



**State Plan to Ensure Poor and
Minority Students Have Equitable
Access to Experienced, Qualified and
In-Field Teachers**

June 1, 2015

Section 1. Introduction

The Minnesota Department of Education (MDE) is pleased to submit to the U.S. Department of Education the following plan that has been developed to address the long-term needs for improving equitable access of all students to great educators. This plan responds to Education Secretary Arne Duncan's July 7, 2014 letter to state education agencies (SEAs), as augmented with additional guidance published on November 10, 2014. The plan submitted by MDE complies with the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The plan also outlines the measures that MDE will use to evaluate and publically report the progress of the agency with respect to such steps.

This plan details strategies to ensuring that all Minnesota students have access to excellent educators. MDE has taken a comprehensive approach to addressing intertwining root causes that affect a school district or charter school's ability to attract, train, support and retain excellent educators. Strategies proposed will help to address supply and demand needs, increase support to schools that need it most, increase the Department's focus on equity and provide assistance to local schools and districts in the area of equity.

MDE has prioritized the elimination of achievement gaps between groups of students. The Department recognizes that ensuring equitable access to excellent teachers and leaders is a key factor in achieving our goal of cutting achievement gaps in half by 2017.

Plan Development Process

To create this plan, a team of leaders at MDE, led by the Assistant Commissioner of the Office of Student and School Success, took the following steps:

- Invited representatives from the Center on Great Teachers and Leaders (GTL) to Minnesota to meet with the MDE staff to assist in brainstorming root causes, potential strategies and plans to engage with various stakeholders.
- Attended the meeting convened by GTL and the Council of Chief State School Officers (CCSSO) to better understand the required components of the plan and learn from other states.
- Engaged stakeholders from a wide range of organizations and interest groups to review data, identify root causes, set forth strategies, and create a plan for measuring and reporting progress and continuously improving this plan.
- Reviewed staffing data from the Minnesota Teacher Supply and Demand Biannual Report, as well as data from the Staff Automated Report (STAR) matched with K-12 enrollment and accountability data.
- Submitted a draft of the plan to the Equitable Access Support Network (EASN) and CCSSO for review by a panel of experts.

State-Level Policies, Initiatives, and Currently Available Data

During this process, MDE reviewed current policies and initiatives that MDE and local education agencies (LEAs) have been implementing in recent years as well as a review of relevant and available data. Staff with knowledge of current policies and initiatives were consulted.

Specifically, MDE reviewed:

- Existing state policy and practice that may affect educator recruitment, retention, and support.
- Current licensure standards and requirements.
- Available funding streams and the uses of the funds.
- Available data identified as relevant to the development and implementation of the state's equitable access plan.
- Common LEA human resources considerations such as who makes hiring and placement decisions.

Definitions

For purposes of this plan, Minnesota defined the key terms “inexperienced teacher”, “unqualified teacher”, “out-of-field teacher”, “poor student” and “minority student” as outlined in the “State Plan to Ensure Equitable Access to Excellent Educators Frequently Asked Questions” document issued by USDOE on November 10, 2014.

Section 2: Stakeholder Engagement

MDE believes it is important to engage a variety of stakeholders in the design and implementation of the equity plan. It is critical to bring broad representation to the table for rich discussion around the realities of the equity gaps and strategies to ensure all students have access to excellent teachers.

Input into Minnesota's Teacher Equity plan was provided through a series of meetings with two different groups of stakeholders. A Steering Committee was formed to design and guide the work of the plan. Meetings with this group began in February and continued through April. In addition, a larger Advisory Committee was put in place to react to the information, definitions, strategies and suggestions developed by the Steering Committee and provide feedback and additional ideas.

Membership for both committees was solicited from a wide range of organizations and interest groups. This included teachers, parents, students, principals, superintendents, school board members, business and labor representatives as well as individuals and organizations representing diverse communities. The committees also had members from the teacher and administrative licensing boards in Minnesota. Charter school teachers and authorizers and tribal nation representatives were also involved in both committees.

The complete list of participants and organizations who were invited to participate, a copy of the letter sent to each individual, and the full membership of both committees can be found in Appendix A.

All aspects of the plan were discussed with both the Steering Committee and Advisory Committee. This included decisions on the development of a work plan, determination of root causes, development of strategies and plans to monitor and report progress. A substantial amount of data related to the plan was an integral part of the discussion, and committee members requested and were provided additional data to more robustly review the information. Using the data as a foundation, the members developed a set of root causes to guide the development of strategies for this plan.

While MDE invited a wide variety of stakeholders, it is worth mentioning that a core group consistently attended the scheduled meetings and provided feedback. The organizations below were key contributors to this plan.

Steering Committee

- Minnesota Elementary School Principal's Association (MESPA)
- MinnCAN
- St. Paul Public Schools
- Board of Teaching (BOT)
- Minnesota Association of Charter School Authorizers (MACSA)
- Education Minnesota
- Parents United for Public Schools
- Minneapolis Public Schools
- Council on Black Minnesotans (COB)
- Tribal Nations Education Committee (TNEC)

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- Minnesota School Boards Association (MSBA)
- Minnesota Association of School Administrators (MASA)

Advisory Committee

- Minnesota Youth Council's Student Advisory Committee
- Education Minnesota
- University of Minnesota
- Board of Teaching (BOT)
- Association of Metropolitan School Districts (AMSD)
- Board of School Administrators (BOSA)
- Minnesota Rural Education Association (MREA)
- ISAIAH Faith in Democracy
- Minnesota Association of Secondary School Principals (MASSP)

A copy of the meeting schedule and the agendas for each meeting is included as Appendix B.

All materials, including the data used by the members, from each of the meetings were posted on the MDE website and can be found at the following link.

<http://education.state.mn.us/MDE/Welcome/AdvBCT/TeacherEquity/index.htm>

This link is available for public viewing with contact information for those wishing to respond or obtain additional information. After the submission of the plan additional stakeholder meetings are anticipated to seek feedback on implementation of the strategies, develop outreach/communication ideas and provide direction for revisions.

Section 3: Equity Gaps

Minnesota's Educator Equity Plan focuses on the extent to which classrooms, schools, and districts employ inexperienced, unqualified, and out-of-field teachers and to what extent these teachers are in high poverty and minority schools around the state. MDE uses the following terms throughout this plan:

Equity Gap: The difference between the rate at which poor or minority students are educated by inexperienced, unqualified and out-of-field teachers and the rate at which other students are educated by inexperienced, unqualified and out-of-field teachers.

Equitable Access: The situation in which poor and minority students are educated by inexperienced, unqualified, and out-of-field teachers at rates that are at least equal to the rates at which other students are educated by inexperienced, unqualified, and out-of-field teachers.

Minnesota decided to include multiple measures over a single metric when considering equitable access in terms of the following characteristics of teachers:

Inexperienced Teacher: An inexperienced teacher shall be defined as a licensed teacher who has been employed in Minnesota for three years or less.

Unqualified Teacher: An unqualified teacher shall be defined as a teacher who is not fully licensed in a core subject area.

Out-of-field Teacher: An out-of-field teacher shall be defined as a licensed teacher who is providing instruction in an area for which he/she is not licensed.

Poor Student: A poor student shall be defined as a student who qualifies for free or reduced price lunch.

Minority Student: A minority student shall be defined as a student who meets the definition as contained in Minnesota State Statute 120B.35, subdivision 3, paragraph (b), excluding the student categories of poverty, disability, and English learners. This definition includes students in the following student groups: Asian/Pacific Islander, American Indian/Alaskan Native, Black (not of Hispanic Origin), Hispanic.

In the development of this plan, MDE engaged in discussion with stakeholders about Minnesota's current licensure standards and policies. It was important for the group to review some key licensure-related terms in order to fully understand the full context of the data and equity gaps. For example, when reviewing data on charter schools or alternative schools, stakeholders inquired about the possible use of special licensure permissions such as waivers. A full list of key teacher licensure terms and definitions can be found in Appendix C.

Data sources used to calculate equity gaps

Staff Automated Report (STAR) is the reporting of Licensed and Non-Licensed staff employment and assignment data from all public districts and charter schools.

K12 Enrollment data comes from the Minnesota Automated Reporting Student System (MARSS) and can be aggregated at the school, district, county and state levels collected from

Minnesota public K-12 institutions, including charter schools. The data includes, but is not limited to, enrollment counts by race/ethnicity, gender, grade and special populations (free and reduced price lunch, special education, and English language learners).

Multiple Measurements Rating System (MMR) is Minnesota's accountability system under ESEA Flexibility. Minnesota developed an accountability system that is focused on closing the achievement gap and promoting high growth for all students. MMR data was used in the development of this plan to identify teacher inequities within the Priority, Focus, Continuous Improvement, Celebration Eligible and Reward school designations. Minnesota's accountability and recognition system has five possible designations for the state's Title I schools:

- Priority Schools are the bottom 5 percent on the MMR.
- Focus Schools are the bottom 10 percent on the Focus Rating (FR).
- Continuous Improvement Schools are the bottom 25 percent on the MMR.
- Reward Schools are the top 15 percent on the MMR.
- Celebration Eligible Schools are the next 25 percent below Reward on the MMR.

K12 Assessment data contains results from statewide assessments such as the Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) that are used in Minnesota's accountability system.

Data Considerations

It is important to understand and be transparent about the limitations of the data and other contextual considerations.

First, the licensure and assignment data from districts and charters used in this plan is self-reported. MDE provides extensive guidance and support to districts and charters in how to report licensure and assignment data, but it is possible to have inaccuracies based on human error. MDE is confident in the reliability and validity of the data utilized in this plan, but it is important to note the nature of self-reported information.

Minnesota's definition of inexperienced teacher intends to capture those teachers who are within their first three years of teaching in an attempt to align with the probationary period defined in state statute. Tenure can be granted after three years. However, teachers from outside Minnesota entering into the STAR system for the first time would also be classified as inexperienced because they do not have any teaching experience in Minnesota. Currently, our system is unable to capture or count years of teaching outside of Minnesota.

Related to courses taught, our data is only able to track teachers at the classroom level. A single teacher may be counted more than once depending on the number of classes they teach. Furthermore, Minnesota's current system has no way of linking individual students to specific teachers. While disproportionality is highly likely to exist, we cannot say for certain that inexperienced, unqualified, or out-of-field teachers are teaching students of poverty, for example, at disproportionate rates at the classroom level within a high poverty school. We can say that schools with high percentages of students in poverty have disproportionate rates of inexperienced, unqualified and out-of-field teachers when compared with schools serving low percentages of students in poverty.

This plan does not include teacher effectiveness data. Local teacher evaluation models must comply with federal requirements under Minnesota's ESEA Flexibility Waiver and state law; however, school districts and charters are not mandated under Minnesota law to submit individual teacher effectiveness data to MDE.

Lastly, Minnesota's definition of unqualified as described above is not the same as the federal definition of highly qualified. The federal definition of highly qualified means teachers must have 1) a bachelor's degree, 2) full state certification or licensure, and 3) proof that they know each subject they teach. Our definition of unqualified includes teachers that are not fully licensed in a core content area; therefore, it ensures the license is aligned with the core subject taught whereas highly qualified requires only proof of knowledge in a subject area.

