



Minnesota
Association of School Personnel Administrators
1430 Concordia Ave #4855, St. Paul, MN 55104

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Senator Roger Chamberlain
3225 Minnesota Senate Building
St. Paul MN 55155

Chair Chamberlain and Members of Senate Educator Finance and Policy Committee:

Although Minnesota Association of School Personnel Administrators (“MASPA”) supports many components of SF788, we write to express concerns with eliminating the current statutory “bridge” between tier two and tier three licensure (lines 45.8-45.11). These lines remove the tier two to tier three “bridge” for teachers who have successfully taught for at least three years and have had positive summative evaluations by the district.

This year is the third year that school district human resources departments have implemented the tiered licensure system with PELSB rulemaking occurring in late 2018. We believe that a structural change at this early stage would cause confusion for our school districts and our administrators working closely with currently licensed tier two teachers, and also our tier two teachers who are working towards tier three licensure.

School districts have reached out to MASPA with their stories of tier two licensed teachers who are utilizing this alternative pathway to obtain tier three licensure – having at least three years of successful teaching experience. They report teachers that are excelling in their positions – many in now their third year of teaching experience under this new law – that would be impacted by the proposed changes being offered.

MASPA is also concerned about the impact of the proposed change on efforts towards creating a more diverse teacher workforce. Looking at PELSB “2020 Tiered License and Permissions Report” data, teachers of color made up 21.09 percent of tier one teachers, 21.28 percent of tier two teachers, 8.46 percent of tier three teachers, and 4.89 percent of tier four teachers.” When a tier two licensed teacher of color has demonstrated good teaching through evaluation, why would we, as a state, require them to go either back to higher education or through the portfolio process (onerous, time consuming, unpredictable), to demonstrate the teaching proficiencies they have already showed the school district?

At MASPA, we believe that qualified and trained school administrators are in the best position to ensure that all teachers, including tier two licensed teachers, are meeting the rigorous expectations that we require from all teachers. All teachers, whether tier one, two, three, or four, are regularly coached and evaluated by school administrators with advanced education to recognize excellent teaching. This process is an established part of determining whether a teacher will eventually achieve continuing contract rights and taken very seriously by school administrators.

It is also important to note that we are talking about a small percentage of teachers. Anoka-Hennepin, our state's largest school district, reports fewer than 1.5% of all teacher positions filled with tier one or tier two licensed teachers. These tier two teachers are often actors teaching acting, dancers teaching dancing, and police officers teaching law enforcement. But these position may go unfilled in the long run if these proposed changes are adopted.

I ask that you trust our school district administrators and human resources professionals to fulfill our missions to help students learn and grow by ensuring that the best teachers are in our classrooms.

Who are we? MASPAs are a group of human resource professionals working in public school districts across this state serving teachers, administrators, support staff, and our amazing students. Human resource professionals establish and oversee the hiring processes in school districts with the intent of always selecting the best, most talented teacher candidates to put in front of our students. We look for teachers that have a drive to teach and a mission to help students learn and grow. Helping our schools obtain and maintain the best possible teachers for each and every classroom is where we feel the most honor in our work – and where we know we can have the largest impact on the academic achievements of our students.

Thank you for your time. Please feel free to reach out with any questions.

Best regards,

The Board of the Minnesota Association of School Personnel Administrators

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