Initial Recommendations

Component #2: Tier 1

Recommendation #2.1: Initial licensure should be based on the current Board of Teaching standards and requirements, including the new Teacher Performance Assessment.

Pre-Service Preparation

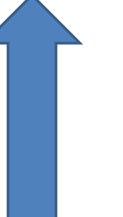
Tier 1



Comments

Moving Forward

Tier 1: Initial Licensure



Pre-Service Preparation

Comments from Survey

Initial licensure should continue to meet current Board of Teaching standards and requirements, including the new Teacher Performance Assessment.

- I agree that the BOT should set standards for MN teacher licensure. These should evolve over time as we learn about teaching and learning. The TPA is incomplete and needs more time to demonstrate that it is a fully formed and useful tool. I cannot support premature adoption or mandates.
- I agree that the new system should continue to meet existing Board Rule for licensing. As you know, the TPA is not required for licensure. This question is misleading, especially for members of the task force who aren't familiar with the "nuances" of which BOT rules require what of whom. Until the TPA is required for licensure, I do not believe it should be tied to a new tiered-licensure system.
- We should all be on the same page in regard to expectations on teacher performance, standards and requirements as much as possible yet still supporting the different licenses.
- The BOT has worked hard to create high standards for entry to the profession. This should continue.



Tier 1

Initial Recommendations

Component #3: Required Induction Phase

Recommendation #3.1: Induction should be required for all teachers new to the profession.

Recommendation #3.2: Induction programs should be state-approved.

Recommendation #3.3: In order to be approved by the state, an induction program must include:

- 1) orientation, seminars, workshops
- 2) mentoring, including selection criteria and training for mentors
- 3) collaboration opportunities
- 4) observation, reflection, and feedback opportunities

<u>Recommendation #3.4:</u> Induction programs should be a minimum of 3 years, with possible movement to Tier 2 in the 4^{th} year.

<u>Recommendation #3.5:</u> A full induction program should not be required for teachers adding new licensure fields, but teachers may be required to complete abbreviated programs or portions of programs if the new licensure field represents a new scope or content area.

<u>Recommendation #3.6:</u> Successful completion of an induction program must be verified by a local committee.

2: Required Induction Phase

Vertical Movement to Tier

Statements / topics for further discussion on Tuesday, January 31, 2012

<u>Successful completion of induction</u> AND / OR <u>Tier 2 license renewal</u> should require evidence of student learning based on locally determined measures.

What local measures would be eligible? What role would the state play in approving or monitoring the selected measures?

Teachers must be provided time within the instructional day and setting to participate and meet induction program requirements.

What is the state's role in this? How much of this should be locally determined?

Teachers have up to 5 years to successfully complete an induction program.

For teachers who are unable to complete an induction program in the same district (i.e.: due to lay-offs), their prior participation should be recognized in subsequent employment.

Teachers who are unable to successfully complete an induction program should be exited from the profession.

How long should a teacher be granted to complete an induction program?

How should mobility and non-consecutive teaching be handled?

Who will be responsible for remediating /supporting teachers who are unsuccessful after 3 years?

Comments

Moving Forward

Comments from Survey

Induction should be required for all teachers new to the profession

- However, not controlled by the state.
- College classes and field experiences help new teachers know and BEGIN to understand the profession and all its nuances. Induction programs while working in the profession are needed to move teachers to greater performance levels.
- Details will make a difference! Should not rely on local design and decision making alone. Required characteristics essential. See TSP guidelines. Must be funded and sustainable.
- There is research that documents how important induction is. Teaching is a very tough job and the more money we put into the early years of teaching will benefit all stakeholders in the following years.
- Needs to have common standards across the state...that provides some flexibility, yet has accountability. Funding is always a question
- Yes, districts and schools should be required to develop high quality induction systems for beginning teachers.