Equity Gap Analysis

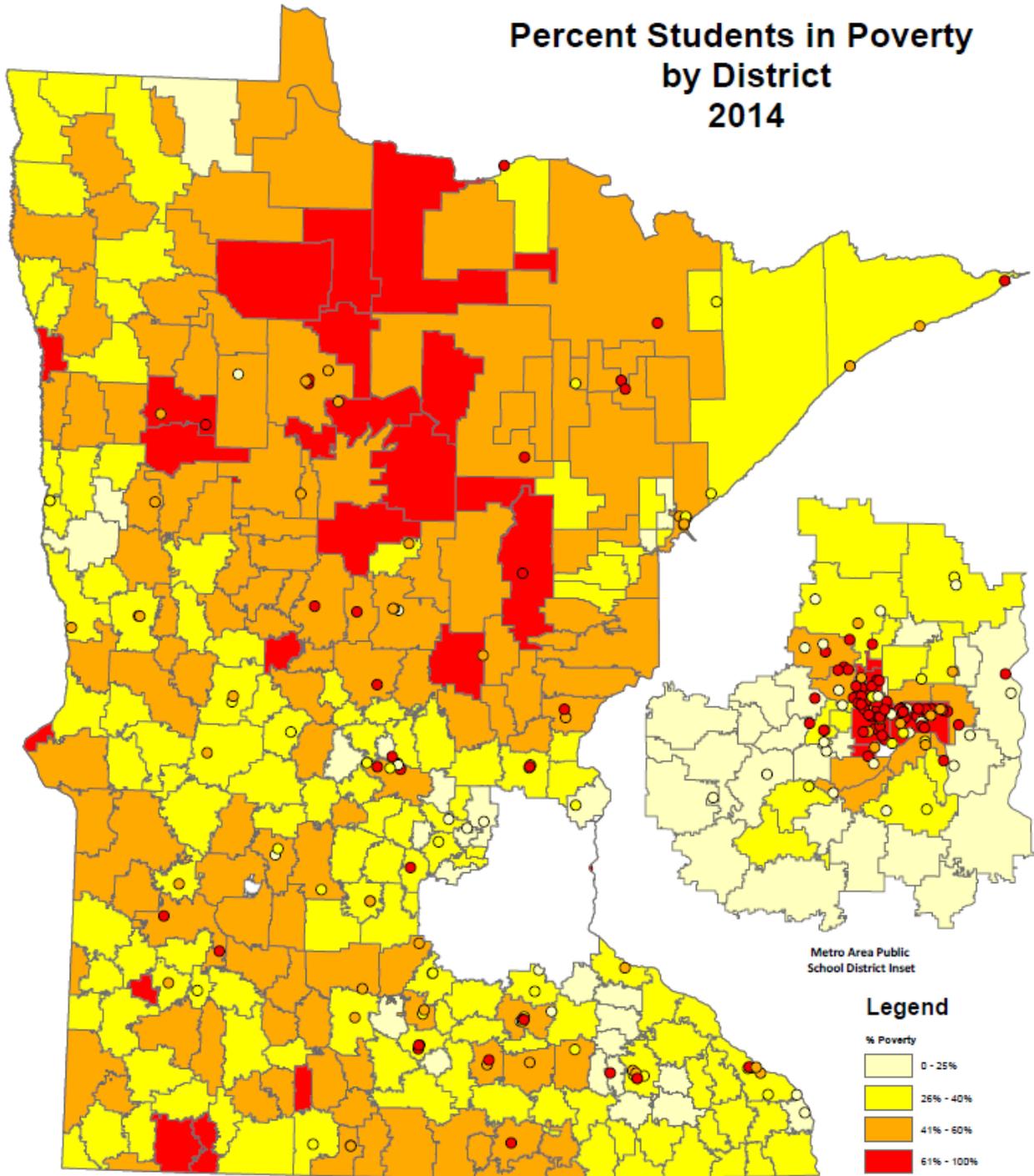
For this analysis, the following data sources were used to create a more complete picture of Minnesota's teacher equity issue:

- Staff employment and assignment,
- Student enrollment and assessment, and
- Minnesota's federal accountability system.

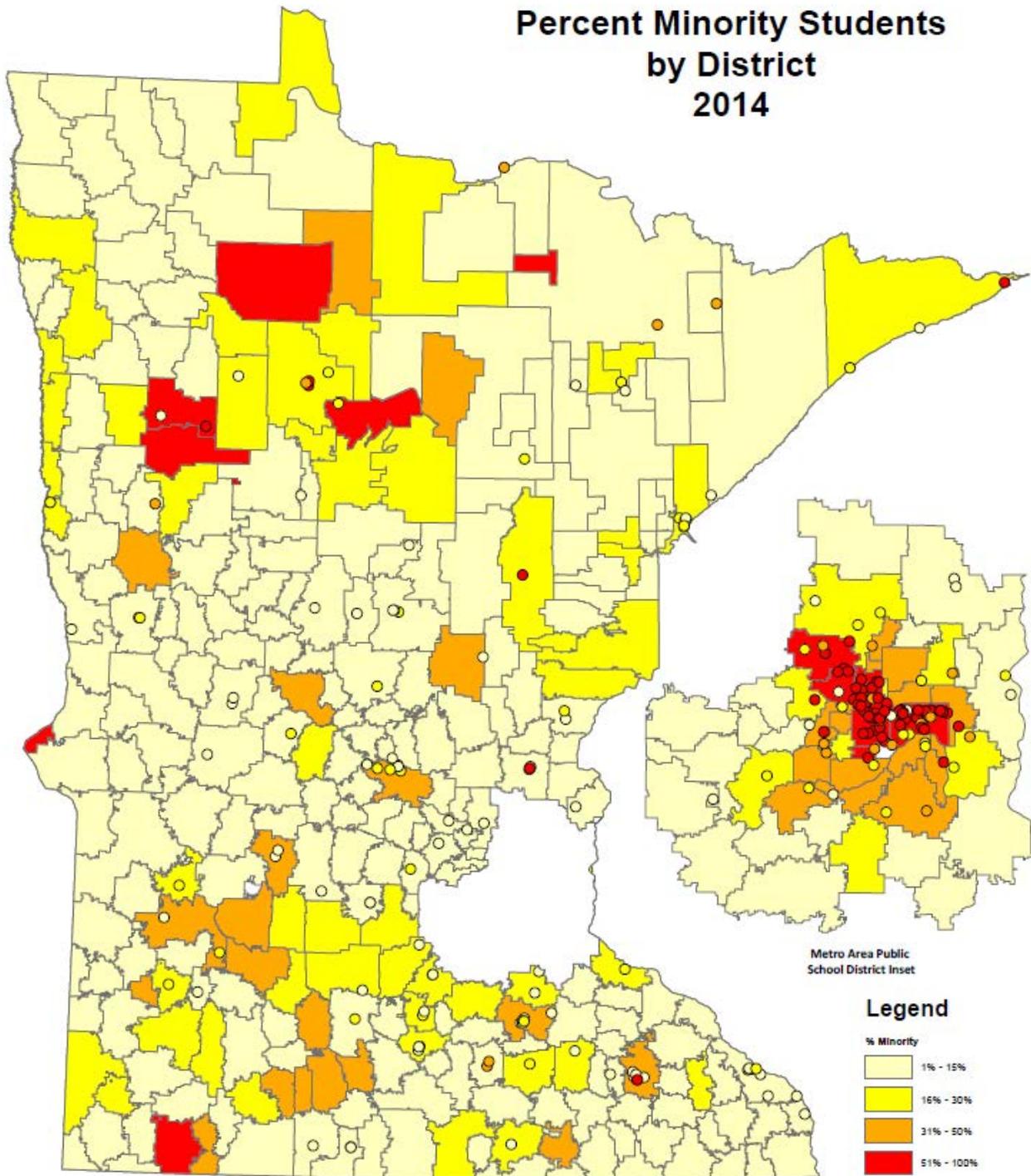
To create an integrated system, data analysts linked the following sources to identify where gaps exist. We conducted several preliminary analyses at both the school and district levels. Specifically, the student characteristics we analyzed were poor students and minority students using quartiles to divide the schools by percentage of poor and minority students. The teacher metrics used were inexperienced, unqualified, and out-of-field at the classroom level. We also looked at school level characteristics like Focus, Priority and Reward designations and charter and non-charter schools. While doing all of our analysis, we also considered the counts of teachers within each indicator.

Prior to digging into the teacher equity data, we first reviewed regional trends of poor and minority student enrollment to better understand where we have "pockets" of poverty and students of color. We also looked at inexperienced, unqualified, and out-of-field teachers at the state-level to provide a benchmark from which to compare.

Percent Students in Poverty by District 2014



Percent Minority Students by District 2014



Statewide Teacher Equity Gaps

Statewide	Count Inexperienced Teachers	Count Total Teachers	Percent Inexperienced Teachers	Count Core Classes Unqualified	Count Core Classes	Percent Classes Unqualified	Count Classes Out of Field	Count Total Classes	Percent Classes Out of Field
Statewide	8,000	58,977	13.56	2,067	94,059	2.19	3,283	135,911	2.41

Poverty and Minority Quartiles

At the school level, it is clear that inequities exist for poor and minority students in the state when looking at inexperienced, unqualified and out-of-field teachers. There are gaps between the first and fourth quartiles across each indicator, but are more apparent for students in poverty. The gaps for students in poverty across the three indicators ranges from 8.23 percentage points for inexperienced teachers to 2.64 percentage points for out-of-field teachers. For minority students the gaps are not quite as pronounced and range from 5.62 percentage points for inexperienced teachers to 0.5 percentage points for out-of-field teachers.

Poverty or Minority Quartile	Count Inexperienced Teachers	Count Total Teachers	Percent Inexperienced	Count Core Classes Unqualified	Count Core Classes	Percent Classes Unqualified	Count Classes Out of Field	Count Total Classes	Percent Classes Out of Field
Poverty 1	2041	10527	19.39%	798	16506	4.83%	1120	25496	4.39%
Poverty 2	1943	13526	14.36%	416	20694	2.01%	726	29622	2.45%
Poverty 3	1919	16133	11.89%	418	25984	1.61%	681	37503	1.82%
Poverty 4	2097	18791	11.16%	435	30875	1.41%	756	43290	1.75%
Minority 1	2470	13766	17.94%	620	22752	2.73%	927	34410	2.69%
Minority 2	2050	16631	12.33%	524	27118	1.93%	877	38149	2.30%
Minority 3	1922	15939	12.06%	551	24433	2.26%	847	34541	2.45%
Minority 4	1558	12641	12.32%	372	19756	1.88%	632	28811	2.19%

*Quartile 1 represents the 25 percent of schools with the highest poverty and minority rates in the state.

*Quartile 4 represents the 25 percent of schools with the lowest poverty and minority rates in the state.

Race/Ethnicity

To explore schools with high concentrations of minority students further, we looked at schools with student enrollment of 50 percent or more in the following race/ethnic categories:

- American Indian
- Asian

- Black
- Hispanic
- White

For schools with high concentrations of Asian, Black, and Hispanic students, when compared to schools with high concentrations of White students, we see a gap ranging from 8.63 to 17.25 percentage points when looking at inexperienced teachers. For the other two indicators, unqualified and out-of-field, we see gaps ranging from about 2.5 to 3.5 percentage points for our American Indian, Black, and Hispanic students compared to those schools with high concentrations of White students.

While the analysis did highlight equity gaps for these schools with high concentrations of certain race/ethnic groups, we decided to target the highest minority quartile gap due to the small number of schools in the state with high concentrations of one race/ethnic group. Those schools identified as serving high numbers of minority students are also the same schools that have high concentrations of specific race/ethnic student groups. Because of the inherent overlap, we chose to prioritize the gap that was more inclusive and affected more students.

The data below represents only schools that serve more than 50 percent of students within each race/ethnicity.

Race/ Ethnicity	Count Inexperie ned Teachers	Count Total Teachers	Percent Inexperienced	Count Core Classes Unqualified	Count Core Classes	Percent Classes Unqualified	Count Classes Out of Field	Count Total Classes	Percent Classes Out of Field
American Indian	59	471	12.53%	24	576	4.17%	49	869	5.64%
Asian/Pacif ic Islander	216	1029	20.99%	44	1994	2.21%	54	3601	1.50%
Hispanic	197	742	26.55%	38	738	5.15%	52	1066	4.88%
Black	498	1682	29.61%	108	2151	5.02%	173	3155	5.48%
White	5831	47167	12.36%	1235	74838	1.65%	2109	106095	1.99%

Title I School Designation (Priority, Focus Continuous Improvement, Celebration Eligible, Reward)

This data shows the teacher equity differences across our lowest and highest performing schools in the state through our MMR accountability system.

Those Title I schools performing the lowest in the state receive a designation of Priority or Focus, while those Title I schools performing the highest in the state receive a designation of Reward and Celebration Eligible. Those lower performing Title I schools in the bottom 25 percent that are not already designated Priority or Focus receive a designation of Continuous Improvement.

The table below shows the equity gaps that exist for Minnesota’s lowest performing schools in the state compared to the highest performing schools. To look further at school characteristics, the data were analyzed by charter and non-charter schools. From the data we see that charter schools have higher percentages of inexperienced, unqualified, and out-of-field teachers regardless of their designation as a high or low performing school. For example, charter schools with a Reward designation have higher percentages of inexperienced, unqualified, and out-of-field teachers than non-charter schools with a Priority designation. Within both charter and non-charter schools, however, we see Reward schools with lower percentages of inexperienced, unqualified and out-of-field teachers compared to Priority schools.

