

Tiered Licensure Advisory Task Force: Report to the Legislature DRAFT 02-06-12

Introduction and Legislative Charge

In July 2011 the Minnesota Legislature enacted law requiring:

*The Board of Teaching and the commissioner of education must jointly convene and facilitate an advisory task force to develop recommendations for a statewide tiered teacher licensure system ... * See Appendix A for full text of the legislation.*

Task Force Composition and Meeting Schedule

In compliance with this law, the BOT and MDE established a task force comprised of 18 individuals. Eleven members represented organizations specifically referenced in the law, and an additional seven members were selected through an open appointments process through the Minnesota Secretary of State's office. The following considerations were central to the selection of the members for the open appointments: increased representation of teacher perspective, ethnic diversity, and diversity of professional expertise and experience. Table 1 provides the names of all task force participants as well as designation as either a representative of an organization named in the law or an additional appointment.

Table 1

Tim Alexander	Minnesota Association of School Personnel Administrators (MASPA)
Jim Bartholomew	Minnesota Business Partnerships
Bill Blazar	Minnesota Chamber of Commerce
Mary Cecconi	Parents United
Carol Clark	Minnesota Association of Career and Technical Educators (MACTE)
Mary Pat Cumming	Minnesota Association of Secondary School Principals (MASSP)
Matt Dorschner	Minnesota Elementary School Principals Association (MESPA)
Garnet Franklin	Education Minnesota
Bill Kautt	Minnesota School Boards Association
Eric Schneider	Minnesota Association of School Administrators (MASA)
Barbara Washington	Minnesota Association of Colleges for Teacher Education (MACTE)
Jane Gilles	Education Minnesota; Additional Appointment
Daniel Gregory	Minnesota ASCD; Additional Appointment
Allen Hoffman	Superintendent, former BOT member; Additional Appointment
John Melick	Capella University, former Director of Educator Licensing; Additional Appointment
Catherine Pulkinen	Capella University; Additional Appointment
Laura Saatzer	Saint Paul Public Schools; Additional Appointment
Greg Utecht	TIES; Additional Appointment

In addition to the legislatively-mandated participants and the additional members appointed, the task force leadership also invited four Legislators to participate as ex-officio, non-voting members. As ex-officio members, these legislators were able to engage in dialogue with task force members, and will be equipped to provide insight to their colleagues in the Legislature regarding the complexities of the process and policy issues as well as share legislative considerations to the task force throughout the task force work. Table 2 provides the names of the ex-officio members.

Table 2

Tiered Licensure Task Force Ex-officio Legislative Members
Representative Sondra Erickson
Representative Kory Kath
Senator Chuck Wiger
Senator Pam Wolf

The task force was co-chaired by Board of Teaching Executive Director Karen Balmer and Minnesota Department of Education Assistant Commissioner Rose Chu. Internal support was provided by colleagues at both the Board of Teaching and Department of Education. The task force met seven times between October and February; all meetings were held at MDE. Attendance and participation in the meetings was strong, with 14 or more members present at each of the meetings.

External Support

The task force work was supported by two nationally funded research organizations: REL-Midwest and the North Central Comprehensive Center. Both of these organizations were well-equipped to support this work.

- The **Regional Educational Laboratory (REL) Midwest** provided external research support to the Minnesota Tiered Licensure Advisory Task Force. A representative from REL Midwest attended the task force meetings. This representative observed the task force conversations and provided insight into the available research when necessary and relevant. REL Midwest provided a research brief and policy scan on teacher certification systems in 17 states and the District of Columbia. This brief was used at the November 8 and November 29 meetings of the task force to guide conversations and provide information about comparable systems in other states. REL Midwest also provided a supplementary document to this brief which included answers to additional questions raised during the review of the report.
- The **North Central Comprehensive Center (NCCC)** at McREL (Mid-continent Research for Education and Learning) provided research support and technical assistance as the task force worked to develop recommendations for a statewide tiered teacher licensure system. Representatives from NCCC attended the task force meetings to observe task force conversations, facilitate meeting discussions, and present relevant information. NCCC compiled and shared two reports on issues of

concern to the task force: Requirements for Level 2 and Level 3 Teaching Certificates in 50 States and the District of Columbia and Teacher Induction: An Examination of Six States' Approaches to Supporting High Quality Teaching Among New Teachers. NCCC facilitated the discussion of key findings in these reports at the November 8, 2011 and January 17, 2012 meetings, respectively.

Both REL-Midwest and NCCC are committed to continuing this work with the Board of Teaching and Department of Education and will provide ongoing support as needed through the next phases of work.

Research Base and Resources

The task force relied heavily on research and materials specific to our legislative charge and reviewed numerous research resources. The information provided in these resources included explanations of the current status of teacher licensure in Minnesota to ensure that the task force was appropriately informed. The resources also included summaries of the available research on teacher certification and licensure, tiered teacher licensing systems, performance-based assessment of teachers, and teacher induction programs. Furthermore, the resources included policy scans and explanations of the current licensure and induction systems in other states across the nation. Finally, the resources also included guidelines and recommendations for practice standards and induction programs designed to improve educator quality.

A list of the specific resources, with a brief summary of each, can be found below. These documents may also be viewed in their entirety on the Tiered Licensure Advisory Task Force website hosted by the Minnesota Department of

Education: <http://education.state.mn.us/MDE/Welcome/AdvBCT/TierLicAdvTaskForce/index.html>

2011 Legislation: Chapter 11, Article 2, Section 48.

This legislation designated the convening of an advisory task force to develop recommendations regarding a statewide tiered licensure system. The legislation further clarifies the premises on which the task force should base the licensure system, the membership of the task force, and the deadline for submitting the recommendations to the legislature.

Current Minnesota Rules and Statutes Related to Professional Development

This document includes the current rules and statutes in the state of Minnesota regarding the professional development of teachers.

Statement of Need and Reasonableness in the matter of the Proposed Permanent Rules Related to Continuing Professional Teacher License Issuance and Renewal

This report by the Minnesota Board of Teaching describes the need and reasonableness of the proposed rules related to continuing teacher license issuance and renewal. This document provides a detailed explanation regarding the rules and their basis in the experience of teachers within the state of Minnesota. It encompasses the current state of the rules for continuing professional teacher licensure in the state.

Board of Teaching Rule Pre-2000

The previous rule for the issuance and renewal of a continuing professional teacher license.

House Research: State Laws on Teacher Quality and Effectiveness

This brief covers the six areas of teacher quality and effectiveness currently governed by state law in Minnesota. The first of these areas is the approval of teacher preparation programs and institutions by the Minnesota Board of Teaching. The second is that teachers must satisfy preparation requirements (complete a board-certified teacher preparation program and pass a basic skills test) and continuing education requirements in order to receive or maintain a teacher license. Third, the brief describes a statutory requirement that new teachers must complete a three-year probationary period before becoming eligible for tenure. Fourth, continuing contract (tenured) teachers are granted employment-related protections as a result of their status. Fifth, districts may elect to participate in Q-Comp, which is a voluntary teacher advancement and compensation program. Finally, teachers may voluntarily pursue National Board certification.