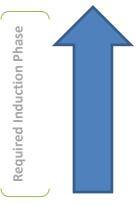
Should not be required for licensed teachers adding new licensure fields; a teacher would not repeat an induction phase due to adding licensure fields.

- The notion of requiring particular induction activities for educators adding new licensure fields is illogical. Induction is about providing the proper supports for educators as they begin their careers, and as the TSP guidelines suggest, can be helpful to teachers transitioning to new roles. However, simply adding a new license would not put a teacher in the position of requiring the kind of systemic support quality induction provides.
- An experienced teacher adding a field should have a mentor from that new field but should not be required to complete a full induction program again.
- depending on the new field a modified induction program could benefit the new teacher -- especially if changing levels such as high school to elementary school
- This will require a different type of support system such as coaching or mentoring but not a full induction program.
- When new licensure fields are similar, repetition should be unnecessary. But the body of research into what makes various disciplines different in instructional approaches may require induction if significant things are different in teaching new fields compared to those previously licensed.
- Unless it is a vastly different area. Perhaps there would be alternatives to induction for teachers adding a license.

Tier 1

Tier 2

Required Induction Phase



Tier 1

Comments from Survey

All induction programs should be state-approved

- If this means that all applicants need to follow said set of standards.
- no money or staff to do so
- the ones that are state funded
- All induction programs are not equal and it would be beneficial to create a baseline of expectations.
- I am anxious about state-approval but believe there is a need to assure some alignment across the state let alone quality indicators.
- Schools and districts, in collaboration with teachers, should be required to meet agreed-upon guidelines. The TSP guidelines are a perfect fit. But creating a complex approval process is not the answer. Yes, local schools and districts might need technical assistance, but induction shouldn't create an expensive regulatory mandate.
- If induction becomes state-mandated, the state needs to ensure the programs meet the standards set forth in the mandate.
- If funding from the state were provided as well as oversight of district development and implementation.

In order to be approved, an induction program must include: orientations, seminars, workshops

- And much more. Depends on local design. See TSP guidelines.
- Funding
- I agree with that orientations, seminars and workshops are important, but not state approval
- Local considerations may provide better alternatives.
- In particular, seminars and workshops that involve collaboration, discussion, and shared problem-solving...all skills critical to quality teaching.
- will the orientations be district specific? then that part of the induction program is too district specific and cannot be replicated
- I'm marking neutral because I don't agree with the notion of the state "approving" programs. However, I agree that most good inductions include the above listed components. See TSP guidelines.
- Yes, research shows that all of these components are necessary to provide a comprehensive induction program.

In order to be approved, an induction program must include: mentoring, including selection and training of mentors

- I agree with that mentoring is important, but not required state approval
- This needs to be a state standard in approved programs.
- Again, I don't agree with the notion of the state "approving" programs. But, yes, as suggested in the TSP guidelines, quality induction programs carefully select mentors and invest in training.
- All good teachers, whether they admit/know it or not, have had mentors...often informal but still present to influence them. Feedback, advice-giving, direction, help, guidance---these are all things provided by mentors that new teachers need to grow.
- A strong teacher does not always make a good mentor. Training in effective mentoring is essential. Mentors need to know how to coach, collaborate and consult with their teachers. They need to learn about working with adults and effective communication techniques to foster these relationships.



Tier 1

Comments from Survey

In order to be approved, an induction program must include: collaboration opportunities.

- As should all teachers. See TSP Guidelines.
- Does not have to be done during the course of the school day.
- I agree with that collaboration is important, but not required state approval
- I need more clarification on collaboration opportunities.
- What does this mean and how would it look?
- what is meant by "collaboration efforts" -- teacher to teacher, college and school district, school districts sharing???
- Again, I don't agree with the notion of the state "approving" programs. All the research on induction supports the necessity for induction programs to be collaborative.
- In every successful school, teachers share in the responsibility for student success. They must learn how to collaborate, then must do so for the greatest gains for kids.

In order to be approved, an induction program must include: observation and feedback opportunities.