Designation	Count Inexperienced Teachers	Count Total Teachers	Percent Inexperienced Teachers	Count Core Classes Unqualified	Count Core Classes	Percent Classes Unqualified	Count Classes Out of Field	Count Total Classes	Percent Classes Out of Field
Non-Charter 3 or 4 Time Reward	170	1677	10.14%	2	1890	0.11%	28	2534	1.10%
Non-Charter Reward	426	3672	11.60%	48	4971	0.97%	102	6923	1.47%
Non-Charter Celebration Eligible	752	6419	11.72%	67	8760	0.76%	145	12356	1.17%
Non-Charter Continuous Improvement	340	2237	15.20%	70	3115	2.25%	103	4539	2.27%
Non-Charter Focus	523	2890	18.10%	71	4089	1.74%	156	6362	2.45%
Non-Charter Priority	82	202	23.01%	16	1391	1.15%	35	2065	1.69%
Charter 3 or 4 Time Reward	52	229	22.71%	22	444	4.95%	58	607	9.56%
Charter Reward	118	449	26.28%	57	814	7.00%	104	1104	9.42%

Designation	Count Inexperienced Teachers	Count Total Teachers	Percent Inexperienced Teachers	Count Core Classes Unqualified	Count Core Classes	Percent Classes Unqualified	Count Classes Out of Field	Count Total Classes	Percent Classes Out of Field
Charter Celebration Eligible	204	624	32.69%	51	813	6.27%	79	1101	7.18%
Charter Continuous Improvement	50	174	28.74%	83	335	24.78%	87	409	21.27%
Charter Focus	199	510	39.02%	36	544	6.62%	50	775	6.45%
Charter Priority	82	202	40.59%	77	299	25.75%	88	392	22.45%

Geographic Strata and Poverty in Minnesota

At the district level, we took a closer look at geographic location and free and reduced-price to identify where these inequities might be concentrated in the state. As a result, when we look at the three indicators by geographic strata, we see that charter schools regardless of location, Minneapolis and St. Paul Public School Districts, and small rural districts are above the state average for at least two out of the three indicators. For students receiving free and reduced price lunch, we see many of them concentrated outside of the metro areas of Minneapolis and St. Paul, while the lowest concentrations of students receiving free and reduced price lunch are located in suburban areas outside of the Twin Cities.

Geographic Strata	Count Inexperienced Teachers	Count Total Teachers	Percent Inexperienced Teachers	Count Core Classes Unqualified	Count Core Classes	Percent Classes Unqualified	Count Classes Out of Field	Count Total Classes	Percent Classes Out of Field
All Charters	1075	3272	32.85%	531	4795	11.07%	736	6597	11.16%
All Non-Charter	7598	59663	12.73%	1569	97459	1.61%	2606	142732	1.83%
Minneapolis/St. Paul	832	5095	16.33%	273	10010	2.73%	414	16247	2.55%
Minneapolis	493	2455	20.08%	106	4252	2.49%	154	5958	2.58%

Geographic Strata	Count Inexperienced Teachers	Count Total Teachers	Percent Inexperienced Teachers	Count Core Classes Unqualified	Count Core Classes	Percent Classes Unqualified	Count Classes Out of Field	Count Total Classes	Percent Classes Out of Field
St. Paul	339	2640	12.84%	167	5758	2.90%	260	10289	2.53%
Inner Metro	649	5703	11.38%	88	11673	0.75%	129	16043	0.80%
Outer Metro	1759	16633	10.58%	198	23313	0.85%	360	32604	1.10%
Non-metro greater than 2,000 students	1487	12008	12.38%	267	19098	1.40%	436	27100	1.61%
Non-metro 1,000 to 2,000 students	884	7273	12.15%	173	10523	1.64%	321	15618	2.06%
Non-metro less than 1,000 students	1155	7856	14.70%	297	12832	2.31%	532	18873	2.82%

Highest and Lowest Poverty Districts in Minnesota

The data below does not include charter schools.

District Name – 20 Highest FRP by Percent	Percent FRP	Count Inexperienced Teachers	Count Total Teachers	Percent Inexperienced Teachers	Count Core Classes Unqualified	Count Core Classes	Percent Core Classes Unqualified	Count Classes Out of Field	Count Total Classes	Percent Classes Out of Field
PINE POINT PUBLIC SCHOOL DISTRICT	100%	2	9	22.22%	0	10	0.00%	0	13	0.00%
CASS LAKE-BENA PUBLIC SCHOOLS	86%	14	108	12.96%	0	121	0.00%	0	187	0.00%

District Name – 20 Highest FRP by Percent	Percent FRP	Count Inexper- ienced Teachers	Count Total Teachers	Percent Inexper- ienced Teachers	Count Core Classes Unqualified	Count Core Classes	Percent Core Classes Unqualified	Count Classes Out of Field	Count Total Classes	Percent Classes Out of Field
KELLIHER PUBLIC SCHOOL DISTRICT	81%	2	36	5.56%	0	39	0.00%	0	68	0.00%
RED LAKE PUBLIC SCHOOL DISTRICT	81%	10	146	6.85%	0	110	0.00%	3	187	1.60%
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	81%	29	216	13.43%	4	502	0.80%	4	719	0.56%
BROOKLYN CENTER SCHOOL DISTRICT	77%	33	142	23.24%	1	283	0.35%	7	432	1.62%
MAHNOMEN PUBLIC SCHOOL DISTRICT	74%	3	53	5.66%	0	67	0.00%	0	100	0.00%
ST. PAUL PUBLIC SCHOOL DISTRICT	73%	339	2640	12.84%	167	5758	2.90%	260	10289	2.53%
NETT LAKE PUBLIC SCHOOL DISTRICT	73%	3	14	21.43%	0	10	0.00%	3	20	15.00%
MCGREGOR PUBLIC SCHOOL DISTRICT	72%	14	45	31.11%	0	83	0.00%	1	114	0.88%
ROUND LAKE-BREWSTER PUBLIC SCHOOLS	71%	2	22	9.09%	3	51	5.88%	7	60	11.67%
LYND PUBLIC SCHOOL DISTRICT	71%	5	22	22.73%	0	28	0.00%	2	42	4.76%
LAPORTE PUBLIC SCHOOL DISTRICT	71%	4	25	16.00%	14	70	20.00%	15	85	17.65%

District Name – 20 Highest FRP by Percent	Percent FRP	Count Inexperi- enced Teachers	Count Total Teachers	Percent Inexperi- enced Teachers	Count Core Classes Unqualified	Count Core Classes	Percent Core Classes Unqualified	Count Classes Out of Field	Count Total Classes	Percent Classes Out of Field
ONAMIA PUBLIC SCHOOL DISTRICT	70%	18	82	21.95%	0	103	0.00%	2	150	1.33%
NORTHLAND COMMUNITY SCHOOLS	70%	5	39	12.82%	5	55	9.09%	6	81	7.41%
DEER RIVER PUBLIC SCHOOL DISTRICT	69%	5	70	7.14%	0	93	0.00%	3	138	2.17%
WAUBUN-OGEMA-WHITE EARTH PUBLIC SCH	69%	15	61	24.59%	14	126	11.11%	24	176	13.64%
BUTTERFIELD PUBLIC SCHOOL DISTRICT	69%	6	27	22.22%	0	36	0.00%	0	46	0.00%
WORTHINGTON PUBLIC SCHOOL DISTRICT	68%	43	213	20.19%	0	330	0.00%	3	545	0.55%
BROWNS VALLEY PUBLIC SCHOOL DIST.	67%	3	15	20.00%	4	25	16.00%	4	39	10.26%
TOTAL		555	3985	13.93%	212	7900	2.68%	344	13491	2.55%

District Name – 20 Lowest FRP by Percent	Percent FRP	Count Inexperi- enced Teachers	Count Total Teachers	Percent Inexperi- enced Teachers	Count Core Classes Unqualified	Count Core Classes	Percent Core Classes Unqualified	Count Classes Out of Field	Count Total Classes	Percent Classes Taught Out of Field
FARMINGTON PUBLIC SCHOOL DISTRICT	18%	56	436	12.84%	1	369	0.27%	4	534	0.75%
PRIOR LAKE- SAVAGE AREA SCHOOLS	16%	51	451	11.31%	1	413	0.24%	5	597	0.84%
STILLWATER AREA PUBLIC SCHOOL DIST.	16%	45	514	8.75%	6	505	1.19%	7	683	1.02%
HAWLEY PUBLIC SCHOOL DISTRICT	16%	4	64	6.25%	0	141	0.00%	0	194	0.00%
SARTELL-ST. STEPHEN SCHOOL DISTRICT	15%	34	238	14.29%	1	264	0.38%	1	392	0.26%
NEW PRAGUE AREA SCHOOLS	15%	32	238	13.45%	2	413	0.48%	3	571	0.53%
HERMANTOWN PUBLIC SCHOOL DISTRICT	15%	8	129	6.20%	9	157	5.73%	10	221	4.52%
BYRON PUBLIC SCHOOL DISTRICT	14%	15	124	12.10%	0	127	0.00%	0	191	0.00%
LAKEVILLE PUBLIC SCHOOL DISTRICT	14%	11	583	1.89%	4	617	0.65%	4	852	0.47%
DELANO PUBLIC SCHOOL DISTRICT	13%	16	144	11.11%	2	319	0.63%	10	441	2.27%
ST. MICHAEL- ALBERTVILLE SCHOOL DIST	13%	27	347	7.78%	9	849	1.06%	12	1250	0.96%

District Name – 20 Lowest FRP by Percent	Percent FRP	Count Inexperi- enced Teachers	Count Total Teachers	Percent Inexperi- enced Teachers	Count Core Classes Unqualified	Count Core Classes	Percent Core Classes Unqualified	Count Classes Out of Field	Count Total Classes	Percent Classes Taught Out of Field
WAYZATA PUBLIC SCHOOL DISTRICT	13%	73	668	10.93%	14	1760	0.80%	38	2503	1.52%
WACONIA PUBLIC SCHOOL DISTRICT	13%	25	218	11.47%	1	264	0.38%	2	357	0.56%
ESKO PUBLIC SCHOOL DISTRICT	11%	9	72	12.50%	0	107	0.00%	5	143	3.50%
MAHTOMEDI PUBLIC SCHOOL DISTRICT	10%	9	190	4.74%	3	447	0.67%	3	562	0.53%
PERPICH CENTER FOR ARTS EDUCATION	9%	0	25	0.00%	4	50	8.00%	4	60	6.67%
VALLEY CROSSING COMMUNITY SCHOOL	9%		42	0.00%	0	72	0.00%	1	82	1.22%
ORONO PUBLIC SCHOOL DISTRICT	8%	15	178	8.43%	7	629	1.11%	12	955	1.26%
EDINA PUBLIC SCHOOL DISTRICT	8%	37	547	6.76%	9	1017	0.88%	12	1311	0.92%
MINNETONKA PUBLIC SCHOOL DISTRICT	7%	66	643	10.26%	10	576	1.74%	35	855	4.09%
TOTAL		533	5851	9.11%	83	9096	0.91%	168	12754	1.32%

Equity Gaps

From the analysis, the following equity gaps surfaced in the data and were the foundation on which we built this plan:

1. Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
2. Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
3. Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
4. Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

From these gaps, MDE established the long term goal of reducing equity gaps by 50 percent by the year 2022. To track progress over time, annual targets are set to monitor and guide the work each year toward the 2022 goal.

Section 4: Strategies for Eliminating Equity Gaps

MDE has prioritized the elimination of achievement gaps between groups of students. The Department recognizes that ensuring equitable access to excellent teachers and leaders is a key factor in achieving our goal of cutting achievement gaps in half by 2017. Achieving this equitable access will require implementation of a comprehensive, multi-faceted plan that aligns with other actions the Department is taking to eliminate achievement gaps.

Theory of Action

Built on a vision of long-term equity and meaningful change, Minnesota's plan for ensuring equitable access to excellent teachers and leaders is built on the following theory of action:

If the Minnesota Department of Education and Minnesota districts and charters, in partnership with diverse stakeholder partners, (1) facilitate ongoing conversations about equity, (2) implement strategies to improve teacher retention and develop the teacher workforce, and (3) equitably allocate resources based on student, school, and district needs,

Then all students will have equitable access to excellent teachers and leaders, and Minnesota will eliminate achievement gaps between groups of students.

Goal Setting

In alignment with our theory of action, Minnesota is already tracking student achievement gap data and providing data to districts and charters on their progress in closing student achievement gaps. For this state teacher equity plan, MDE established goals aligned to the identified equity gaps and will work with stakeholders to track progress over time. MDE established a long-term goal to reduce the equity gap by 50 percent by the year 2022, just eight years from the 2014 baseline data analyzed in this plan. This goal is rigorous, yet achievable. Annual targets are set for MDE to track progress toward meeting this 2022 goal each year. See Section 5 for the 2014 baseline equity gap, the 2022 equity goal and annual equity gap closure needed to reach the goal.