Implementation Considerations: From Design to Impact

This brief describes some of the research available around the implementation of new education programs. This research states that the implementation process must be managed appropriately in order to achieve the desired effect of the new program. The research focuses on five stages of implementation: exploration, installation, initial implementation, full implementation, innovation/refinement, and sustainability. The research also addresses core implementation components to be considered when developing new programs: staffing, leadership, and coherent alignment of policies and practices.

Transforming Teaching and Leading: A Vision for a High-Quality Educator Development System

In this white paper, the Council of Chief State School Officers (CCSSO) outlines its vision for an educator development system. CCSSO would like such a system to include: practice standards, growth opportunities and supports, and performance review systems. The paper suggests that the InTASC standards may serve as an appropriate model for the state practice standards. Professional learning communities and job-embedded professional development are posed as potential growth opportunities for educators. The paper also outlines key components of a performance review system designed to improve educator effectiveness.

InTASC Model Core Teaching Standards: A Resource for State Dialogue

Also developed by the CCSSO, this document is an update to the 1992 InTASC standards. The standards are no longer focused on beginning teachers, but are intended to serve as professional practice standards. The paper is intended to build on the

Education Workforce white paper referenced above. The updated standards are designed to align with other national and state standards documents, including the Common Core State Standards. The standards outline what teachers should know and be able to do to prepare students for college. The standards describe effective teaching and learning in the current public education system.

The InTASC Model Core Teaching Standards (April 2011) At a Glance

This document provides a list of the standards proposed in the InTASC document. Each standard is followed by a brief explanatory paragraph.

Review of Renewal Requirements for Other Professions

A PowerPoint presentation prepared by the Minnesota Board of Teaching at the request of the task force examining the renewal requirements for licenses in other professions. The presentation addresses optometry and medicine at a broad level and also examines other professional licenses in Minnesota. The requirements are listed for the renewal of state licenses in behavioral therapy, social work, and nursing.

Requirements for Level 2 and 3 Teaching Certificates in 50 States and the District of Columbia (2 documents)

These documents, which were prepared by the North Central Comprehensive Center, present information on the teacher credentialing requirements for 50 states and the District of Columbia. The first document synthesizes the requirements across the states and highlights several states that are implementing distinctive requirements for advanced teacher certification. This document also includes a matrix with a brief summary of initial and advanced license requirements for all 50 states and the District of Columbia. The second document pulls out key language from the first document to serve as discussion points for the task force meeting, specifically highlighting the states with distinctive requirements for advanced teacher certification.

Minnesota Educator Induction Guidelines (Teacher Support Partnership)

The guidelines presented in this brief provide a framework for the development of induction systems for all educators in Minnesota. The system should include learning opportunities, networks of peer support, seminars and workshops, and mentoring focused on professional practice standards and continual professional growth. Induction should be a multi-year progress targeted at a career transition. An induction system should improve the quality of Minnesota's educators. Before outlining the guidelines, this document also highlights the relevant research supporting the development of an induction program. This research shows that induction programs improve instructional practices, enhance student achievement, promote supportive professional cultures in schools, align school and district improvement priorities, and increase teacher retention in the district and in the profession. The guidelines are intended to apply to all educators, not just teachers, and may also be applicable to individuals new to a district who may not be new to the profession.

Teacher Support Partnership Overview

This document provides a brief explanation of the membership of the Teacher Support Partnership (TSP) and the basis for its development of the guidelines for developing an induction program.

Induction Matters: Enhancing Student Learning Through Educator Induction

This document provides a distilled version of the TSP induction guidelines to serve as a quick reference tool.

Tiered Teacher Certification and Performance-Based Assessment

This brief, which was prepared by the Regional Educational Laboratory (REL) Midwest, identifies and summarizes the available research on tiered teacher certification systems, state policies on teacher certification, and the criteria used to determine movement from one tier to the next. The brief also summarizes recent research on teacher performance-based assessment as it relates to teacher certification. An overview of teacher certification requirements in states in the Midwest region and states that have been awarded grants through the Race to the Top Fund is presented in an appendix.

Colorado Renewal Applicant Information

This document printed from the Colorado Department of Education website provides a brief explanation of the various teacher licenses available in Colorado including the requirements for renewal.

Teacher Induction: An Examination of Six States' Approaches to Supporting High Quality Teaching Among New Teachers

This brief was also prepared by the North Central Comprehensive Center. First the document provides a summary of the research and policy considerations that have led states to focus on induction systems as part of improving educator quality. The document then provides detailed information and points of comparison for the induction programs in six states: California, Colorado, Massachusetts, Missouri, Utah, and Washington.

Context for Tiered Licensure Work

- 66,490 licensed Minnesota teachers, administrators, and related service providers serving in Minnesota schools
Source: 2010-2011 Discrepancy Report
- 275,413 valid Minnesota licenses in 2010-2011
Note: Individual teachers may hold multiple licenses and/or may not be actively using a license.
Source: 2011 Rule Exceptions Report
- # of local continuing education committees across the state doing the work of reviewing clock hours and authorizing license renewal
- # of licensure fields offered in Minnesota
- 32 colleges and universities approved to prepare pre-service teachers for initial licensure and for in-service teachers adding fields of licensure
- Licensure is a state-sanctioned recognition that allows a teacher to practice in a specific content area across a specific scope (grade levels); local employers determine where teachers are placed and what specific assignments they are given within their licensure field

Task Force Process

In order to ensure that all task force members had substantial opportunity both to contribute and to learn from other members, the task force process relied heavily on cross-representational table groups discussing materials and targeted questions followed by sharing back to the full task force. All meeting materials, including table group feedback, is available on the website below:

<http://education.state.mn.us/MDE/Welcome/AdvBCT/TierLicAdvTaskForce/index.html>

As a means of discovering places where task force members shared common understanding and expectations and unearthing specific places where they held divergent, and sometimes opposing, views, task force members were asked to complete a survey providing input on 35 statements that pressed further into each of the components of the framework. The survey results confirmed the complexities and need for further work on many of the proposed components. **A detailed summary of survey results is available in Appendix C.**

Each of the task force recommendations are clustered around a portion of the framework. A summary of the recommendations follows on pages ---. **(See other document)**

Task Force Conceptual Framework

Note: For a summary of the task force process, including the primary focus of each of the seven meetings, see Appendix B.