- Not neutral. Insufficient information to answer. See TSP Guidelines.
- Observation is essential, however, not required state approval
- I do not agree with the notion of the state "approving" programs. Yes, however, mentoring that includes observation of the beginning teacher as well as time for quality feedback is what best practice would dictate.
- I would like to see reflection added to this. Adults learn when they take the time to reflect on their actions. Feedback of observations is important but better received when driven by the teacher through a coaching conversation. Now you are talking growth!
- Should be set up in terms of non-evaluative method...meaning not principal, because the focus should be on growth
- The great educator, Madeline Hunter, listed 'knowledge of results' (both immediate and specific), as one of the 5 factors of motivation for all learners. Teachers who quickly learn how they're doing from direct observation and feedback bring that into the improvement loop and make their classrooms better for their students.



Tier 1

Comments from Survey

Teachers must be provided time within the instructional day and setting to participate and meet induction program requirements.

- This cannot work well if not considered to be a part of the regular work day.
- Time is critical...for all of this.
- If teachers are given time during the day a case should be made to parents and other community members as to how class time (formal instruction) will be reimbursed. Teachers in our district have roughly development day each month as is.
- Although important to treat professionals with the respect of working on their growth during their professional day,
 the requirements of substitute teachers and scheduling issues often cause trouble for making it work. I believe we
 need a co-commitment from employers to provide the time and resources with one from the inductee to spend the
 additional time needed to learn and become a member of the profession.
- However, not all aspects have to be done during the instructional day. Also in order to be done must be funded.
- There are many demands put on a new teacher. They are not given enough time on the job to figure out all of the expectations.
- Extended day/year employment essential to cover much of the time required for inductees and mentors.
- I think induction programs can be creative as to when and how they provide time to participate/meet requirements. I don't think it is necessary to be given time during the day. But, it could be.

Induction programs should be minimum 3 years, with possible movement to Tier 2 in 4th year.

- I think three years is a good amount of time.
- Two years with a possible third if necessary. Move to first tier 2 thereafter.
- It's hard to say what the minimum length should be. I might argue that the length could be dependent on the number of places worked...for example, one district only might be two years while a series of one-year positions might mean 3 years.
- While I believe that three years is a reasonable amount of time, I am somewhat reluctant to state that all must be a minimum. Local considerations may make this an unnecessary requirement.
- 3 years is a solid time for induction with the focus and committed mentoring time adjusting each year. A 4th year can be supported through PLC work in the school.
- I don't fully understand the question as it regards movement to Tier 2. This question implies that there is agreement on the number of tiers the working group will recommend. In terms of the length of the induction program, I would recommend a minimum of two years. However, some schools may prefer a longer induction program, and they should not be prevented from providing that.



Tier 1

Comments from Survey

Teachers have up to five years to successfully complete an induction program.

- Not neutral. Insufficient information to answer.
- This is too long. We need to get the teachers ASAP with the first year being the priority.
- Induction is about providing support to new professionals. It is not a hoop or bar that one must "pass." (So, I marked strongly disagree for that reason, not because I don't think teachers should have opportunities for multiple chances as success.)
- Because districts generally 'lay-off' all probationary teachers each year as a cautionary measure due to budgets, then re-hire only what they can afford, people may need that long to get 2 or 3 years of mentoring and workshops.
- This should not disqualify them from holding a license. They should be provided with alternative opportunities to demonstrate competence.
- should end with the end of the probationary period -- if teacher has not completed the program successfully should be non-renewed.
- This would suggest that an induction program would be paced at different rates for candidates. I am not certain how that would work in practice.

For teachers who are unable to complete an induction program in the same district (i.e.: due to lay-offs), their prior participation should be recognized in subsequent employment.