Identified Equity Gaps

As outlined in the tables in Section 3, the following equity gaps surfaced in the data and were the foundation in which we built this plan:

1. Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
2. Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
3. Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
4. Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

Root Causes

Steering and stakeholder group members engaged in rich conversations over several meetings to define terms and engage in a root-cause analysis. The root-cause analysis consisted of four steps:

1. **Identifying Relevant and Available Data:** In this step, we determined what data are available and relevant to identifying equity gaps and relevant data sources and conducted an analysis of these data.
2. **Analyzing Data and Identifying Equity Gaps:** In this step, we identified the equity gaps resulting from our analysis in preparation for the root-cause analysis.
3. **Analyzing Root Causes:** In this step, we brainstormed a complete list of root causes behind our equity gaps, categorized them by themes, and discussed priority root causes.
4. **Brainstorming Strategies for Root Causes:** In this final step, we identified practical strategies to address our root causes.

Minnesota's steering committee identified equity gaps in the data that they wanted to unpack to surface root-causes. Small groups were formed around each identified gap, and MDE staff facilitated a root-cause analysis discussion. Participants used sticky notes to add and organize potential causes on chart paper. Small groups reported out, and the resulting brainstorms were recorded and shared with the committee.

MDE staff consolidated the small group root causes into five categories—Policy, Program, Leadership/School Climate/Administration, Values/External Community, Resources/Size. Minnesota's stakeholder group then reviewed the root-causes and categories, and they had an opportunity to add their own root-causes. The stakeholder group also brainstormed potential strategies that were, in turn, brought back to the steering committee.

The steering committee then engaged in a process where they were asked to prioritize the broad list of root causes using three criteria.

- High leverage—those root-causes that, if addressed, would have a deep impact on a single teacher equity gaps.
- Address multiple gaps—those root-causes that, if addressed, would have a broad impact across multiple teacher equity gaps.
- Low hanging fruit—those root-causes that could be (or are being) addressed immediately and could produce small or large victories.

Members identified three priority root-causes on their own. Next, individuals met in pairs and used consensus to identify four root-causes. Pairs then met in quads to identify a maximum of five-root causes. Five groups of four people reported their priorities to the whole group. MDE staff used the whole-group report to draft. Finally, steering committee members provided revision feedback between sessions via e-mail and phone calls.

The root causes identified by the steering committee were subsequently presented to the advisory committee for review, revision and comment.

Minnesota has identified the following root-causes. Though written separately, these causes are understood to be deeply intertwined. We believe each of the following influences a district or school's ability to attract, train, support, and retain qualified, in-field and experienced educators.

- **Ineffective leadership**—Leaders need improvement and support across all levels of education professionals (leaders of school boards, districts, schools, teachers, and staff) to address equity gaps.
- **Inconsistent and ineffective induction and retention strategies**— 32 percent of new teachers in Minnesota leave their jobs within 5 years of entering the teaching profession. Based on a study by the National Center for Education Statistics (NCES), new teachers who have mentors are more likely to stay in the profession beyond five years.
- **Inconsistent and inequitable funding systems**—School funding changes on two-year cycles from the legislature, making it challenging to provide consistent programming. Charter schools and Bureau of Indian Education schools experience inequitable funding compared with Minnesota districts.
- **Barriers to licensure**—Licensure policies make it difficult to address teacher supply, and the supply of teachers is not meeting the demand, particularly in hard-to-staff schools and subject areas. Schools are forced to fill positions with out-of-field teachers or teachers who are not fully licensed
- **Institutional racism**—According to the Aspen Institute¹, “Institutional racism refers to the policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor, or put a racial group at a disadvantage.” Racism and classism contribute to minority and poor students having less access to qualified, in-field and experienced teachers.

Key Strategies

To achieve our state's teacher equity objectives, MDE intends to initially pursue seven key areas based on the root causes identified for access gaps.

1. Increase the Department's focus on equity and provide technical assistance to schools and districts in the area of equity.
2. Provide support to identified schools and districts through Minnesota's Regional Centers of Excellence.
3. Integrate teacher equity into district and charter World's Best Workforce (WBWF) plans.
4. Implement teacher workforce development strategies that support supply and demand needs in identified content areas and schools.
5. Strengthen teacher induction to support early career educators and those in career transition.
6. Increase support for charter schools, particularly charter school authorizers.
7. Study funding and resource allocation based on equitable access and the needs of schools and districts.

¹ From Aspen Institute's *Glossary for Understanding the Dismantling Structural Racism/Promoting Racial Equity Analysis* publication. <http://www.aspeninstitute.org/sites/default/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf>. Accessed 4/16/15

Minnesota recognizes the complexity of equity, achievement gaps, and our teacher and leader equity gaps. The strategies and other actions described in our plan will not always be enough, particularly in our priority and focus schools. In these schools, recruiting and retaining excellent teachers and leaders in a context of significant school turnaround might be necessary and might require school restructuring—including new school leadership, changing the instructional program, and taking a range of innovative actions to improve teaching and learning conditions. Although we do not fully describe Minnesota’s support for priority and focus schools or Minnesota’s School Improvement Grant program, these strategies will also be utilized to increase equitable access to excellent teachers and leaders.

We recognize that students who are English language learners, receiving special education services, homeless or in foster care, or living in tribal areas are vulnerable to inequities in our system and attention to them is a priority. We believe that the action steps laid out in this plan will benefit all students, not just the students specifically defined in the plan.

Strategy 1: Increase the Department’s focus on equity and provide technical assistance to schools and districts in the area of equity

As our stakeholder groups engaged in the conversations about teacher equity, it became increasingly clear to the group that our state lacks groups and processes to engage in larger conversations about equity, especially racial equity. Given our current focus on the elimination of achievement gaps between students, this was noted as a particular need and as a gap between what we are working towards as a state and what we are actually doing to support schools, charters and districts. Equitable access to excellent teachers, the focus of this plan, is important, and the work will be more effective and far reaching if it is part of a larger, increased focus on all aspects of educational equity in the state. Regional Centers of Excellence expansion activities that require funding outlined in this section are contingent upon a final education budget in 2015 that includes funding for the Centers.

State Equity Focus Sub-strategies

Sub-strategy 1: Staff 1.0 FTE for an Equity Specialist at the Department and 3.0 FTE equity specialists in the Regional Centers of Excellence. Currently, the Department has no position that supports and focuses on equity, and there is 1.0 FTE with an equity specialization in one of our six Regional Centers. We plan as part of our Center expansion to add 3.0 FTE focused on equity—1.0 at the Department and 2.0 additional in the Centers. The Department position will coordinate all of the statewide equity supports and activities associated with this strategy along with the regional specialists. Regional specialists in the Centers will primarily provide technical assistance to schools, charters and districts and will plan and facilitate regional professional development.

Sub-strategy 2: Provide racial equity coaching professional development for all Regional Centers of Excellence staff. Existing staff of the Regional Centers of Excellence and some staff of the Department have completed or are scheduled to complete equity training. In addition, follow-up training and book clubs are ongoing in the area of equity. Our expansion plan for school year 2015-2016 includes the foundational equity training for all new

staff, racial equity coaching training for Center staff, and systems level racial equity training for Center and Department leadership. In addition, the equity specialists will provide ongoing, job-embedded training to all Center staff members in racial equity throughout implementation of our teacher equity plan.

Sub-strategy 3: Institute a state equity team representative of diverse stakeholders.

Minnesota will establish a state equity team by 2016 comprised primarily of district, charter, and community stakeholders, including students, which will represent racially diverse perspectives. First steps for the group will be to complete racial equity training from an outside presenter to create a common understanding among group members, to identify the most appropriate leadership and facilitation roles for organizations represented, to develop common definitions for the state to use in this work, to develop a vision and norms for their work together, and to develop terms of reference for the group. This group will support and advocate for the equity work in this strategy, monitor strategy implementation, and refine and expand work based on progress monitoring and their collective planning. This state equity team will also need to develop communication plans for sharing the work of this group with local districts, charters, schools, and communities. One area identified by our teacher equity stakeholders to be addressed by this state equity team is the role of racism, racial equity and cultural competency training in teacher preparation, teacher re-licensure, and teacher induction activities.

Sub-strategy 4: Provide regional professional development and technical assistance for schools, charters and districts.

Educational Equity is one of the Common Principles of Effective Practice leveraged by the Regional Centers to support the implementation of evidence-based practices and continuous school improvement. Our expanded Regional Centers will offer regional professional development that supports educational equity for all schools, charters and districts around Minnesota. Educational equity will be clearly defined by a rubric of practice. The expanded Centers' three equity specialists will also offer focused onsite technical assistance and coaching to schools targeted for critical support, intensive support, and moderate support in the Centers' differentiated support model. The coaching for school leaders and leadership teams will focus on expanding awareness of equity, self-assessment and awareness, and institutional racism and inequity.

Sub-strategy 5: Create partnerships and engage the community to support the equity focus of the state.

Members of our stakeholder groups agreed that, in order to address racism and equity issues in our educational systems, partnerships must be established. The Department and state equity team will actively seek to engage multiple partners from beyond the education sector in order to expand this conversation beyond education and in order to maximize resources. Ideally, our state focus on racism and equity will not only impact educational systems and institutions but also reach into other sectors and the community. Multiple potential partners have been identified by our stakeholder groups to approach for potential partnerships.

Equity Gaps This Strategy Will Address

Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out of field teachers than schools in the lowest minority quartile.

Although this strategy will most visibly and directly impact racial minority students, a focus on equity will have an indirect impact on all of the equity gaps we have prioritized since (1) many priority and focus schools have high minority populations, (2) schools with high minority rates often also have high poverty rates, (3) many charter schools are in the highest minority quartile, and (4) creating a statewide focus on equity places the teacher equity work in a larger context that addresses fundamental reasons why equity gaps exist in the first place.

Root Causes This Strategy Will Address

Institutional racism. As stakeholders engaged in the root cause analysis process, racism was a pervasive theme that was woven through all of the discussion and root causes. Stakeholders see a need for addressing racism at all levels in the educational institution in Minnesota—state agency, regional, district, charter and school. Without a foundational awareness of the impacts of institutional racism, the teacher equity work will have a limited impact because schools, charters and districts will not see it as part of a larger set of problems that are rooted in institutional racism. This strategy is founded in creating that foundational awareness so that long-term changes can be made to our state’s education systems.

Progress Monitoring

Position descriptions, personal growth plans, and formative and summative evaluations will be used with Department and Center equity specialists and other staff to identify needs and individual effectiveness.

Professional development and support for Center staff are monitored with session evaluations and based on topics. Data is collected for all state trainings as well as for weekly regional meetings. Data is analyzed and reported annually.

Meeting agendas, team products, and group members’ feedback will be collected to monitor implementation of the state equity team initially. When the team develops terms of reference and strategies, corresponding evidence and data will be identified and used for progress monitoring.

Time and effort of Center staff are monitored with our CESTAR system. CESTAR data is collected on an ongoing basis and is analyzed and reported formally two times each year by the Centers’ program evaluator.

Session evaluations and participation rates are collected for Center professional development sessions. Results are used for session improvement and follow-up planning.

School leadership teams are surveyed annually to collect data on consistency of technical assistance across regions and the level of and quality of coaching support.

Each of the Common Principles of Effective Practice, including Educational Equity, is defined clearly by rubrics. Center staff and school leadership teams continuously use these rubrics to monitor the impact of their work and to focus their work. Rubrics are reviewed and scored quarterly by Center staff. The Centers' program evaluator analyzes and reports data two times each year.

Multiple community partners are actively engaged in the state equity team and in strategies to support work in the areas of racism and equity.

Success Indicators

Qualified, effective team members are recruited, hired, and retained in equity specialist positions by October 1, 2015.

Center staff complete training between July 2015 and June 2016 and will receive consistent, meaningful support around improving educational equity in schools and its connections to implementation of evidence-based practices in schools.

A state equity representing diverse stakeholders is established by 2016. The team completes racial equity training, develops common definitions for the state to use in this work, develops a vision and norms, and develops terms of reference. Evidence and data related to the implementation of this strategy is reported to and used by the group.

Center equity professional development and onsite technical assistance for schools and their districts are delivered consistently across state regions beginning in school year 2015-2016.

Targeted schools demonstrate sustainable improvement in the area of educational equity by October 2017.

Strategy 2: Provide support to identified schools, charters and districts through Minnesota’s Regional Centers of Excellence

Minnesota has proposed to expand its Regional Centers of Excellence. The Centers are the primary support providers for the state priority and focus schools and have shown results in facilitating continuous improvement in schools served. The Centers goals are to increase leadership capacity and instructional effectiveness in schools. The current expansion proposal would expand the Centers funding and allow the Centers to provide continuous improvement support including professional development, training, and technical assistance to approximately 350 targeted schools and their districts. The Centers support to schools is based on the following theory of action:

If schools leverage the Common Principles of Effective Practice to support the implementation of evidence-based instructional practices, then

- School infrastructures will improve,
- Change will be meaningful and sustainable, and
- Students will benefit

Minnesota will align the planned work of the Centers to address the identified teacher equity gaps and address our prioritized root causes. The Common Principles of Effective Practice, particularly *Educational Equity* and *School Conditions That Support Learning*, in the Centers’ theory of action support this alignment.