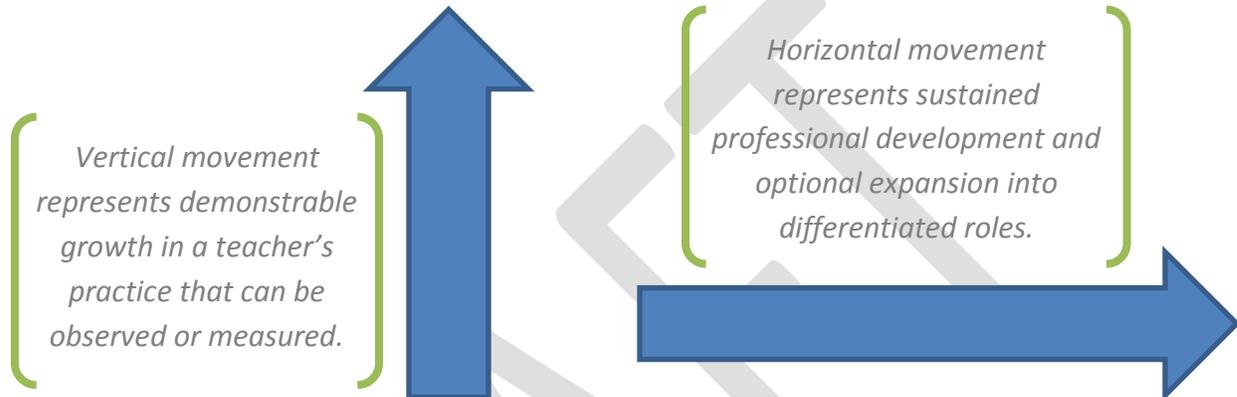
The conceptual framework and subsequent recommendations contained in this report reflect the work and progress of a diverse group of stakeholders representing a wide variety of perspectives. As such, the dialogue was rich and exposed the complexity of these topics as we pressed into them. A number of themes emerged as places where task force members held divergent views, including, among others:

- The role of the teacher evaluation work currently underway

- The use of student achievement data
- The role of local districts versus the state
- Potential impact on locally bargained agreements

Given the depth and complexities of these policy questions, the task force is prepared to provide a preliminary model for consideration. This model will serve as a powerful foundation for continued work in developing an effective, equitable, and sustainable licensure structure.

The framework proposed by the task force is premised on an understanding of movement both **vertically** and **horizontally**.



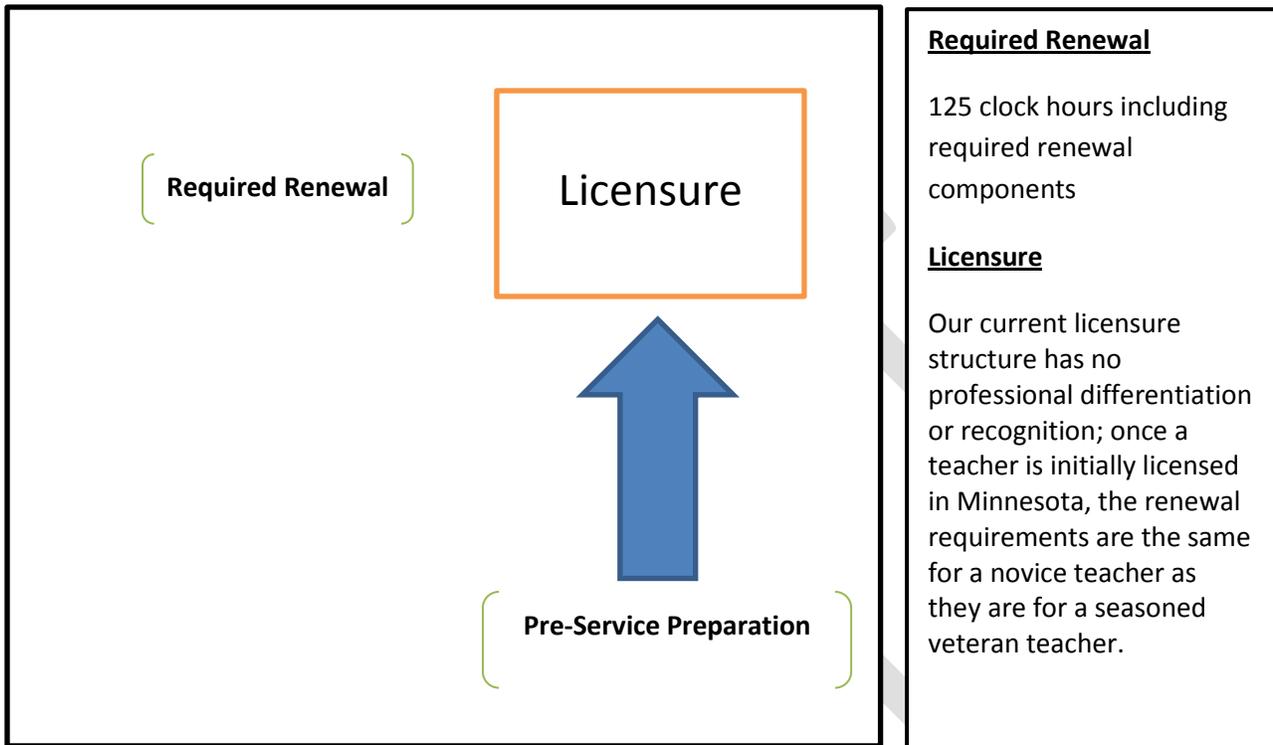
Movement is inherently central to a system that seeks to differentiate licenses granted to teachers and it begs several critical questions:

- Who is eligible for movement? On what timelines?
- On what basis is movement determined, and by whom?
- How is “success” determined within movement? What is the result of those who are not “successful?”
- How can movement be applied equitably to teachers across all licensure fields?

Given the significance of these questions, the task force targeted time and energy primarily on discussions of the “arrows,” which represent movement to a different licensure recognition or status, rather than the landing spots, or “tiers” themselves.

The model provided on page is intended to clearly capture the distinction between horizontal and vertical movement. Task force members were not ready to uniformly endorse the model as the final recommended framework, as several components require substantial additional dialogue; however, task force members urge continued work to maintain a clear delineation between the vertical and horizontal movement.

