

# National Council on Teacher Quality

2015 Preview:  
Recommendations for  
Minnesota Teacher Policy

# Overview of Structured Recommendations

- Spring questionnaire
- Fall edits
- Goal areas: State score: Recommendations
- Shared Responsibility BOT/MDE
  - Inclusive of Teacher Development and Evaluation

# Admission into Teacher Preparation

## Not Met

- Require programs to screen for academic proficiency prior to admission (assessments or GPA requirements)
- Require programs to use a common test normed to the general college-bound population

# Elementary Teacher Preparation

## Met in Part

- Require separate passing scores for each core subject on content exam
- Require content specialization in core subject areas
- Require 36 credit hours in core subject areas of English Science Social Studies and Fine Arts
- MN Meets the goals for Preparation in Reading Instruction.
- Ensure that Elementary teachers are prepared to incorporate literacy skills as a part of all subjects

# Elementary Teachers: Math Preparation

## Nearly Met

- Ensure that content knowledge assessments value candidate knowledge beyond elementary school level.

# Early Childhood Education

## Met in Part

- Require early childhood teacher candidates to pass subject-matter tests designed to ensure sufficient content knowledge of all subjects
- Ensure that ECE teachers are prepared to meet the instructional requirements of college and career readiness standards for students (Reading noted)

# Middle School Teacher Preparation

## Met in Part

- Minnesota should not allow teachers to teach middle school on a generalist license. (e.g. K-6 licensure in 7/8 self contained classrooms)
- Candidates should be required to hold a major in their subject area. Strengthen subject matter preparation

# Secondary Teacher Preparation

Met

- Ensure teachers are prepared to meet the instructional requirements of college and career readiness standards
- Science/Social Studies: Strong – No recommendations

# Special Education Teacher Preparation

## Not Met

- End K-12 licensing practices; Distinguish between elementary and secondary skills and knowledge
- Require rigorous content testing for elementary sped teachers
- Require content testing for secondary sped teachers
- MN sets a lower bar for special education teachers

# Special Education Preparation: Reading

## Met in Part

- Core Skills Reading Content is not considered a Reading Test
- Require rigorous exam in science of reading instruction
- Ensure special education teachers are prepared to incorporate literacy skills in EVERY subject

# Professional Knowledge

## Student Teaching

### Met in Part

- Strong: No recommendations for pedagogy instruction
- Use evidence from the state's teacher eval system to select cooperating teachers
- Require all candidates to complete student teaching locally: no student teaching abroad

# Program Accountability

## Met in Part

- Connect Student Achievement Gains to teacher preparation programs
- Minimum Standards of performance should be established for “low performing institutions”
- Recommendation for MN to prioritize funding of state accountability systems

# Alternate Route Eligibility

## Met

- Ensure establishment of criteria for minimum GPA exceptions
- Remove requirement of basic skills exam; Commended for the use of ACT, SAT and GRE
- Establish coursework guidelines for alternate route programs
- Offer more opportunities to practice teaching
- Commendations for not restricting the subject, grade or geographic area for alternate routes

# Part-time Teaching Licenses & Reciprocity

## Met in Part

- Require all to pass content area exams prior to entering the classroom. – Limit exceptions to 1 year
- Ensure that all teachers meet testing requirements in a timely manner. Teachers should not be allowed more than one year in the classroom without having met the state's testing standards.
- Require evidence of effective teaching for full certification

# State Data Systems

## ☑ Met only a small part

- Articulate a definition of “teacher of record”
- Strengthen the data link between teachers and students
- Publish data on teacher production:
  - Substantial oversupply is not good for the profession
  - Recommends Maryland as model for supply demand reporting to inform policy decisions

# Additional Recommendations

- Require evidence of effectiveness as part of teacher licensing policy (renewal)
- Seat time requirements are not correlated to teacher effectiveness and should be discontinued
- Ensure ideas outlined in the Equity plan evolve into state policy (MDE)
- Ensure high quality mentoring and induction are available to ALL new teachers
- Connect evaluations to professional development needed