Regional Centers of Excellence expansion activities that require funding outlined in this section are contingent upon a final education budget in 2015 that includes funding for the Centers.

Regional Centers of Excellence Sub-strategies

Sub-strategy 1: Identify schools for support based on student results and teacher equity gaps. The expanded model of support for charters, schools and their districts is built on a differentiated delivery model that includes four levels of support—critical, intensive, moderate, and core. Technical assistance, professional development, and training are offered to all Minnesota schools at one of the four levels based on identified criteria. Minnesota will use data aligned with our identified equity gaps to identify schools that will be targeted for Center support.

- Priority and focus schools will receive intensive support.
- Schools in the highest poverty quartile, schools in the highest minority quartile, and charter schools will be targeted for moderate support.

Sub-strategy 2: Provide coaching support to school leadership and school leadership teams. Technical assistance to schools from the Centers is delivered via a coaching model. Coaching builds the capacity of school personnel to support ongoing change and empowers schools to leverage change themselves. Our coaching approach is based on the concepts of equality, choice, voice, reflection, dialogue, and praxis. Coaching is delivered to both the individual school principal and the collective school leadership team. Coaching is guided by

our school leadership team rubric and builds capacity to use data, conduct ongoing needs assessment, conduct root cause analysis, identify strategies to address root causes, plan for the implementation of strategies, and monitor and refine progress. The expanded Centers will staff school leadership specialists, data specialists, and implementation specialists to provide additional, targeted support for new school leaders.

Sub-strategy 3: Provide coaching support to teachers in learning teams and individually. Center staffs act as content specialists to support individual teachers and learning teams. Support focuses on educational equity, standards-based education systems, and the implementation of evidence-based instructional practices. Coaching for learning teams is based on our learning team rubric. The expanded Centers will include specialists in the areas of reading, math, science, social studies, English language acquisition, special education, and equity.

Sub-strategy 4: Provide professional development in schools and support for charter, school and district professional development planning. Center staff provides professional development directly to schools and their districts. Quality professional development is one of the working conditions identified by the Center on Great Teachers and Leaders that, if effective, support teacher retention. As Center staffs work in schools, they also assist schools with developing quality training and coaching as drivers that support continuous improvement and with ensuring that training is focused and aligned to teacher needs.

Sub-strategy 5: Expand the number of equity specialists on Center teams. The expanded Centers will staff three team members specializing in educational equity, which is defined by our educational equity rubric. Equity specialists will coach school leaders and facilitate professional development that supports expanding awareness of equity, self-assessment and awareness, and institutional racism and inequity. In addition, these equity specialists will provide professional development to all Center staff members in racial equity throughout implementation of our teacher equity plan.

Sub-strategy 6: Develop and use a teacher class and student assignment audit tool as part of the school needs assessment. As part of our continuous improvement process, school leadership teams mine several sources of data to inform needs assessment and root cause analysis before identifying strategies for improvement. The model has not previously used or provided support for the use of teacher and student assignment data. This new tool for collecting data will facilitate the collection of data that will allow schools and their districts to analyze which students have new teachers, unlicensed teachers, out-of-field teachers, and ineffective teachers and for how many years. The resulting data will be used to inform continuous improvement and for school leader coaching and equity conversations.

Sub-strategy 7: Provide tools and strategies for collecting working conditions data to schools as part of the data mining and needs assessment processes. School conditions are one of the Common Principles of Effective Practice leveraged by the Centers to facilitate school improvement. The Center's definition of school conditions includes time, facilities and resources, community support and involvement, managing student conduct, teacher

leadership, school leadership, professional development, and instructional practices and support. As part of our continuous improvement process, school leadership teams use multiple sources of data to inform needs assessment and root cause analysis before identifying strategies for improvement. The model has not previously used or provided support for the use of working conditions data in the 8 working conditions areas. The expanded Centers will provide a teacher survey, support for using a practice rubric, support for guided discussions, and support for using individual item prompts to collect working conditions data. Finally, this data will be used to inform continuous improvement, for school leadership coaching, and to improve school programs.

Equity Gaps This Strategy Will Address

Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out of field teachers than schools in the lowest poverty quartile. The expanded Regional Centers will target schools in the highest poverty quartile for professional development, training, and technical assistance at the level of moderate support.

Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out of field teachers than schools in the lowest minority quartile. The expanded Centers will target schools in the highest minority quartile for professional development, training, and technical assistance at the level of moderate support.

Priority and Focus schools are more likely to have inexperienced, unqualified and out of field teachers than Reward schools. The Centers currently provide professional development, training, and technical assistance to priority and focus schools at the level of critical support.

Charter schools are more likely to have inexperienced, unqualified and out of field teachers than non-charter schools. The expanded Centers will target charter schools for professional development, training, and technical assistance at the level of moderate support.

Root Causes This Strategy Will Address

Ineffective leadership. Poor school leadership was identified by stakeholders as a reason why teachers leave schools with high poverty and minority rates, priority and focus schools, and charter schools. School leadership impacts the school working conditions that contribute to teacher retention and to student achievement. By providing direct coaching support to principals and their school leadership teams and by providing them with teacher assignment and working conditions data, the Regional Centers will increase the effectiveness of school leadership and increase teacher retention in schools targeted for Center support. Collecting data on school leadership and other working conditions will better focus coaching support.

Inconsistent and ineffective induction and retention strategies. Poor school working conditions were identified by stakeholders as a reason for low rates of teacher retention in

schools contributing to teacher equity gaps. Incorporating supports for collecting and using working conditions data will help schools incorporate strategies for improving working conditions into school continuous improvement. Coaching support for individual teachers and for learning teams of teachers will ensure additional support from content experts and will ensure access to effective collaborative structures with peers for new teachers. Finally, quality professional development will support better teacher working conditions and increased retention.

Institutional racism. As stakeholders engaged in the root cause analysis process, racism was a pervasive theme that was woven through all of the discussion and root causes. Stakeholders see a need for addressing racism at all levels in the educational institution in Minnesota—state agency, regional, charter, district, and school. Without a foundational awareness of the impacts of institutional racism, the teacher equity work will have a limited impact because schools, charters and districts will not see it as part of a larger set of problems that are rooted in institutional racism. Adding Educational Equity as one of the Principles of Effective Practice defined and used by the Centers and by expanding the number of staff members specializing in equity will address this root cause.

Progress Monitoring

The system of support, recognition, and accountability implemented by the Regional Centers is assessed annually at the systems level by a leadership team of partners and stakeholders using 52 indicators from the Building State Capacity and Productivity Center to inform improvement planning.

Professional development and support for Center staff are monitored with session evaluations and based on topics. Data is collected for all state trainings as well as for weekly regional meetings. Data is analyzed and reported annually.

Time and effort of Center staff are monitored with our CESTAR system. CESTAR data is collected on an ongoing basis and is analyzed and reported formally two times each year by the program evaluator.

School leadership teams are surveyed annually to collect data on consistency of support across regions, the level of and quality of service, sustainability of continuous improvement, districts' roles in school support, data sources used to inform needs assessment and planning, and strategies used by schools to monitor fidelity of implementation.

Targeted schools' improvement plans and evidence implementation are collected to monitor implementation of sustainable continuous improvement processes and the use of fidelity evidence by schools. Plans or evidence are collected from schools quarterly and reviewed by Center staff. The program evaluator analyzes and reports data two times each year.

Each of the Common Principles of Effective Practice, including Educational Equity and School Conditions That Support Learning, is defined clearly by rubrics. Center staff and school leadership teams continuously use these rubrics to monitor the impact of their work and to focus their work. Rubrics are reviewed and scored quarterly by Center staff. The program evaluator analyzes and reports data two times each year.

Success Indicators

The percentage of inexperienced teachers in schools with high poverty and minority rates, priority and focus schools, and charter schools served by the Regional Centers decreases between 2015 and 2022.

Center staff receives consistent, meaningful support around improving the Common Principles of Effective Practice in schools and supporting the implementation of evidence-based instructional practices on an ongoing basis.

Center support to schools and districts is delivered consistently across state regions on an ongoing basis.

With district involvement and support, targeted schools implement sustainable continuous improvement processes that incorporate teacher class and student assignment data, working conditions data, and racial equity strategies beginning in school year 2015-2016..

Targeted schools collect and use evidence to monitor fidelity of implementation of strategies based on teacher class and student assignment data, working conditions data, and racial equity beginning in school year 2015-2016.

Targeted schools demonstrate sustainable improvement in the areas of instructional effectiveness, educational equity and working conditions, including school leadership by October 2017.

Targeted schools demonstrate increased student proficiency rates, higher graduation rates, and reduced achievement gaps between 2014 and 2017, and improvements are consistent across state regions.

Strategy 3: Integrate teacher equity into district and charter World's Best Workforce (WBWF) plans

In 2013, Minnesota passed unprecedented state legislation that establishes a state model for accountability that is developed and owned locally by districts and charters, developed with parent and community input and gives the state authority for involvement in school improvement planning and support.

The World's Best Workforce (WBWF) bill was passed in 2013 to ensure every school district and charter in Minnesota is making strides to increase student performance. Under Minnesota Statutes, section 120B.11, school districts and charters are to develop a plan that addresses the following five goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

To reach these goals, it will be important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them achieve their potential. Through this plan and potential future legislation, MDE proposes incorporating the equitable distribution of inexperienced, unqualified and out-of-field teachers in the WBWF accountability system. Please refer to Section 3 for the definitions of inexperienced, unqualified and out-of-field teachers.

WBWF Sub-strategies

Sub-strategy 1: District and charter review of equitable teacher distribution. Under WBWF, school boards are to adopt a plan to support and improve teaching and learning. This plan includes student achievement goals for all student groups, a process to evaluate student progress toward meeting academic standards, a system to evaluate the effectiveness of instruction and curriculum, practices that support teacher quality and an annual budget for implementation and sustainability of the district or charter plan.

In addition to these critical components of the plan, districts and charters will also incorporate a process to review staffing patterns, hiring practices and supports for new teachers in the WBWF plan, which may include an examination of:

- Equitable distribution based on teacher experience level across the district/charter and within school sites.
- Equitable distribution based on teacher qualifications across the district/charter and within school sites.
- Practices for hiring experienced and qualified teachers
- Teacher induction and mentoring processes to support new teachers

MDE will provide support to districts and charters by providing them with a process to track teacher distribution data, similar to the process used to review data for this plan. When appropriate, districts and charters should examine equitable distribution based on teacher experience and qualifications at the classroom and program level.

When districts and charters consider hiring practices this should include an understanding of contract provisions and policies regarding placement of teachers as well as balancing experience levels.

Sub-strategy 2: Public reporting of equitable teacher distribution and Commissioner review of annual summary. Districts and charters are to hold an annual public meeting and publish a report each year on district or charter plans, including progress toward student achievement goals. The public reporting is a strong local accountability measure to ensure transparency and critical discussions with families and community members. In addition to the current components of WBWF, the public reporting should include the equitable distribution of teachers based on experience level and qualifications as well as hiring practices, induction activities and mentoring processes for less-experienced teachers. Minnesota Department of Education has been partnering with Parents United, a statewide parent advocacy group, to develop and pilot resources that districts and charters can access and use to facilitate public reporting and community engagement.

A summary of the annual report is to be submitted to the Commissioner each year that documents the WBWF student achievement goals, the strategies and initiatives that the district and charter engaged in to meet the goals, and the subsequent progress made on those goals. This summary should also include data on the equitable distribution of teachers and strategies to address any inequities.

Minnesota's Commissioner of Education has the authority to identify those districts and charters in any three-year period that are not making sufficient progress toward improving teaching and learning. After three years, the Commissioner has the authority to require a district or charter to use up to two percent of its general education revenue per fiscal year to implement targeted strategies and practices.

Equity Gaps This Strategy Will Address

Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out of field teachers than schools in the lowest poverty quartile. The incorporation of this data into WBWF will impact districts and charters serving schools in the highest poverty quartile by ensuring they review and report equitable distribution of teachers, hiring practices, and induction and mentoring activities.

Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out of field teachers than schools in the lowest minority quartile. The incorporation of this data into WBWF will impact districts and charters serving schools in the

highest minority quartile by ensuring they review and report equitable distribution of teachers, hiring practices, and induction and mentoring activities.

Charter schools are more likely to have inexperienced, unqualified and out of field teachers than non-charter schools. The incorporation of this data into WBWF will impact charter schools by ensuring they review and report equitable distribution of teachers, hiring practices, and induction and mentoring activities.