Current Licensure Structure

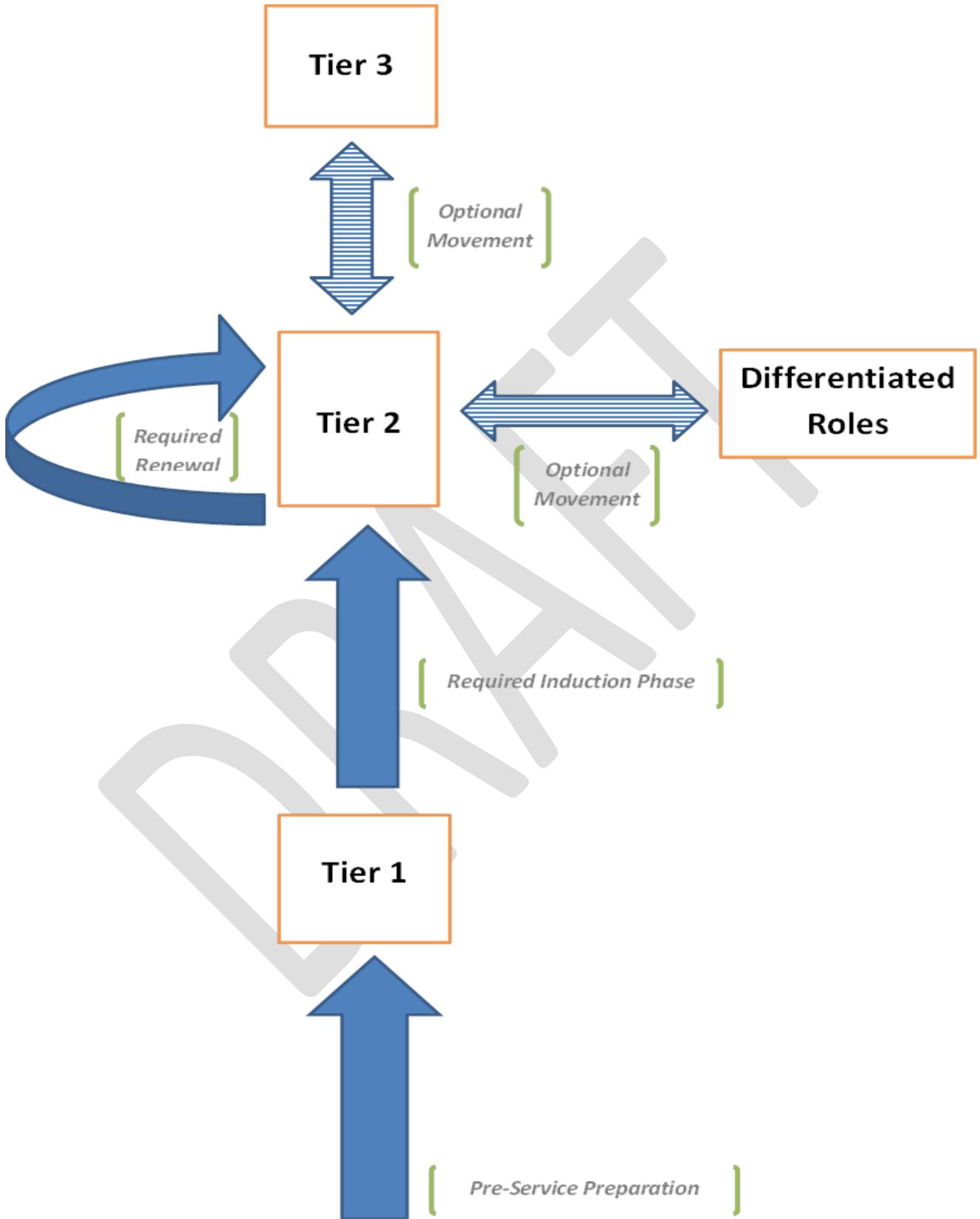


This system does not allow teachers to effectively capture the strong professional development work that they participate in locally; unfortunately the state’s current view of professional development does not align with many of local practices and teachers end up completing two unrelated sets of requirements. Too often this results in inefficiencies and redundancies for teachers, local continuing education committees, staff development practices, and administrative energy.

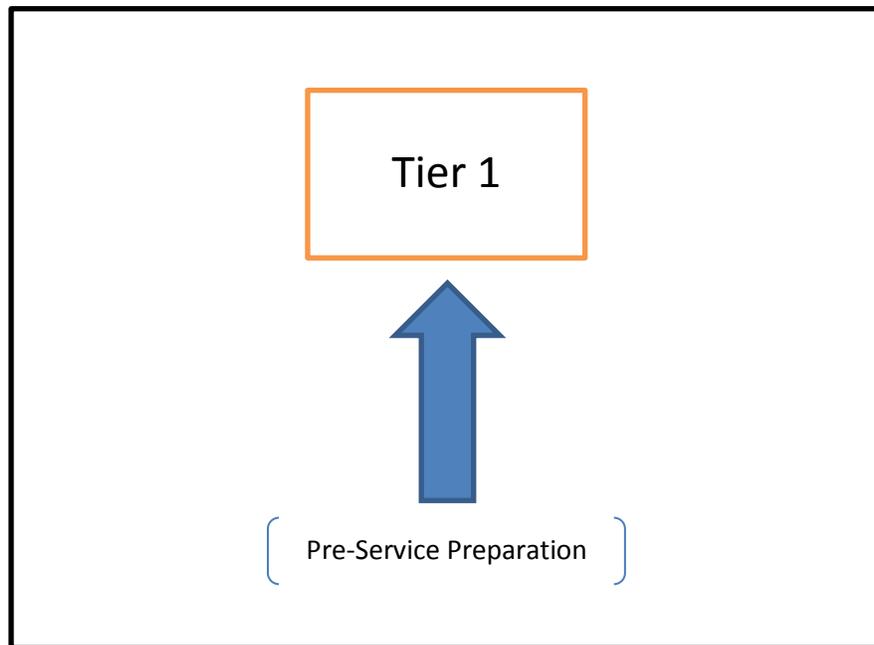
The legislation has allowed us to revisit this system and consider how the state’s licensure infrastructure can align with and honor strong local professional development work.

In contrast to the current system, the proposed framework seeks to carefully distinguish points of differentiation both in terms of a teacher’s:

- growth and effectiveness (vertical movement)
- potential expansion into other professional roles (horizontal movement)



TIERED LICENSURE ADVISORY TASK FORCE RECOMMENDATIONS



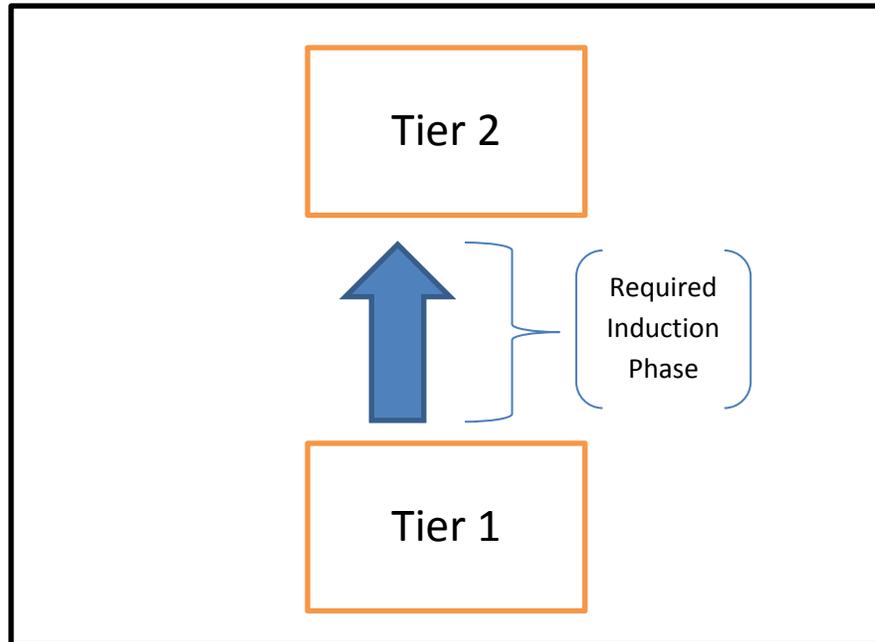
RECOMMENDATION (Tier 1 – Initial Licensure): Initial licensure should be based on the current Board of Teaching standards and requirements.

Critical unresolved issues:

- *Will the new InTASC standards be adopted by the Board of Teaching and embedded into all licensure programs?*

Continued Work

- *The Board of Teaching should examine data, including student achievement data, from Bush Foundation grantees and other research-based models regarding the efficacy of teacher residency programs*
- *Conduct a targeted analysis and study of moving pre-service preparation to requiring a year-long residency.*



RECOMMENDATION (Tier 1 to Tier 2: Initial to Professional through Induction): Induction should be required for all teachers new to the profession.