- With documentation and consultation. There will be state standards for induction, after all.
- Each district is different and therefore induction should be required in each district a teacher is employed in.
- This relates to the questions about state approval of mentoring programs. If we are sure the programs are set to do the appropriate things in an appropriate order, we need to recognize the transfer of skills. (Our schools transfer credits that kids earn!)
- Again, this question is framed as though induction is a bar or hoop or test,,,, This approach goes against the concepts outlined so explicitly in the TSP guidelines.
- may change the answer if a standardized statewide induction program is developed and a means of verification of items completed is developed
- This is why common standards are important. While each district has own culture procedures...a good induction program would allow movement across districts and not needing to restart.



Tier 1

Comments from Survey

Teachers who are unable to successfully complete an induction program should be exited from the profession.

- Not sure on this
- Should be exited from the district but not the profession.
- That should be a matter for the Teacher's Union and/or hiring districts.
- This seem to be harsh.
- also depends upon the requirements of the program
- I need to know what successful completion standards for before answering this question. I am not "neutral." I have insufficient information to answer except to say that so clarity is lacking. Could an individual move to another state and apply for a teaching license?
- Rather than exited, we need to look at what is keeping them from success. They clearly met initial licensure criteria.
- They should be exited from the district they are currently employed in. Our districts are all different.

Successful completion must be verified by a local committee.

- Collaboration is key but who is on the committee is even more important.
- I must again state that I object to the framing of induction as a bar or hoop or test,,,,
- Need more info to have an opinion
- Successful completion should be determined by the district that employs them.
- depends upon who is responsible for implementing the program
- need to know training of the local committee
- How would local committees monitor this? An exam? Since only admin can observe and evaluate how would quality instruction be monitored and verified?
- Someone or somebody of people needs to verify. We need to be sure that similar work and experiences between teachers and districts result in similar outcomes in terms of advancement.



Tier 1

Comments from Survey

Successful completion of induction should require evidence of student learning based on formative assessments, locally determined measures, or standardized tests.

- I am not sure how workable this would be at the present time.
- With an emphasis on locally determined measures.
- belongs in the evaluation process if used at all
- This is important to help in determining the effectiveness of a teacher. However, the tricky part is determining what assessment to use. Please have it be some sort of formative assessment early in the year that concludes with a summative assessment at the end of the year. The growth needs to be measured within the time they have the students. Think some sort of growth model assessment.
- To focus on growth of individual growth these items should be discussed...but to mandate...I worry and don't find strong research that supports this leading to an increase in successful teaching. When we start talking assessments, gaming starts to begin.
- Absolutely not. The use of data to plan and make decisions is a skill inductees should gain. The use of student test scores as a measure is wrong for experienced teachers and is wrong for aspiring teachers and is certainly wrong for licensing.
- Absolutely not. The components of employment evaluations should have nothing to do with licensure.
- I agree with "Successful completion of induction should require evidence of student learning." I cannot agree with specifying what the measures or types of measures will be.

Tier 2

Initial Recommendation

Component #4: Tier 2

Recommendation #4.1: Should be valid for 5 years.

Comments

Moving Forward

Tier 2

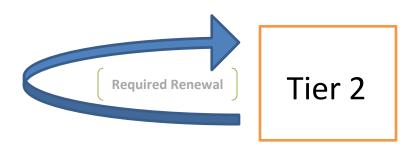
Comments from Survey

Valid for 5 years

- The primary license should be 3 years with subsequent license renewal being every 5 years.
- I wouldn't go any longer than 5 years. Much changes in the profession and the tools available to teachers to do their work.
- I'm not sure I understand the question. Are you asking if a license in Tier 2 should be renewed every 5 years? If so, yes.
- Not neutral on this but was required to check something. What is valid for 5 years? If you mean a standards professional license (Tier 2?), agree

Multiple licenses correlate / have common expiration date

- Ease of recordkeeping is important.
- Makes sense. Need to broadcast widely that this is done.
- This would be nice but how can this happen?
- It's certainly good for a common date from a data-management standpoint. My concern is that some field of licensure change very quickly...perhaps certain licensure field should only be valid for 3 years instead of 5 [just a thought].
- I personally lost a year on one of my licenses due to the common expiration policy. I believe that when combining, the expiration year should be advanced to the greater year rather than the lessor.