Root Causes This Strategy Will Address

Inconsistent and ineffective induction and retention strategies. The lack of induction and mentoring for new teachers was identified by stakeholders as contributing factor to the reality that a significant number of teachers leave the profession early in their career for a variety of reasons. By incorporating a requirement that districts and charter schools review and report on hiring practices, induction activities and mentoring strategies, districts and charters will be able to better connect the training and professional supports they have in place for new teachers with the data on teacher retention and equitable distribution. Quality induction and mentoring programs will contribute to better-prepared teachers and increased retention.

Institutional racism. Again, as stakeholders engaged in the root cause analysis process, institutional racism was a pervasive theme that was woven through all of the discussion and root causes. Stakeholders see a need for addressing racism at all levels in the educational institution in Minnesota—state agency, regional, district, and school.

By incorporating a review of inequitable staffing patterns in the required WBWF plans, schools and districts will be required to engage in discussion, through the annual reporting requirements of this plan, about potential practices and policies that are biased in favor of people from particular socio-cultural backgrounds. Local accountability through the required public reporting component of WBWF should contribute to fairer, more equitable distribution of experienced and qualified teachers.

Progress Monitoring

Support in the development of the WBWF plan, annual public meeting and summary submitted to the Commissioner is provided to all districts and charter schools.

Districts and charters submit a summary of their annual report to the Commissioner each year. A cross-agency team at MDE reviews the summaries, checking for essential components of the plan, including identified needs, supports to students, teachers and principals, action steps tied to goals and key outcomes. Data is collected on WBWF summary submissions and extent to which critical components of WBWF are adequately addressed in the summaries.

MDE provides feedback to districts and charters on their WBWF plan summaries, including the extent to which equitable distribution, hiring practices and induction and mentoring activities are incorporated in report.

Success Indicators

The percentage of districts and charters that have submitted WBWF summary reports to the Commissioner by the expected annual fall deadline will increase to 100 percent between 2015 and 2016 and will remain 100 percent in 2017 and beyond.

The percentage of districts and charters that incorporate equitable teacher distribution based on experience and qualifications, hiring practices and induction and mentoring in WBWF summary reports will be 100 percent by 2016 and will remain 100 percent in 2017 and beyond.

Minnesota districts and charters will demonstrate improvement in the areas of teacher induction and mentoring practices.

Minnesota districts and charters will utilize and analyze staffing data to make decisions that will lead to progress toward ensuring all students have equitable access to experienced and qualified teachers.

Strategy 4: Implement teacher workforce development strategies that support supply and demand needs in identified content areas and schools

Supply/Demand Data: Every two years MDE produces a mandated state teacher supply and demand report that surveys Minnesota school district and charter administrators and post-secondary teacher preparation institutions about teacher workforce issues. The survey data is compiled into this report that conforms to research standards set by the U.S. Department of Education's Institute for Education Sciences (IES). Findings are based on five key research questions:

1. What are five-year trends in teacher staffing, including factors such as race/ethnicity, license areas and geographical region?
2. Are there differences in teacher shortage areas in charter schools, rural schools, and urban schools?
3. What are barriers to hiring effective teachers?
4. What are factors the influence the ability of teacher preparation institutions to prepare effective teachers?
5. What are K-12 enrollment trends for particular student subgroups in the next 3, 5, and 10 years?

The data in this report provides a valid basis for the state to develop and implement effective strategies to address issues of teacher equity related to development of the teacher workforce.

General strategies will focus on improvements to the recruitment and retention of effective teachers.

Teacher Staff Data: In addition, the state obtains high-quality data about the composition of its teacher workforce through the Staff Automatic Reporting System (STAR) which may be used to implement and assess the impact of new strategies to improve teacher equity.

Strategies identified below as current proposals are contingent upon a final education budget in 2015.

Teacher Supply/Demand Sub-strategies

Sub-strategy 1: Improve teacher recruitment by providing financial support. Ensuring a supply of new teachers is a challenge during a time of increased competition in the workforce. Enhancement of the diversity of the teacher workforce is also a need in order to meet the needs of a more diverse K-12 student population. There are currently two proposed major initiatives to recruit teachers to the teaching workforce:

- Providing financial assistance through grants to paraprofessionals already working in schools who wish to become fully licensed teachers, and;
- Providing forgivable loans to candidates who are seeking teacher preparation which will serve in high needs subject areas, geographical locations, or will enhance the diversity of the teacher workforce.

Research and practice related to teacher recruitment indicates that focusing on the paraprofessional population and providing loan forgiveness for teacher candidates to focus on high needs areas are effective strategies. In addition to existing teacher recruitment strategies that already exist (e.g., federal TEACH grants), the two proposed strategies would ramp up teacher recruitment gaps in order to reduce gaps in the in the supply of teachers.

Sub-strategy 2: Improve public perception of teaching as a desirable profession. Recruiting teachers to the profession is a challenge because of the negative messages regarding the profession of teaching. Surveys of teachers, most notably the national PDK survey, indicate a decrease in the morale of teachers. The increase in teacher attrition in Minnesota is likely partially due to the negative messages. Communicating a positive message about teaching as a profession through MDE, and in partnership with key stakeholders such as Education Minnesota, the Minnesota Association of College of Teacher Education, and other stakeholder organizations (for example, the Bush Foundation) will improve the recruitment of teachers by articulating the desirability of teaching as a profession. A plan based on a follow-up to the attrition factors captured in the Teacher Supply and

Demand report about reasons teachers leave the profession will be used to address specific factors and to create interventions which can be implemented to reduce attrition.

Sub-strategy 3: Improve hiring strategies by schools. Applicants for teaching positions in Minnesota report that the school hiring process is a barrier or difficult to navigate. While the state has limited authority to determine the practices of school hiring officials, a review of those practices to identify ways to improve hiring will enhance teacher recruitment. In partnership with the Minnesota Association of School Personnel Administrators (MASPA) and related organizations, a review of hiring practices will result in identification of ways to improve teacher hiring and possible resources from the state to support schools in making those improvements.

Sub-strategy 4: Continue to streamline the process to obtain a Minnesota teaching license. In collaboration with the policy setting authority for teacher licensure, the Minnesota Board of Teaching, MDE has implemented new procedures to make the process of obtaining a Minnesota teaching license more accessible, without lowering the current high standards. These new procedures include, among several:

- More flexibility for teacher testing
- More flexibility to demonstrate meeting content and pedagogy standards for the middle level requirement
- Flexibility to meet student teaching requirements through supervised equivalent experiences

However, additional planning and action to implement this strategy is needed to sustain the effort and include, in particular, the review of out-of-state candidates who are increasingly completers of alternative programs, some of which meet Minnesota teacher licensure standards and some that do not. This requires additional resources on the part of the Board and MDE to create policies and procedures. An upcoming review by the Office of Legislative Auditor will result in a more complete identification of the needs and resources, and eventually further improve recruitment of effective and high-quality teachers.

Under this sub-strategy, recommendations from stakeholders about preparing teachers through a “grow your own” program have been presented as a way to address shortages of teachers in rural areas and will be considered as part of the state plan. Access to teacher preparation programs, while distributed across the state, can be a challenge due to decline in the capacity of higher education institutions, and other factors limiting access to licensure preparation.

Sub-strategy 5: Provide additional strategies and support for already licensed teachers to add additional teaching licenses. Experienced licensed teachers often wish to add teaching areas, but because of time and financial constraints when they are teaching full-time, have difficulty completing additional licensure requirements. Recruiting experienced teachers to add licenses is a desirable strategy because they not only are likely more effective as a result of their experience, but also already well-connected to the learning and school communities where they are teaching.

Two current proposals support these teachers. First, it has been proposed that the Board of Teaching examine additional means by which emerging instructional areas in schools, or subject area shortages, can be addressed by offering teachers a Certificate of Advanced Professional Study (CAPS) which is a streamlined way to obtain additional professional preparation and licensure.

In addition, the current proposed forgivable loan program would also target already licensed teachers adding licenses in high need areas.

Additional discussion and planning with stakeholders will need to be continued to create and implement further strategies as a result of changes in teacher demographics as well as instructional needs in schools, including the expansion of early childhood education options.

Sub-strategy 6: Review the data collected by the STAR report to align with the needs of the state’s teacher equity plan. The data collected through STAR is reported by schools to MDE, and includes multiple fields identifying teacher characteristics, including levels of experience and licensure qualifications. Changes and reprogramming of the system will allow a focus on particular issues of teacher equity is way to ensure more reliable data. For example, collection of teaching experience data to differentiate the experience earned prior to teaching in Minnesota.

Sub-strategy 7: Strengthen training in cultural competence and responsiveness in pre-service teacher preparation and as a condition of licensure renewal for in-service teachers.

- Pre-service teacher preparation standards already in place that are determined by the Board of Teaching in MN Rule 8710.2000, Subp. 4 on “diverse learners” require teacher preparation programs include cultural competence and responsiveness training. A review of the standards to determine if they need to be updated and are sufficient, and if there are additional strategies to implement them, will be undertaken. One possible way to implement compliance with this requirement is to mandate that candidates take and pass an Intercultural Development Assessment in order to receive licensure.
- In-service teachers are not required, as part of licensure renewal, to provide evidence of having completed cultural competence training. Individual schools and teachers may choose to do so. The Board of Teaching is in charge of determining licensure renewal requirements, along with the Legislature. A proposal to consider implementation of a mandatory requirement for licensure renewal in cultural competency training and continuing education will be created and reviewed.
- A proposal to provide a more comprehensive and specific focus on American Indian history and contributions of native tribes as a way to improve equity will be created and reviewed as a basis for changes to state policies for preparing teachers and the delivery of classroom curriculum.

Equity Gaps This Strategy Will Address

Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out of field teachers than schools in the lowest poverty quartile.

Improving access for candidates to either become licensed teachers or add teaching license

will reduce inexperienced, unqualified or out of field teachers. Also, school administrators seeking to improve the qualifications of their existing teaching staff will have additional support through either the financial incentives to add a teaching license or the CAPS option for their staff to add teaching licenses.

Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out of field teachers than schools in the lowest minority quartile.

Improving access for candidates to either become licensed teachers or add teaching license will reduce inexperienced, unqualified and out of field teachers. Also, school administrators seeking to improve the qualifications of their existing teaching staff will have additional support through either the financial incentives to add a teaching license, or the CAPS option for their staff to add teaching licenses.

Priority and Focus schools are more likely to have inexperienced, unqualified and out of field teachers than Reward schools. The Regional Centers of Excellence can inform teachers and administrators about the licensure options to improve teacher qualifications through the addition of licensure, and support them in completing those options.

Charter schools are more likely to have inexperienced, unqualified and out of field teachers than non-charter schools. Improving access for candidates to either become licensed teachers or add teaching license will reduce inexperience, unqualified or out of field teachers. Also, school administrators seeking to improve the qualifications of their existing teaching staff will have additional support through either the financial incentives to add a teaching license or the CAPS option for their staff to add teaching licenses.

Root Causes This Strategy Will Address

Barriers to licensure. Stakeholders support the existing system of licensure which sets high standards for teacher qualifications in Minnesota, but also identifies particular barriers which may not result in high standards. In particular, barriers needing change include the teacher testing system and some of the policy and procedural barriers for both in state and out of state candidates seeking licensure. While work has been in progress to address all these issues, additional review of policies and procedures for teacher testing, policies guiding licensing standards, and procedures for applying for licensure need further consideration and change to ensure we are recruiting qualified teachers.

Institutional racism. Stakeholders agreed that institutional racism is likely a factor in how we recruit teachers. It was determined that this important issue needs further examination through a review of data about the Minnesota teacher workforce and an examination of the assumptions that define the licensure standards for Minnesota teachers. In particular, it was mentioned that the use of the Minnesota Teacher Licensure Examination (MTLE) "skills" test is an example of institutionalized racism.

Progress Monitoring

The state collects data about the composition of the teacher workforce which can be used to monitor progress in meeting the needs of schools. The system can be further refined to provide more accurate data and future stakeholder groups and reports will change STAR reporting to assist in improved data for use in teacher equity policy and initiatives.

The Teacher Supply and Demand report is completed every two years and provides extensive and quality data about the teacher workforce in Minnesota. The next report due in 2017 will include new questions that address the particular issues about teacher equity and the ability of schools to recruit teachers and retain.

In collaboration with the Minnesota Board of Teaching, MDE creates new policies and procedures to improve the licensure qualifications of teachers.

Ongoing review of the impact of institutional racism in the recruitment of teachers will be part of the charge of a workgroup of stakeholders.

Community members will be consulted for feedback to determine if the sub-strategies in this section have accomplished their goals.