Preliminary Guidance

These statements provide additional preliminary guidance for future work; while task force members are not ready to submit the following statements as official recommendations without deeper discussion, the statements are instructive for continued exploration:

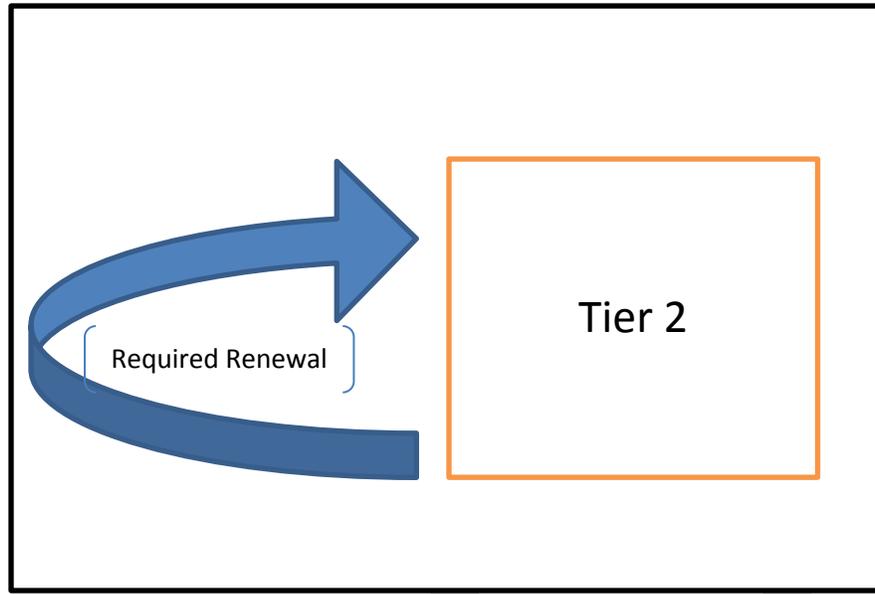
- *Induction programs should be state-approved.*
- *The Teacher Support Partnership (TSP) framework may serve as the foundation for developing state criteria for induction programs.*
- *In order to be approved by the state, an induction program must include:*
 - 1) *orientation, seminars, workshops*
 - 2) *mentoring, including selection criteria and training for mentors*
 - 3) *collaboration opportunities*
 - 4) *observation, reflection, and feedback opportunities*
- *Induction programs should be a minimum of 3 years, with possible movement to Tier 2 in the 4th year.*
- *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.*
- *Successful completion of an induction program must be verified by a local committee.*

Critical unresolved issues:

1. *Should successful completion of induction require evidence of student learning based on locally determined measures? If so, what local measures would be eligible? What role would the state play in approving or monitoring the selected measures?*
2. *Should teachers be provided time within the instructional day and setting to participate and meet induction program requirements? If so, what is the state's role in this? How much of this should be locally determined?*
3. *How long should teachers have to successfully complete an induction program? What about teachers who are unable to complete an induction program in the same district (i.e.: due to lay-offs)? Should prior participation should be recognized in subsequent employment?*
4. *How long should a teacher be granted to complete an induction program?*
5. *How should mobility and non-consecutive teaching be handled?*
6. *What happens to teachers who are not successful within an induction program? Who will be responsible for remediating /supporting teachers who are unsuccessful after 3 years?*
7. *How are local districts held accountable for offering and delivering induction programs?*
8. *How should higher education be involved for the induction of their graduates?*

Continued Work

- *Charge BOT to analyze TSP with stakeholders to determine standards/criteria.*
- *Convene 6-10 Minnesota districts with existing induction programs to provide information and recommendations.*
- *Review all related policy initiatives to ensure alignment (i.e.; Principal evaluation, Teacher evaluation).*
-



RECOMMENDATIONS (Tier 2: Professional license renewal):

1. ***A teacher could continue to renew a Tier 2 license without moving to another license.***
2. ***Renewals should be reviewed, authorized, and processed by local continuing education committees (in keeping with our current practice).***

Preliminary Guidance

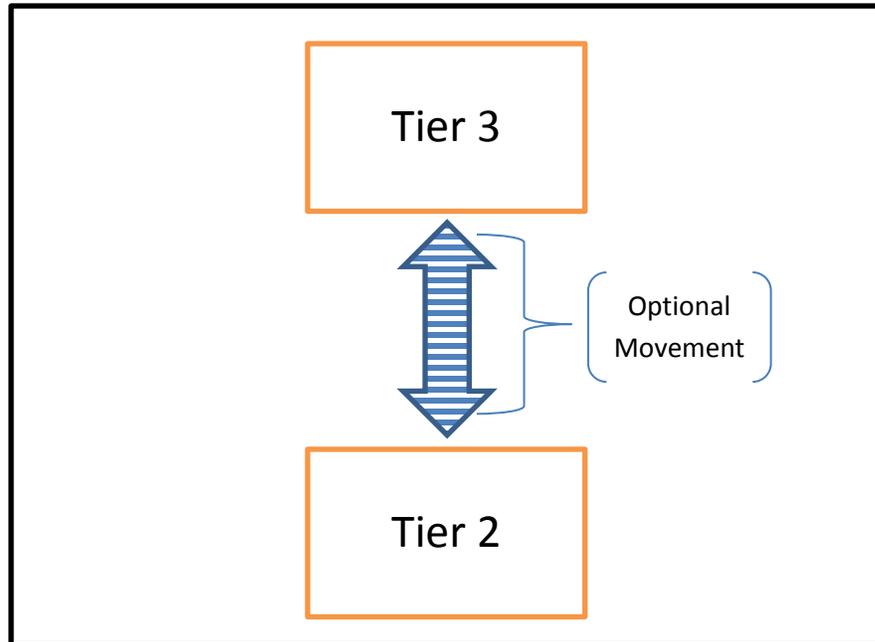
While task force recommends maintaining the current procedural process of utilizing local continuing education committees, the task force strongly believes that we must establish a new paradigm for professional development. We need to move beyond a system of license renewal that is tied to seat time to a culture of professional development that is tied to a teacher's practice and growth in that practice.

Critical unresolved issues:

1. *Who should determine and participate in the specific goals, activities, and practices for a teacher's professional development plan?*
2. *To what extent should renewal plans align with school or district-based systems and goals for professional development?*
3. *To what extent should renewal plans be aligned to or determined by local evaluation systems?*
4. *What happens when a teacher is unable to meet renewal requirements?*
5. *How do renewal requirements apply to non-instructional licensure fields?*

Continued Work

- *Convene stakeholders to develop infrastructure for license renewal based on research-based standards such as InTASC.*
- *Conduct an impact analysis to determine implementation needs both locally and for the state.*



RECOMMENDATION: Tier 3: Movement to Tier 3 must be optional.

