscal years 2010 and 2011 to reflect the aid reductions due to unallotment (through the implementation of the shift), proposed codification of the shift, and November 2009 forecast adjustments. Makes the following changes to the Minnesota Department of Education budget riders:

- Modifies the Board of Teaching appropriation by lowering the total FY 10 appropriation by \$25,000, increasing the FY 11 appropriation by \$25,000, and setting aside \$55,000 of the total appropriation for the rulemaking required in article 2 of this bill.
- Increases the Board of School Administrators' appropriation by \$91,000 for the biennium and requires the board to set aside \$100,000 for the rulemaking required in article 2.
- Reduces the annual appropriation for the

early hearing loss coordinator from \$40,000 to \$10,000 per year.

- Transfers \$24,000 in FY 10 and \$23,000 in FY 11 from the Department of Education's special revenue fund to the state general fund.

2 Appropriations; Perpich Center for Arts

Education. Reduces the appropriation for the Perpich center by \$138,000 in FY 10 and by \$210,000 in FY 11.

3 Appropriation reductions. States that the

appropriations reductions contained in this article are NOT in addition to appropriations reductions instituted by the Governor through the unallotment process.