Success Indicators

Schools will report improvements in their ability to recruit teachers to meet their requirements in high needs subject areas, in all geographical regions, and their ability to create a diverse teacher workforce.

The state Teacher Supply/Demand report captures reliable data on this indicator, and the 2017 report can be benchmarked to the 2015 report to determine where the state has made progress or needs additional improvements.

The hiring process experience will improve for teacher position candidates.

The 2017 state Teacher Supply/Demand report will incorporate a question for school districts on this indicator; however, the new federal teacher preparation standards, when implemented, may include feedback from teacher preparation institutions and candidates about their experiences.

Stakeholders will report that barriers as a result of institutional racism have been reduced as a result of the strategies to improve teacher recruiting and remove unnecessary barriers to licensure.

The ongoing state teacher equity advisory group, which consists of school district and charter school personnel as well as key stakeholders will be consulted and report on this indicator and MDE will consider appropriate means (surveys, focus groups, etc.) by which to capture the data that addresses progress on this indicator.

STAR data will more closely align with implementation and monitoring of teacher equity planning and provide additional needed data. STAR data will also be used by schools for planning and assessment of teacher recruitment and retention efforts.

Each year MDE and the STAR coordinator revise the system to meet state needs for improved data collection relative to policy changes; during the next round of revisions to the system in 2015 and 2016 a workgroup will update the system to reflect the teacher equity policy changes.

Barriers to licensure as a result of problematic teacher testing requirements will be eliminated, and state policies and procedures for licensure application and issuance will be further improved and barriers eliminated, while still ensuring maintenance of historical high standards.

Strategy 5: Strengthen Teacher Induction

To help all Minnesota school districts, charters and other educational institutions envision a system of supports for early career educators and those who are in career transition, a partnership among several Minnesota educational institutions was established in 2006. The Teacher Support Partnership (TSP) currently has representation from Education Minnesota, the Minnesota Department of Education, Minnesota State Colleges and Universities, and the College of Education and Human Development at the University of Minnesota – Twin Cities. Members of this partnership believe that all initial educators and educators in transition should have access to comprehensive induction supports that will help them be more effective educators for Minnesota’s children.

In collaboration with teams of P-12 teacher leaders and higher education partners from across the state, TSP has developed the [Minnesota Educator Induction Guidelines](#) which provide a framework for developing a comprehensive induction system for all educators in Minnesota.

If resourced appropriately, we seek to re-engage TSP in order to strengthen teacher induction practices in targeted schools that serve poor or minority students and that experience significant teacher turnover.

Strengthen Teacher Induction Sub-strategies

Sub-strategy 1: Re-engage the Teacher Support Partnership (TSP). Several key members of the TSP have retired or otherwise moved on from positions contributing to Minnesota’s induction work; therefore, new TSP members must be recruited. Once reformed, the group will meet in order to re-imagine their guidelines given updated contexts such as the state’s equity plan as well as the teacher development and evaluation law which includes provisions for mentoring and induction.

Sub-strategy 2: Partner with TSP to conduct a needs assessment. Minnesota has two key resources to assist in this process. First, the New Teacher Center has [conducted an induction policy review for Minnesota](#). This resource identifies policy gaps, quality criteria, and potential levers to guide our work. Second, the [Teacher Support Partnership's Induction Guidelines](#) can be leveraged to identify inconsistencies in policy implementation or assess local program quality. A needs assessment, focusing on the needs of schools serving poor or minority students that experience high teacher turnover, will help to identify future support strategy steps.

Sub-strategy 3: Develop a communications plan. State induction policy involves parties including but not limited to: state legislators, MDE, Minnesota's Board of Teaching, LEAs, and several professional organizations representing teachers, principals, charter and district leaders. The TSP and MDE can work to improve policy-enables-practice (PEP) and practice-informs-policy (PIP) cycles. According to the [New Teacher Center's policy review](#), there are potential levers that policy makers could use to better enable practice. Communications plan may also include recommendations to align Minnesota's Equity Plan with other state priorities (Closing the Achievement Gap, World's Best Workforce, etc.).

Sub-strategy 4: Identify schools, charters and districts for induction supports. Schools that serve poor or minority students, that experience high teacher turnover, and that do not have a fully operationalized teacher induction program would most benefit from induction supports provided by MDE, the regional centers of excellence, or the TSP.

Sub-strategy 5: Develop and provide training and other implementation tools. Training for school leaders and regional centers of excellence school advocates on teacher induction and mentoring. If resourced appropriately, LEAs and state partners could begin to install induction programs in targeted schools.

Equity Gaps This Strategy Will Address

Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out of field teachers than schools in the lowest poverty quartile. This strategy will focus primarily on reducing the number of inexperienced teachers.

Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out of field teachers than schools in the lowest minority quartile. This strategy will focus primarily on reducing the number of inexperienced teachers.

Priority and Focus schools are more likely to have inexperienced, unqualified and out of field teachers than Reward schools. This strategy will focus primarily on reducing the number of inexperienced teachers.

Charter schools are more likely to have inexperienced, unqualified and out of field teachers than non-charter schools. This strategy will focus primarily on reducing the number of inexperienced teachers.

Root Causes This Strategy Will Address

Inconsistent and ineffective induction and retention strategies. Poor school working conditions were identified by stakeholders as a reason for low rates of teacher retention in schools contributing to teacher equity gaps. Among the working conditions identified, stakeholders referenced professional readings, research, and anecdotal reports that veteran teachers are retiring and that new teachers leave the profession at high rates, the combination of which puts schools in a position to have inexperienced teachers.

Progress Monitoring

The Division of School Support at MDE would be primarily responsible for monitoring progress. Each strategy could be monitored through the review of artifacts (meeting agendas and outcomes, review of products and tools, communications, examination of local induction procedures, etc.) as well as the use of fidelity and perception measures of induction work.

Professional development and support for Center staff are monitored with session evaluations and based on topics. Data is collected for all state trainings as well as for weekly regional meetings. Data is analyzed and reported annually.

Success Indicators

Center support to schools and their districts will be delivered consistently across state regions.

With district and charter involvement and support, targeted schools will implement sustainable teacher induction and mentoring programs.

Targeted schools will collect and use evidence to monitor fidelity of implementation of teacher induction and mentoring programs.

Targeted schools will demonstrate increased student proficiency rates, higher graduation rates, and reduced achievement gaps between 2015 and 2018, and improvements will be consistent across state regions.

Strategy 6: Increase support for charter schools; particularly through charter school authorizers

In 1991, Minnesota was the first state to establish charter schools as another form of public school. These schools were established or “sponsored” by other eligible organizations until 2009 when Minnesota law established a charter school authorizing process with MDE approving “authorizers.”

In Minnesota, an authorizer is a public oversight entity approved by the state to charter one or more charter schools. An authorizer’s primary role is to hold a school accountable for the terms of its performance contract – the “charter.” Minnesota authorizers may be public schools, charitable non-profit organizations or institutions of higher education approved by the state to charter schools. Authorizers are responsible for approving, monitoring, evaluating, renewing, and, if necessary, closing charter schools when contract terms are not met. A charter contract may be up to five years. Details for this process and criteria are established in statute.

The primary purpose for charters as designated in statute is *“to improve all pupil learning and all student achievement. Additional purposes include to:*

- (1) increase learning opportunities for all pupils;*
- (2) encourage the use of different and innovative teaching methods;*
- (3) measure learning outcomes and create different and innovative forms of measuring outcomes;*
- (4) establish new forms of accountability for schools; or*
- (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.”*

Not only does MDE approve authorizers, it is required to evaluate their performance every five years. MDE is currently evaluating the first group of approved authorizers. MDE also works with and supports charter schools in the same manner MDE works with schools in other school districts.

Charter schools are required to meet student academic standards and achievement outcomes established for other public schools and are required to have appropriately licensed teachers. Currently Minnesota has 157 charter schools serving about 48,000 students with school sizes ranging from as few as 20 to as many as 3,000 students. Most charters also have a high percentage of poor and minority students.

Because statute requires a contractual arrangement with authorizers to establish a school, strategies for increasing support for charter schools will focus first on work with authorizers and secondarily with schools. Minnesota Statutes, section 124D.10 is the current charter school statute.

Charter Support Sub-strategies

Sub-strategy #1: Authorizers will ask schools to review and report on teacher staffing patterns.

Authorizers have contracts with a variety of schools. Some schools will have been in existence for many years while other schools may be in its first or second year of operation. As a result staffing in schools may look very different.

MDE will:

- Work with authorizers to determine criteria for an authorizer to use with schools in its portfolio.
- Provide a process to track teacher distribution data to help authorizers and schools identify gaps.
- Assess an authorizer's preparation for working with schools in its portfolio in this area and provide appropriate training.

Authorizers will be asked to:

- Examine and review teacher and student data and help schools identify gaps.
- Consider this data in the context of the programmatic focus and size of the school.
- Consider adopting criteria to include in school contract provisions that enhance equity.

Sub-strategy #2: Charter schools will identify gaps and solutions for recruitment and retention of experienced and qualified teachers

Teachers are an integral part in establishing a charter and are required to be part of the charter school board. As such they may serve as both an employee and a board member or administrator. Authorizers will review and comment on issues related to turnover patterns as related to:

- Establishing recruitment criteria and practices to attract qualified and experienced teachers.
- Workplace issues that may result in higher turnover and that may impact the quality of instruction and student outcomes.
- Implementing practices to support retention of more experienced and qualified teachers.
- Encourage participation in and use of the support available from Regional Centers.

Sub-strategy #3: Authorizers will hold schools accountable for appropriate public engagement and reporting of WBWF student achievement goals and its teacher staffing distribution based on experience and qualifications.

All schools including charters are required to adopt a plan with specific components to support and improve teaching and learning under the WBWF. Authorizers oversight should verify that the schools being authorized have adopted a plan that meets the WBWF requirements and that include:

- Establishing achievement goals for all student groups,
- Supporting teaching and learning through staff development, mentoring and induction of new teachers,
- Evaluating the effectiveness of instruction and staffing distribution,
- Assuring transparency with parents and other stakeholders through public meetings and reporting.

Equity Gaps This Strategy Will Address

Charter schools are more likely to have inexperienced, unqualified and out of field teachers than non-charter schools. Since charter schools are established through an authorizing process that includes a contract this strategy seeks to guide and support an authorizer in working with schools in its portfolio to identify and address equity gaps.

Root Causes This Strategy Will Address

Ineffective leadership. School leadership that fails to address working conditions may be symptomatic of a high staff turnover. High turnover of staff was identified by stakeholders as a reason why teachers leave schools. Charters have a high percentage of inexperienced teachers. Charter school boards need to do an assessment to determine if this high rate of inexperienced teachers is a result of the school climate established by its leadership. Increasing the effectiveness of school leadership will increase teacher retention in schools. Tools to collect data on school leadership and other working conditions will help focus support.

Inconsistent and ineffective induction and retention strategies. Poor school working conditions were identified by stakeholders as a reason for low rates of teacher retention in schools contributing to teacher equity gaps. Incorporating supports for collecting and using working conditions data will help schools incorporate strategies for improving working conditions into school continuous improvement. Coaching support for individual teachers and for learning teams of teachers will ensure additional support from content experts and will ensure access to effective collaborative structures with peers for new teachers. Finally, quality professional development will support better teacher working conditions and increased retention.

Institutional racism. Identifying institutional racism in charters as a root cause related to teacher equity is difficult since parents select these schools for their children. The board members for the school also include one or more parents of the students attending the school. A majority of Minnesota charter schools have a high percentage of poor and minority children. In addition, students in a charter may reflect a very specific culture or minority group. The reasons for parents making choices for their children to attend these schools needs to be explored and can contribute to the discussions about issues related to racism and inclusion in our society.

Progress Monitoring

The Regional Centers in consultation with the Charter Center will develop instruments to assist authorizers in assessing the progress of charter schools, specifically those identified as Focus or Priority schools in addressing teacher equity This will be done initially to establish a baseline and then on an annual basis.

Structures to identify and assist with professional development, mentoring and induction will be made available to charters and districts through the Regional Center staff in consultation

with the Charter Center. Initial needs assessment will be undertaken and participation by charters will be monitored at least twice a year.

Authorizers will be surveyed annually to determine their need for information, strategies, support and training in conducting oversight and evaluation of a school's performance related to teacher equity.

An authorizer will incorporate in its yearly reports progress schools in its portfolio are making in addressing teacher equity including recruitment, retention and leadership/school climate issues.

The Charter Center will review contracts submitted to MDE between authorizers and charters for provisions related to teacher equity.

MDE will monitor the submission the WBWF plan and indicators from charters on a yearly basis.