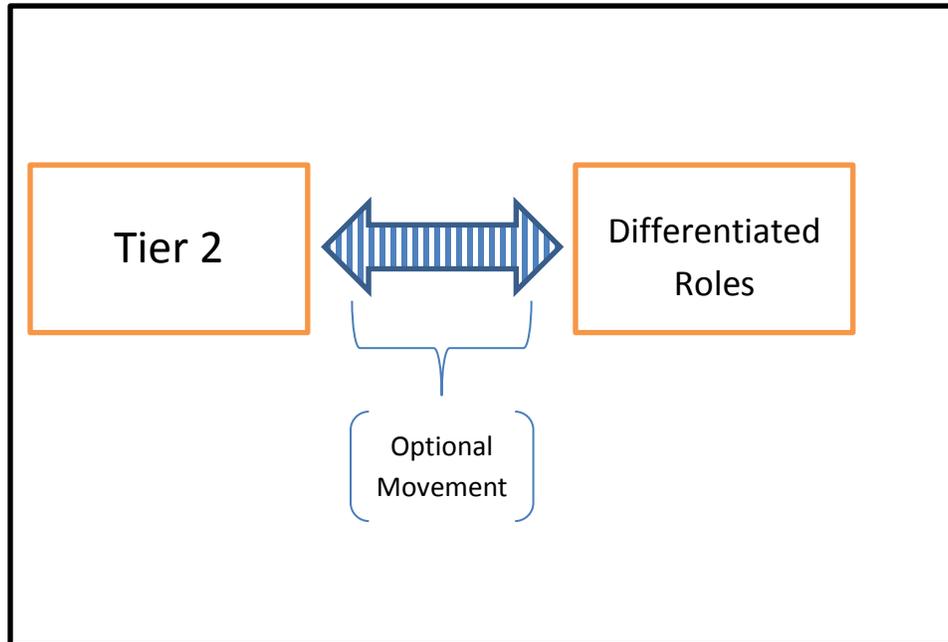
Preliminary Guidance

Task force members do not uniformly agree that this optional tier is necessary; substantial ongoing discussion is needed.

Critical unresolved issues:

1. What activities or accomplishments would serve as the basis for this license?
How often would the teacher need to renew?
2. 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?

Continued Work



RECOMMENDATION: Expanded roles: Expansion into Differentiated Roles should be optional.

Preliminary Guidance

Task force members discussed the value of recognizing leadership roles; however, it was difficult to clearly articulate what this option will look like.

Critical unresolved issues:

- Who should determine these roles?
- What is the purpose of having the state recognize these roles?
- How does this option relate to a teacher’s ongoing professional development and renewal?
- What is the appropriate role of the state in recognizing 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?

Continued Work

- Convene stakeholders to determine what roles/duties would warrant a state-sanctioned recognition.
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"... a statewide tiered teacher licensure system that is premised on:"	Task Force Research Base	Task Force Recommendation
appropriate research-based professional competencies that include:		
<i>content skills</i>		
<i>adaptive expertise</i>		
<i>college-readiness preparation</i>		
<i>multicultural skills</i>		
<i>use of student performance data</i>		
<i>skills for fostering citizenship</i>		
<i>other competencies that improve all students' learning outcomes</i>		
ongoing teacher professional growth to enable teachers to develop multiple professional competencies		
an assessment system for evaluating teachers' performance that is aligned with student expectations and value-added measures of student outcomes		
includes emphasis on developing students' reading and literacy skills		
other measures and outcomes		
recognizes and rewards successful teachers;		
an expectation that teachers progress through various stages of teaching practice throughout their teaching careers		
teachers receive opportunities for leadership roles commensurate with their practice and competency		
periodic evaluation of the licensing structure to determine its effectiveness in meeting students' learning needs		

(Alignment to Legislation - forthcoming)

Additional Considerations for Future Work

- Impact on licensed teachers not currently teaching or teaching outside MN
- Infrastructure/capacity – ie: local committee structures, online renewal, verification vs. “review”
- Treatment of existing renewal conditions; impact on other regulatory requirements

DRAFT

APPENDIX A: Minnesota 2011 First Special Session Chapter 11, Article 2

Sec. 10. Minnesota Statutes 2010, section 122A.09, subdivision 4, as amended by Laws 2011, chapter 5, section 1, is amended to read:

Subd. 4. **License and rules.** (a) The board must adopt rules to license public school teachers and interns subject to chapter 14.

...

(g) The board must grant licenses to interns and to candidates for initial licenses based on appropriate professional competencies that are aligned with the board's licensing system and students' diverse learning needs. The board must include these licenses in a statewide differentiated licensing system that creates new leadership roles for successful experienced teachers premised on a collaborative professional culture dedicated to meeting students' diverse learning needs in the 21st century and formalizes mentoring and induction for newly licensed teachers that is provided through a teacher support framework.

Sec. 48. TIERED LICENSURE ADVISORY TASK FORCE.

(a) The Board of Teaching and the commissioner of education must jointly convene and facilitate an advisory task force to develop recommendations for a statewide tiered teacher licensure system, consistent with Minnesota Statutes, section 122A.09, subdivision 4, paragraph (g), that is premised on:

(1) appropriate research-based professional competencies that include content skills, adaptive expertise, college-readiness preparation, multicultural skills, use of student performance data, and skills for fostering citizenship, among other competencies that improve all students' learning outcomes;

(2) ongoing teacher professional growth to enable teachers to develop multiple professional competencies;

(3) an assessment system for evaluating teachers' performance that is aligned with student expectations and value-added measures of student outcomes and includes an emphasis on developing students' reading and literacy skills, among other measures and outcomes, and recognizes and rewards successful teachers;

(4) an expectation that teachers progress through various stages of teaching practice throughout their teaching careers and receive opportunities for leadership roles commensurate with their practice and competency; and

(5) a periodic evaluation of the licensing structure to determine its effectiveness in meeting students' learning needs.

When developing its recommendations, the task force is encouraged to consider, among other resources, the draft "Model Core Teaching Standards" developed by the Interstate Teacher Assessment and Support Consortium.

(b) Each of the following entities shall appoint a member to the advisory task force: Education Minnesota, the Minnesota Association of School Administrators, the Minnesota Association for Colleges of Teacher Education, the Minnesota Association of School Personnel Administrators, the Minnesota Elementary School Principals Association, the Minnesota Secondary School Principals Association, the Parents United Network, the Minnesota Business Partnership, the Minnesota Chamber of Commerce, the Minnesota School Boards Association, and the Minnesota Association of Career and Technical

Educators. The executive director of the Board of Teaching or the commissioner may appoint additional advisory task force members. Task force members may seek advice from the Educator Development and Resource Center at the University of Minnesota on developing a research-based framework for a differentiated licensure system in Minnesota.

(c) Upon request, the commissioner must provide the task force with technical, fiscal, and other support services.

(d) Task force members' terms and other task force matters are subject to Minnesota Statutes, section 15.059. The commissioner may reimburse task force members from the Department of Education's current operating budget but may not compensate task force members for task force activities.

(e) The executive director of the Board of Teaching and the commissioner must submit by February 15, 2012, a joint report to the education policy and finance committees of the legislature recommending a differentiated statewide teacher licensing structure.

