

HOUSE RESEARCH

Bill Summary

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Overview

Proposes to include expectations and requirements for providing all enrolled students, including low-income students, American Indian students, and students of color, with improved and equitable access to effective and more diverse teachers. Incorporates and clarifies these expectations and requirements in existing education code statutes governing the world's best work force, teacher development and evaluation in school districts generally and in first class city school districts, principal evaluations, achievement and integration programs, and the education commissioner's biennial survey of the status of teachers related to teacher preparation programs and school district employment. Directs the commissioner of the Office of Higher Education to consult with interested stakeholders in developing recommendations and preparing a report for the legislature on providing all students with improved and equitable access to effective, more diverse teachers.

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1 School district process for reviewing curriculum, instruction, and student achievement; striving for the world's best workforce.

Subd. 1. Definitions. Adds striving to provide students with equitable access to effective and more diverse teachers to the goals of the world's best work force.

Subd. 1a. Performance measures. Adds the number and percent of teachers who are members of populations underrepresented among licensed teachers in the district or school and who reflect the diversity of the enrolled students as a measure for

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determining the progress of districts and school sites in striving to realize the world's best work force.

Subd. 2. Adopting plans and budgets. Adds students to effective teachers who are members of populations underrepresented among licensed teachers in the district or school and who reflect the diversity of the enrolled students as a measure for evaluating the effectiveness of curriculum and instruction.

Subd. 3. District advisory committee. Directs the district advisory committee to recommend to the school board means to improve students' equitable access to effective and more diverse teachers.

Subd. 4. Site team. Allows a school to establish a site team to develop and implement strategies and practices to improve cultural fluency, among other things.

Subd. 5. Report. Directs school boards to hold an annual public meeting to review efforts to provide all students with increased and equitable access to effective and more diverse teachers, among others goals.

Subd. 9. Annual evaluation. Directs the education commissioner to assist districts and school sites in providing all enrolled students, including low-income students, American Indian students, and students of color, with improved and equitable access to effective and more diverse teachers.

Makes this section effective for the 2016-2017 school year and later.

- 2 **State growth target; other state measures.** Replaces obsolete references to the federal No Child Left Behind Act with references to the federal Elementary and Secondary Education Act, as most recently reauthorized.

Makes this section effective for the 2016-2017 school year and later.

- 3 **Development, evaluation, and peer coaching for continuing contract teachers.** (b) For teachers generally, makes providing all enrolled students, including low-income students, American Indian students, and students of color, with improved and equitable access to effective and more diverse teachers a goal of the teacher development and evaluation process. Allows the annual teacher evaluation process to include mentoring and induction programs for teachers who are members of populations underrepresented among the licensed teachers in the school or district and who reflect the diversity of the enrolled students. Requires the annual teacher evaluation process to use longitudinal data on student outcomes that are aligned with elements of culturally responsive curriculum.

Makes this section effective for the 2016-2017 school year and later.

- 4 **Development, evaluation, and peer coaching for continuing contract teachers.** (b) For teachers in first class city school districts, makes providing all enrolled students, including low-income students, American Indian students, and students of color, with improved and equitable access to effective and more diverse teachers a goal of the teacher development and evaluation process. Allows the annual teacher evaluation process to include mentoring and induction programs for teachers who are members of populations underrepresented among the licensed teachers in the school or district and who reflect the diversity of the enrolled

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students. Requires the annual teacher evaluation process to use longitudinal data on student outcomes that are aligned with elements of culturally responsive curriculum.

Makes this section effective for the 2016-2017 school year and later.

- 5 Duties and evaluations.** Requires a principal's evaluation to be designed to: improve teaching and learning by developing teachers' cultural fluency and competency, among other outcomes; support and improve a principal's efforts to hire, support, and retain a diverse teaching staff that reflects the diversity of the enrolled students; support a principal's efforts to provide students with improved and equitable access to effective and more diverse teachers, among other growth areas and goals; and provide professional development linked to students' increased and equitable access to effective and more diverse teachers, consistent with attaining the world's best work force.

Makes this section effective for the 2016-2017 school year and later.

- 6 Achievement and integration for Minnesota.**

Subd. 1. Program to close the academic achievement and opportunity gap; revenue uses. Directs districts receiving achievement and integration revenue to use the revenue for: integrated learning environments that give students improved and equitable access to effective and more diverse teachers, among other outcomes; for trained, culturally fluent and competent instructors and improved and equitable access to effective and diverse teachers, among other advocates and outcomes; and rigorous career and college readiness programs and effective and more diverse instructors for underserved student populations, among other purposes.

Subd. 2. Plan implementation; components. Includes among the components of a long-term achievement and integration plan: professional development opportunities for teachers and administrators who are members of populations underrepresented among licensed teachers or administrators in the district or school and who reflect the diversity of the enrolled students; and increased programmatic opportunities and effective and more diverse instructors focused on rigor and career and college readiness for underserved students. Requires the long-term plan to contain goals for reducing the disparities in equitable access to effective and more diverse teachers and increasing racial and economic diversity and integration in schools and districts, among other goals.

Subd. 3. Public engagement; progress report and budget process. Requires participating school boards to hold at least one annual hearing to publicly report on progress in improving students' equitable access to effective and more diverse teachers and in realizing racial and economic diversity and integration in schools and districts, among other measures.

Subd. 5. Evaluation. Directs the education commissioner to evaluate the efficacy of district plans in reducing disparities in academic performance among specified categories of students, in improving students' equitable access to effective and diverse teachers and in realizing racial and economic diversity and integration.

Makes this section effective for the 2016-2017 school year and later.

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7 **Survey of districts.** Directs the education commissioner, when surveying the state's school districts and teacher preparation programs, to report on students' access to effective and more diverse teachers who reflect the diversity of the students and how districts are projected to make progress over a five-year period in providing enrolled students with improved and equitable access to effective and diverse teachers and substitute teachers.

Makes this section effective for the 2016-2017 school year and later.

8 **Commissioner of the Office of Higher Education; teacher diversity recommendations and report.** (a) Directs the Office of Higher Education commissioner, in consultation with the Board of Teaching, the Office of Educator Licensing at the Minnesota Department of Education, and other interested stakeholders to prepare and submit a report to the legislature recommending how to provide all students, including low-income students, American Indian students, and students of color, with improved and equitable access to effective and more diverse teachers.

(b) Requires the commissioner's recommendations to address: enrollment and completion data for traditional and alternative teacher preparation programs and school district data on demographic disparities between enrolled students and licensed teachers; expanded pathways to licensure; support for preparing diverse teacher candidates for full professional licensure; financial assistance and incentives to help diverse candidates attain a professional license or advanced degree, improve their professional practice, or become school administrators; and induction and retention programs for diverse teachers that provide professional development opportunities focused on cultural fluency and competency.

(c) Directs the commissioner to include in the report, as appropriate, recommendations for amending statutes such as those governing the world's best work force, regional centers of excellence, Board of Teaching duties, teacher employment contracts and teacher peer review and mentorship, Q-Comp, staff development, American Indian programs, teacher residency programs, student teaching, mentoring programs for teachers of color, effective teacher preparation programs, teacher centers, and teacher loan forgiveness programs.

(d) Directs the commissioner to submit the report to the legislature by February 1, 2017. Directs the commissioner to use existing resources for this purpose.

Makes this section effective immediately.