Initial Recommendation

Component #7: Renewal Requirements for Tier 2

Recommendation #7.1: A teacher could continue to renew a Tier 2 license without moving to another license.

<u>Recommendation #7.2:</u> Renewals should be reviewed, authorized, and processed by local continuing education committees (in keeping with our current practice).

Statements / topics for further discussion on Tuesday, January 31, 2012

- Renewal should be based on demonstration of professional development aligned to standards such as InTASC.
- A teacher, in collaboration with administrators, should determine specific goals, activities, and practices.
- Renewal plans should align with school or district-based systems and goals for professional development.

What does this look like?

How could the InTASC standards serve as the foundation for professional development?

How can the teacher "own" his/her professional development plans while also aligning with school or district needs?

- A teacher who is unable to meet renewal requirements could be issued a 1-year probationary status to complete requirements in conjunction with a locally-determined remediation plan?
 - What are the practical and/or unintended consequences of this type of policy?



Comments from Survey

Renewal should be based on demonstration of professional development aligned to InTASC standards.

- MN currently has the INTASC standards in rule (or a modified version) for initial licensure. Yes, the new INTASC standards, which are more applicable to the full continuum of the teaching profession from the first through the last year in the classroom should be considered, but only after they have been examined and adopted by the BOT.
- The BOT should study the revised InTASC standards prior to adoption. Wider ranging discussions should be hosted across the state. The CCSSO should not set standards for MN teachers, the BOT should. Most of the folks on this task force do not know what InTASC is, has been. Insufficient study to answer this question responsibly.
- Renewal should be based on demonstration of professional development aligned to standards. I am not ready to write InTASC or anyone else's standards into rule or law yet.

A teacher, in collaboration with administrators, should determine specific goals, activities, and practices.

- Again, licensure should never be tied to employment evaluation.
- An administrator should have nothing to do with a teacher's license renewal.
- Professional development will always work better when the motivation for it is largely intrinsic.
- We need to get a laser like focus around our growth as teachers so we can measure our progress.
- the administrator in collaboration with the teacher should determine specific goals, activities, and practices

Tier 2 renewals should align with school or district-based systems and goals for professional development.

- This should be a component.
- A teacher's license is his or her agreement with the state. Thus, if professional development goals are tied to licensure in any way, these goals must be the teacher's own, not those of the school or district in which they are employed.
- Tier 2 renewals may overlap with.....but a license is a STATE credential, not an DISTRICT EMPLOYMENT chit.
- District professional development should be allowed to "count" toward renewal but not be so tied to it that teachers cannot get renewed without it. District systems need to have their teachers learn whether or not licensure is at stake.



Comments from Survey

A teacher could continue to renew Tier 2 without moving to another licensure tier.

- I believe that movement to Tier 3 should be optional.
- With ongoing professional development.
- Think about coaching staffs in sports. Generally, one head coach, multiple assistants with specific duties. Many coaches never want to be or would be good at being the head. But they make outstanding contributions to a team's success as assistants.

A teacher who is unable to meet renewal requirements could be issued a -year probationary status to complete requirements in conjunction with a locally-determined remediation plan.

- This is again something could support if designed correctly
- clarification--again why if the induction is state--is the remediation local?
- The working group has received no information on what the remediation is currently for teachers who fail to renew. I do not have enough information to answer this question.
- depends upon the requirements -- if like now a teacher should not be allowed to teach if he/she doesn't meet the requirements and no longer has a license
- If the time is sufficiently long and resources are available for the teachers to do the improvement or development, I'm not sure what the extra year would gain. However, I could support this if strong effort was made during the normal time period and we get rid of the word 'remediation' and replace it with the word 'completion'.
- Get serious. The only reason that a teacher would be unable to meet license renewal requirements is personal tragedy, school community tragedy or forgetfulness. Unless, a bad decision is made to tie employment and licensing together. I prefer a more professional route. This is about employment evaluation, not licensing. And once again, the BOT should not relinquish its authority to school districts.