(f) The advisory task force expires on February 16, 2012.

EFFECTIVE DATE. This section is effective the day following final enactment.

APPENDIX B: Task Force Process

Tiered Licensure Task Force Schedule

Note: All meetings will be held at the Minnesota Department of Education (MDE) Conference Center (CC) A, Room 14.

Date	Time	Location	Agenda
Tuesday, October 18	3:30 – 6:00	CCA Room 14	<ul style="list-style-type: none"> • Welcome and Introductions • Task Force Charges and Expectations • Review MN past and current licensing structures and regulatory context • Process framework presentation/discussion • Next Steps <ul style="list-style-type: none"> ○ Data and research needs ○ Critical questions
Tuesday, November 8	3:30 – 6:00	CCA Room 14	<ul style="list-style-type: none"> • Review of Renewal Requirements for other Professions • Debrief NCCC Report • Establish Baseline Assumptions and Core Principles • Small Group Discussion • REL Midwest Presentation • Next Steps
Tuesday, November 29	3:30 – 6:00	CCA Room 14	<ul style="list-style-type: none"> • Review Current MN System and InTASC Standards • Begin to Identify Guiding Principles • Review other States' Models • Finalize Task Force Principles
Tuesday, December 6	3:30 – 6:00	CCA Room 14	<ul style="list-style-type: none"> • TSP Presentation • Practices that impact Learning Outcomes • Underlying Purpose and Principles of a Tiered Licensure System • Next Steps to Build the Model
Tuesday, January 17	3:30 – 6:00	CCA Room 14	<ul style="list-style-type: none"> • Induction Program Research • Debrief NCCC Report • Table Group Sharing • Feedback from Elements Survey • Next Steps
Tuesday, January 31	3:30 – 6:00	CCA Room 14	<ul style="list-style-type: none"> • Review outline of draft report; discussion and revisions • •
Tuesday, February 7	3:30 – 6:00	CCA Room 14	<ul style="list-style-type: none"> • Review and Adopt Final Report • •

Revised – January 12, 2012

APPENDIX C: Survey Input

A survey was conducted the week of January 23, 2012, to gather the perceptions of Task Force members regarding key components and characteristics of a potential tiered teacher licensure system for Minnesota. The survey had 35 items. Survey participants were to indicate whether they Strongly Agreed, Agreed, were Neutral, Disagreed, or Strongly Disagreed with each statement. Thirteen of the 18 members completed the survey, and a number stated they consulted with members of their respective organizations. A summary of survey results associated with each component of the recommended licensure framework follows.

Tier 1: _____ License (what name give this license? Initial? Probationary? Provisional?)

All 13 Task Force members who completed the survey agreed (8) or strongly agreed (5) that initial licensure *should continue to meet current Board of Teaching (BoT) standards and requirements, including the new Teacher Performance Assessment (TPA)*. Four participants provided comments. Three asserted support for continued use of the BoT standards for licensure. Two stated the new Teacher Performance Assessment, after completion, might eventually be part of the licensure system.

Required Induction Phase

All 13 Task Force members who completed the survey agreed (5) or strongly agreed (8) that *induction should be required for all teachers new to the profession*. Six participants provided comments. Three suggested the importance of high quality induction systems for beginning teachers, with one saying, “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.” Two indicated common standards and program guidelines are necessary in order to combine accountability with local flexibility, and a third respondent asserted programs should not be controlled by the state. Concerns for funding and, thus, sustainability were raised.

Eleven of the thirteen participants agreed (5) or strongly agreed (6) *induction should not be required for licensed teachers adding new licensure fields*. One participant was neutral, and one disagreed. Six people provided comments. Among those who thought a teacher should not have to repeat the full induction phase when adding a licensure field, various ideas were suggested for how to provide other kinds of support to teachers whose jobs change. One person suggested a modified induction process for teachers who change school levels (e.g., elementary to high school). Two others suggested coaching or mentoring if entering a newly-licensed position. Two other participants said that teachers who move into vastly different teaching areas might benefit from participating in a full induction program geared toward that discipline.

Ten of the thirteen participants agreed (6) or strongly agreed (4) *induction programs should be state-approved*; one participant was neutral, and two disagreed. Eight participants provided

comments. One person said, “I am anxious about state-approval but believe there is a need to assure some alignment across the state [as well as] quality indicators.” Four other people indicated support for a “baseline of expectations,” guidelines, or a set of standards. Concerns expressed by three people included the cost of creating an approval process, with one stating agreement with state-approval “If funding from the state were provided as well as oversight of district development and implementation” and another indicating state approval should be required only for induction programs that are state funded.

Eight of the thirteen participants agreed (6) or strongly agreed (2) *an induction program should include such elements as orientations, seminars, and workshops for new teachers*, while five participants were neutral. Eight participants provided comments. Five stated that good induction programs would include these components; one noted, “research shows that all of these components are necessary to provide a comprehensive induction program.” One person commented that local designs may be most appropriate, and another said that an orientation that is district-specific would not be able to be replicated elsewhere. The eighth person expressed concern about funding such activities.

Eleven of the thirteen participants agreed (4) or strongly agreed (7) that *an induction program must include mentoring, including selection and training of mentors*; the other two participants were neutral. Five participants provided comments. Two people noted the importance of mentoring to new teachers, and a third said mentoring needs to be a state standard in approved programs. The other two commented on the need for mentors to receive training so they will “know how to coach, collaborate, and consult with their teachers [i.e., mentees]. They need to learn about working with adults and effective communication techniques to foster these relationships [with new teachers].”

Nine of the thirteen participants agreed (3) or strongly agreed (6) that *an induction program must include collaboration opportunities*, while four participants were neutral. Eight participants provided comments. Four people said collaboration is important, but three people stated that greater clarity is needed regarding the collaboration opportunities that may be most useful to new teachers. The eighth participant asserted that collaboration does not have to be done during the school day.

Eleven of the thirteen participants agreed (4) or strongly agreed (7) that *an induction program must include observation and feedback opportunities* for new teachers; the other two participants were neutral. Five participants provided comments. One participant noted, “Mentoring that includes observation of the beginning teacher as well as time for quality feedback is what best practice would dictate.” Four others indicated agreement regarding the important of observation and feedback, with one cautioning that the focus should be on teacher growth, not evaluation. Comments also indicated key characteristics of these opportunities should be reflection, coaching, and specificity, with the focus on improvement in teaching.

Eight of the thirteen participants agreed (3) or strongly agreed (5) *teachers must be provided time within the instructional day and [classroom] setting* to participate and meet induction program requirements, while three participants were neutral and two disagreed. Eight participants

provided comments. The major concern regarding this program component is how to dedicate time in a teacher's workday to activity outside of the classroom. As one person commented, "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." Another respondent stated, "Although it is important to treat professionals with respect of working on their growth during their professional day, the requirements of [hiring] substitute teachers and scheduling issues often cause trouble for making it work." Four others indicated the dedication of time during the regular work day would be difficult if not impossible either due to the necessity for funding or because the use of traditional teaching time would have to be justified to the public. Two other people suggested induction might be implemented during extended day or extended year time for teachers, or that local programs can be "creative as to when and how they provide time to participate/meet requirements."