Comments from Survey

Renewals should be reviewed and processed by local committees.

- Someone has to monitor this.
- details
- same question--what is the training for the local committee?
- This is one way to break down the work. If new responsibilities are required, time and resources must be provided to all. Currently only a few enlightened school districts do so.
- With the number of teachers we have, no statewide body could handle the volume appropriately. It might make some sense to do this on a regional basis. Schools already band together in conferences or MSHSL sections. Maybe that size area could do this.
- what do the word "processed" mean -- the teacher should be responsible to send the information to the state
- This would mean final licensure decisions would be made by local committees. I think this would present problems in assurances and consistency in licensure.

Licensure renewal should include evidence of student learning based on formative assessments, locally determined measures, or standardized tests.

- This presents some difficulties at the present time.
- evaluation
- This is a good idea but there many factors that influence student achievement. I don't think that test scores always tell the whole story.
- No. We must make decisions based on professionalism and the research. This a faddish proposal that is destructive to teachers and the future of our profession.
- "Licensure renewal should include evidence of student learning." Sure. But what kind? I'm leery about the specificity given here



Horizontal Movement into Additional Role(s)

Initial Recommendations

<u>Recommendation #8.1:</u> Movement to Differentiated Roles should be optional.

<u>Recommendation #8.2:</u> The state should recognize leadership roles and duties outside the classroom that support a teacher's professional development plan and promote local school/district goals for teaching and learning.

Statements / topics for further discussion on Tuesday, January 31, 2012

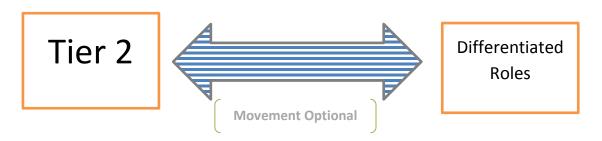
Who should determine these roles?
What is the purpose of having the state recognize these roles?



Optional Horizontal Movement into Additional Role(s)

Comments

Moving Forward



Optional Horizontal Movement into Additional Role(s)

Comments from Survey

The state should recognize leadership roles and duties outside the classroom specific to implementation of school or district professional development plans, including coaching, mentoring, PLC facilitation, PAR support.

- Leadership of any kind should be recognized.
- Would not want to see the state spend much time on this. Similar to Dean of Student and other issues.
- For licensure, the state should recognize preparation (that is, education, training, professional development and perhaps particular achievements) not employment. This is why I marked neutral. If serving in a mentoring role, for example, means that a teacher has received training, then, yes, that can "count."
- It would be very appropriate to license these items, so long as the license issued is based on more than book-learning.
- Please include certifications in professional fields such as First Responder, Project Lead the Way, Avid tutor, etc.
- "Recognize"? Not neutral. Insufficient information to answer. One of the 5-clicks above should have been don't understand. I believe that there are possibilities for various rich endorsements that evidence study and skills but don't know that the state should require them. this is especially true given they don't currently exist

Specific roles and duties should be locally determined but must meet state criteria to ensure comprehensive selection, training, and monitoring of these individuals.

- There needs to be some sense of state standardization.
- This is received by most as unnecessary micro-managing. Must not create quasi-administrative roles removed from students.
- This gets to what I said above. The state can only be concerned with the preparation, not with employment.

Teachers would still be required to meet Tier 2 renewal requirements.

- I do not understand this question.
- I think so. Won't know for sure until I see a proposal.
- Once a teacher becomes tier 2, that needs to be the floor maintained under their professional growth.



Optional Horizontal Movement into Additional Role(s)

Comments from Survey

Must be optional for teachers.

• (NO COMMENTS)

Could be added to a teacher's existing license(s).