Ten of the thirteen participants agreed (9) or strongly agreed (1) that *induction programs should be a minimum of three years*, with possible movement to Tier 2 in the fourth year. Two participants were neutral and one disagreed. Six participants provided comments. All suggested that a two- or three-year minimum would be reasonable, with two people stating school or teacher needs or preferences might result in a shorter or longer induction program. One of these respondents thought a fourth year could be supported through a school's Professional Learning Community. Another person said, "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."

Six of the thirteen participants agreed (4) or strongly agreed (2) that *teachers should have up to five years to successfully complete* an induction program. Three participants were neutral, two disagreed, and two strongly disagreed. Seven participants provided comments. 1 respondent said five years is too long. Another said induction should end with the end of the probationary period, at which point "if the teacher has not completed the program successfully [he or she] should be non-renewed." On the other hand, another respondent thought there should be alternative opportunities for a teacher to demonstrate competence if he/she had not completed the program within an established time period. Two respondents indicated there should not be a firm limit to the number of years, as the need may vary by teacher or district, while a third respondent did not think a program paced differently for candidates would be workable.

Ten of the thirteen participants agreed (3) or strongly agreed (7) that, *for teachers who are unable to complete an induction program in the same district (e.g., due to lay-offs), their prior participation should be recognized in subsequent employment*. One participant each was neutral, disagreed, and strongly disagreed. Six participants provided comments. Four respondents indicated that state standards for induction would address the issue of whether skills gained in an induction program would transfer from one district to another. On the other hand, a fifth respondent said, "Each district is different and therefore induction should be required in each district a teacher is employed in." The sixth respondent voiced the perception that induction is not a "bar or hoop or test," suggesting again that individual and district induction needs might vary.

Nine of the thirteen participants disagreed (7) or strongly disagreed (2) that *teachers who are unable to successfully complete an induction program should be exited from the profession*. Two participants were neutral and two agreed with this statement. Eight participants provided comments. One person said, “This seems to be harsh,” while two suggested such teachers should be exited from the district but not the profession. A third said, “That should be a matter for the Teacher’s Union and/or hiring districts.” Two respondents indicated information about program requirements and completion standards would need to be considered before they could take a position on this issue. Another person said, “We need to look at what is keeping them from success; they clearly met initial licensure criteria.”

Among the thirteen participants, an equal number agreed (5) or were neutral (5) regarding the idea that *successful completion of induction should be verified by a local committee*. Two participants disagreed and one strongly disagreed. Eight participants provided comments. Four people said they would need more information about the committee before taking a position on this issue (e.g., committee membership, training). One of these people said, “How would local committees monitor this? An Exam? Since only administrators can observe and evaluate, how would quality instruction be monitored and verified?” A fifth person stated, “Someone or some body of people needs to verify. We need to be sure that similar work and experiences between teaches and districts result in similar outcomes in terms of advancement.” One person said the district employing the teacher should verify completion, while another said it depends on who is responsible for program implementation.

An equal number of participants agreed (5) or strongly disagreed (5) that *successful completion of induction should require evidence of student learning* based on formative assessments, locally determined measures, or standardized tests. The other three participants were neutral. Eight provided comments. Four people said evaluation of teacher performance should not be part of an induction process. Three expressed concern about the type of assessment used, with one suggesting locally determined measures should be emphasized and another urging the initial use of a formative assessment followed by a summative growth-model-based assessment at year’s end. The eighth respondent expressed concern about how workable this approach would be at the present time.

Tier 2: _____ License and License Renewal (what name give this license?)

Eleven of the thirteen participants agreed (7) or strongly agreed (4) that, once earned, *the _____ license should be valid for five years*. The other two participants were neutral. Four participants provided comments. One person said, “The primary license should be 3 years with subsequent license renewal being every 5 years.” The other three indicated five years was a reasonable period of time before renewal.

Eleven of the thirteen participants agreed (5) or strongly agreed (6) that *multiple licenses should have a common expiration date*. The other two participants were neutral. Five participants provided comments. Four people thought this would contribute to ease of data management, but the fifth said, “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 lesser.”

Nine of the thirteen participants agreed that *renewal of the _____ license should be based on demonstration of professional development aligned with InTASC standards*. The other four participants were neutral. Three participants provided comments. Two people suggested the BoT should study the standards before considering adoption, with one of these suggesting, “wide-ranging discussions should be hosted across the state.” The third person agreed that professional development aligned to standards should be the basis for renewal, but “I am not ready to write InTASC or anyone else’s standards into rule or law yet.”

Ten of the thirteen participants agreed (7) or strongly agreed (3) that *a teacher, in collaboration with administrators, should determine specific goals, activities, and practices for license renewal*. One participant disagreed and two strongly disagreed. Five participants provided comments. Two people stated that a teacher’s administrator and employment evaluation in any form should not be related to license renewal. Two other people appeared to think that the teacher should play a key role in guiding his/her professional development, while the fifth person appeared to think the administrator should play the leading role.

Nine of the thirteen participants agreed (7) or strongly agreed (2) that _____ *renewal should align with school or district-based systems and goals for professional development*. One participant was neutral, one disagreed, and two strongly disagreed. Four participants provided comments. Two people asserted that a teaching license is an “agreement with the state” and should not be tied to the teacher’s school or district goals. The other two people thought the local system and goals should be a component of renewal, with one saying “district professional development should be allowed to ‘count’ toward renewal but not be so tied to it that teachers cannot get renewed without it.”

Seven of the thirteen participants agreed (6) or strongly agreed (1) that *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*. Five participants were neutral and one strongly disagreed. Six participants provided comments. Three people indicated that other factors would play a role in whether they could support this (e.g., the renewal requirements, current remediation procedures, time and resources during the pre-renewal period). One person asserted this idea inappropriately combines the local evaluation process with state licensure authority.

Nine of the thirteen participants agreed (8) or strongly agreed (1) that *licensure renewals should be reviewed and processed by local committees*. Two participants were neutral and two disagreed. Seven participants provided comments. Three people acknowledged the need for someone or some entity to take on the responsibilities associated with licensure renewal. One of these people suggested, “It might make sense to do this on a regional basis. Schools already band together in conferences or MSHSL sections. Maybe that size area could do this.” The other four people indicated they needed more information or clarification regarding the role and abilities of the committee (e.g., the meaning of ‘processed,’ committee training). One person was concerned

that local review and processing means “final licensure decisions would be made by local committees. I think this would present problems in assurances and consistency in licensure.”

Six of the thirteen participants disagreed (2) or strongly disagreed (4) that *licensure renewal should include evidence of student learning based on formative assessments, locally determined measures, or standardized tests*. Four participants agreed and three were neutral. Five participants provided comments. One person pointed out that this inappropriately combines the local evaluation with state licensure. Two people thought the linking of student performance and teacher licensure made sense, but they were concerned about the type of measure. In particular, one said, “I don’t think that test scores always tell the whole story.” One person clearly disagreed, saying, “We must make decisions based on professionalism and the research. This is a faddish proposal that is destructive to teachers and the future of our profession.”