- Could become a maintenance nightmare.
- I do not fully understand the question.
- Not sure what is meant by this.
- Not neutral. Insufficient information to answer well. What could be added? There is no proposal although there are some interesting ideas that should be fleshed out before answering this question.

Valid for 5 years.

- Depends on what it takes to stay current.
- Generally, yes.

Tier 3 Tier 2

Initial Recommendations

Recommendation #5.1: Movement to Tier 3 should be optional.

Statements / topics for further discussion on Tuesday, January 31, 2012

What activities or accomplishments would serve as the basis for this license? How often would the teacher need to renew?

Should a teacher be able to move back and forth between Tier 2 and Tier 3? Does achieving Tier 3 at one point in time mean that a teacher will remain at that Tier?

Comments

Moving Forward

Comments from Survey

Achievement of Tier 3 requires meeting state-recognized criteria including National Board Certification.

- Could include publishing written work and/or presentations at state/national conferences
- Don't like the language including...does that mean all or nothing?
- too vague
- Each set of criteria should be reviewed before being added to a Tier 3. Of course Nat'l Board. I don't know what the others are, at this time.
- While there may be other alternatives at the present time National Board Certification seems reasonable.
- National Board Certification should only be an option. There should be many ways to achieve Tier 3 status.
- I don't believe the working group has come to consensus on whether there should be a third tier. If there is a third tier, I am in favor of NBPTS being one possible criterion.
- As long as the National Board Certification was in the same area the teacher hold licensure. For example would not support a licensed math teacher becoming Nationally Board Certified in physics.

Achievement of Tier 3 requires meeting state-recognized criteria including a content-specific Master's degree.

- I agree with the Master's part but rest too vague
- Or alternative proof of advanced certification.
- Remove content specific terminology.
- A content-specific Master's degree isn't always applicable to elementary teachers who are generalists by trade.
- The working group has been presented with no evidence, nor have we had time to discuss, master's degrees, not to mention the possible merits of content-specific master's degrees.
- I don't know that a content-specific Master's is needed for many of the tier 3 duties being imagined by people.
- Again, I don't know about the state criteria. Isn't that what we should be developing? Masters degree? Not an awful idea but where's the research?

Achievement of Tier 3 requires meeting state-recognized criteria including demonstration of 3+ years of exceptional performance based on local evaluations.

- We must keep separate a teacher's employment evaluation and his or her licensure.
- must be evaluated yearly to work also rest is too vague
- Could possibly be letters of recommendation or commendation; maybe written by colleagues, parents, administrators.
- Licensure tiers must not be about subjective evaluations by local people of classroom performance.
- Once again, those state-criteria that we don't know about--No. And Once again, local evaluation scores should not enter in to licensing decisions. If a school district has employed and reemployed a licensed teacher without formal discipline or complaint to the BOT, that's all the district should be doing.

Tier 3

Initial Recommendation

Component #6: Tier 3

(NO RECOMMENDATIONS AT THIS TIME)

Comments

Moving Forward

Tier 3

Comments from Survey

Valid for 5 years

- Or the term of a NB certificate-0 years? --with on going professional development.
- It really depends on what the tier 3 people will be doing with the license. Some fields may need more frequent validation of currency.
- Not sure I understand the question. Are you asking how long a Tier 3 license is valid? This would depend on what is required to earn movement to tier 3.
- National Board certification is for 0 years I believe -- should match if used for awarding tier 3

Multiple licenses correlate/have common expiration date

- Please see comment 34.
- Rigidity with this may cause problems.
- This depends on #55.

Must be optional for teachers

- I do not understand this question
- Teachers should not be penalized if they do not reach this tier for whatever reason.
- There are now and should continue to be multiple career paths for teachers that recognize their own motivations, skills, predispositions, and life circumstances. Additionally, frankly, districts will not have enough tier 3 type work for all who could achieve the level if it were mandatory.