Success Indicators

Equity gaps related to inexperienced, unqualified and out of field teachers between charter schools and non-charter schools will decrease as outlined in Section 5.

Authorizers' annual reports will reflect progress in increasing teacher retention and increased support for staff through professional development, mentoring and induction as an operational performance measure for schools in its portfolio.

Beginning in 2017, an authorizer performance contract will include an equity outcome as an operational performance measure for the school.

The percentage of charters that have submitted WBWF summary reports to the Commissioner by the expected annual fall deadline will increase to 100 percent between 2015 and 2016 and will remain 100 percent in 2017 and beyond.

Strategy 7: Funding and Resource Allocation

Funding and resource allocation on their own will not ensure equitable access to excellent educators but coupled with policies that address the unique needs of students, schools districts can ensure equitable access for all students. Minnesota will study funding and resource allocation with an eye on equitable access and the needs of schools and districts.

Funding and Resource Allocation Sub-strategies

Sub-strategy 1: Continue stakeholder engagement to work on improving the adequacy, equity and stability of pre-K-12 education funding.

In June 2012, the Commissioner of Education convened an Education Finance Working Group to look at providing greater funding equity among school districts and ways to target funding towards the needs of students. The working group came back with 13 major recommendations to make Minnesota's education funding system more stable and equitable for districts and students throughout the state. Many of the recommendations were passed by the legislature in the 2013 legislative session. Some recommendations not adopted in 2013 are currently being discussed as part of the 2015 legislative session. MDE should periodically convene similar working groups to make sure Minnesota's funding system is adequate, equitable and stable. If the working groups believe additional changes are needed, new recommendations should be proposed.

Sub-strategy 2: Study the distribution, impact and uses of state education funding for poor and minority students.

A 2015 report from The Education Trust ranked Minnesota number 1 for equitable distribution of funding for poor and minority students in the country. We believe this is partly due to Minnesota's current policy to fund Compensatory Revenue and Achievement and Integration aid.

Compensatory Revenue (Minn. Stat. § 126C.15) is allocated to school sites based on the percentage of students eligible for free and reduced priced lunch. Compensatory revenue must be allocated to the school site in which the pupil who generated the revenue receives instruction, and must be used to meet the educational needs of high needs students. Each school's site decision-making team, or instruction and curriculum advisory committee if there is no site decision-making team, must make recommendations on how the revenue is to be spent. Allowable uses include additional teachers and aides and ongoing staff development.

The purpose of Achievement and Integration program (Minn. Stat. §§ 124D.861 and 124D.862) is to pursue racial and economic integration, increase student achievement, and reduce academic disparities in Minnesota's public schools. The program was reformed in 2013 and for the first time charter schools are eligible to participate in the Achievement and Integration program. This will give charter schools access to \$350 per adjusted pupil units of the district's enrollment of protected students.

Districts eligible for Achievement and Integration aid must develop plans that contain the following goals: reducing the disparities in academic achievement among all students and specific categories of students and increasing racial and economic integration in schools and districts. These goals must be incorporated in the district's comprehensive strategic plan under World's Best Workforce. Allowable uses of revenue include professional development opportunities for teachers and administrators, family engagement initiatives, college and career readiness programs for underserved students, recruitment and retention of racially/ethnically diverse staff, school enrollment choices, and other research-based strategies aligned with the program goals. Districts must submit their plans and budgets to the commissioner of education for review and approval. If the commissioner deems a district has not met its plan goals, the commissioner of education in consultation with the affected district

has the ability to use up to 20 percent of the district's integration revenue to develop a district improvement plan designed to meet the district's goals.

Minnesota should study the distribution, impact and uses of Compensatory Revenue. In addition, the commissioner of education should thoroughly review Achievement and Integration plan submissions, work with districts and take the steps necessary to ensure districts are meeting their goals.

Sub-strategy 3: Continue identifying investments that will decrease funding disparity among Minnesota's highest and lowest revenue earning school districts.

With increase funding for education over the last four years Minnesota has made great strides in reducing funding disparities between high revenue districts and low revenue districts. Small, rural school districts, many of which comprise the majority of low revenue districts, greatly benefitted from funding increases and policy changes passed during the 2013 legislative session. By increasing funding for the lowest revenue districts, the disparity in unrestricted general education funding between high revenue districts (95th percentile) and low revenue districts (5th percentile) has been significantly reduced, from 31.0 percent in FY 2013 to 18.5 percent in FY 2016.

MDE will continue to work with stakeholders to identify other investments or policy changes that will reduce funding disparities.

Sub-strategy 4: Expand state support for education programs at the American Indian-controlled tribal contract schools.

Minnesota supports students attending American Indian tribal contract schools by providing additional funding through a program called American Indian Tribal aid. This funding supplements funding provided by the U.S Bureau of Indian Education and is intended to help close the achievement gap for American Indian students by ensuring that tribal contract schools receive sufficient funding to provide an adequate basic education for their students. Funding is based on the lessor of the difference between basic and compensatory revenue these students would generate if attending public schools and the basic funding these students receive from the federal government, but the amount is capped in law at \$1,500 per student.

The original cap was part of the original legislation passed in 1989 creating the program and has not been adjusted since. As a result, as general education funding for public schools have increased, state funding for the tribal contract schools has remained stagnant. Funding should be provided to eliminate the cap which will result in more equitable funding between public school districts and American Indian tribal contract schools.

Equity Gaps This Strategy Will Address

Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out of field teachers than schools in the lowest poverty quartile. If Minnesota continues to monitor and recommend changes to its current education funding system to ensure it provides equitable funding to all districts and targets funding towards the

needs of students then schools in the highest poverty quartile will have access to stable and equitable funding streams.

Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out of field teachers than schools in the lowest minority quartile. The current Achievement and Integration program provides funding to districts and allow them to use the funding to serve minority populations and allows districts to use the funding for professional and staff development services.

Root Causes This Strategy Will Address

Inconsistent and inequitable funding systems. School funding changes on two-year cycles from the legislature, making it challenging to provide consistent programming. Charter schools and Bureau of Indian Education schools experience inequitable funding compared with Minnesota districts.

Progress Monitoring

In order to receive Achievement and Integration funding districts must submit plans every three years to the commissioner of education for review and approval. Districts submitted their first plan in March 2014. MDE reviewed the plans based on 8 evaluation criteria based on requirements in statute, provided technical support to districts whose plans were considered incomplete and subsequently approved all plans. MDE is currently developing a process to evaluate district plans and provide feedback before districts have to submit new plans. MDE is developing a process to conduct a full evaluation of district plans after the end of the third year.

MDE should periodically convene similar working groups to make sure Minnesota's funding system is adequate, equitable and stable. If the working groups believe additional changes are needed, new recommendations should be proposed.

MDE should provide annual reports and present information at public forums about progress toward the reduction of funding disparity across the state and funding trend lines.

Success Indicators

The percentage of districts Achievement and Integration plans submitted and are approved by the commissioner of education will be 100 percent in 2017 and beyond.

The percentage of districts Achievement and Integration evaluations showing districts met their goals will be 100 percent by 2017 and beyond.

Minnesota's education funding system is deemed adequate, equitable and stable by education stakeholders. If stakeholders have concerns they will ask MDE to convene

additional school finance working groups to study the funding system and propose new recommendations.

Funding disparities between Minnesota's high and low revenue school districts does not grow but either remains at 18.5 percent or is reduced.

Section 5: Ongoing Monitoring and Support

MDE and key stakeholders are committed to the long-term success of this plan and broader discussion around equitable access and opportunities for *all* students in Minnesota. It will be important that this plan not become one that is considered finished but instead a plan that is continuously reviewed, evaluated and refined.

For each strategy outlined in this plan, MDE will regularly monitor progress and make appropriate adjustments as needed based on data. As detailed in Section 4, MDE has a plan in place to monitor performance and assess implementation success.

Most of the progress monitoring will occur within each of the strategies, but we will also make certain to regularly review statewide data to understand whether the strategies set forth in this plan are moving the needle at the statewide level. MDE will track data on an annual basis with an analysis of how well equity gaps are closing for our focus areas within this plan (charter schools, high poverty quartile schools, high minority quartile schools and Focus and Priority schools).

MDE established a long-term goal to reduce the equity gap by 50 percent by the year 2022, just eight years from the 2014 baseline year. This goal is rigorous, yet achievable. Annual targets are set for MDE to track progress toward meeting this 2022 goal each year.

In an effort to remain realistic and prioritize efforts that will reduce the widest equity gaps, MDE set a goal and annual targets for those areas in which we are seeing the biggest inequities. For example, the gap between the highest minority schools' percent of classes unqualified and the lowest minority schools' percent of classes unqualified is 0.85 percentage points. While a gap exists, it is not as significant as the gap of 3.42 percentage points between high poverty and low poverty schools. We prioritized the widest equity gaps in setting the goal and targets. 3.4 percentage points is the necessary gap threshold for the unqualified data, and a gap of at least 2.6 percentage points is needed for the out-of-field data. Goals were set in all areas for the inexperienced teacher data.

See the table below for the 2014 baseline equity gap, the 2022 equity goal and annual equity gap closure needed to reach the goal. MDE will ultimately assess its success of the strategies outlined in this plan by demonstrating progress in closing equity gaps according to this 2022 goal.

	Percent Inexperienced Teachers	Percent Classes Unqualified	Percent Classes Out of Field
Highest Poverty Quartile	19.39%	4.83%	4.39%
Lowest Poverty Quartile	11.16%	1.41%	1.75%
2014 EQUITY GAP (Baseline)	8.23	3.42	2.64
2022 EQUITY GAP GOAL (50% reduction)	4.12	1.71	1.32
ANNUAL EQUITY GAP CLOSURE NEEDED	0.51	0.21	0.17

	Percent Inexperienced Teachers	Percent Classes Unqualified	Percent Classes Out of Field
Highest Minority Quartile	17.94%	2.73%	2.69%
Lowest Minority Quartile	12.32%	1.88%	2.19%
2014 EQUITY GAP (Baseline)	5.62	N/A	N/A
2022 EQUITY GAP GOAL (50% reduction)	2.81	N/A	N/A
ANNUAL EQUITY GAP CLOSURE NEEDED	0.35	N/A	N/A
All Charters	32.85%	11.07%	11.16%
All Non-Charter	12.73%	1.61%	1.83%
2014 EQUITY GAP (Baseline)	20.12	9.46	9.33
2022 EQUITY GAP GOAL (50% reduction)	10.06	4.73	4.67
ANNUAL EQUITY GAP CLOSURE NEEDED	1.26	0.59	0.58
Non-Charter Reward	11.60%	0.97%	1.47%
Non-Charter Priority and Focus	19.57%	1.59%	2.27%
2014 EQUITY GAP (Baseline)	7.97	N/A	N/A
2022 EQUITY GAP GOAL (50% reduction)	3.99	N/A	N/A
ANNUAL EQUITY GAP CLOSURE NEEDED	0.50	N/A	N/A
Charter Reward	26.28%	7.00%	9.42%
Charter Priority and Focus	39.47%	13.40%	11.83%
2014 EQUITY GAP (Baseline)	13.19	6.40	N/A
2022 EQUITY GAP GOAL (50% reduction)	6.60	3.20	N/A
ANNUAL EQUITY GAP CLOSURE NEEDED	0.82	0.40	N/A

When assessing progress toward the goals identified above, it will be important for Minnesota to consider the implementation stage of each of the strategies in this plan. It could be expected that the state may not see gap closure until the strategies are fully implemented. However, after the first couple years, we would expect accelerated progress that will keep us on track to the 2022 goal. While the table above provides annual equity gap closure needed, MDE understands that gap closure may not be consistent from year to year.

To support the progress monitoring of this plan, MDE will also consider teacher retention data to provide additional context around the inexperienced teacher data used to establish the goal and annual targets. Considering that Minnesota anticipates an increase in retirements in the near future, it will be important to supplement the inexperienced teacher data with other data on whether teachers, even if they are new, are staying at their schools.

As a part of the ongoing monitoring of our progress toward ensuring equitable access, MDE will annually assess statewide progress by reviewing the reduction of equity gaps as outlined in the above data. Stakeholders, including those involved in the development of this plan, will be informed and engaged in discussion using the most current data available.

Additionally, MDE will revisit the identified root causes with stakeholders to review whether there is progress leading to more effective leadership, improved teacher retention, better funding systems, reduced prevalence of racism and classism in policies and practices, and reduced barriers to licensure. Progress toward closing equity gaps, revisiting identified root causes, and reviewing the state's strategies outlined in this plan will be reported at least on an annual basis to the stakeholders that developed this plan.

MDE will also post annual updates to a teacher equity page on the MDE website for a broader group of stakeholders to stay abreast of progress. Schools, charters and districts in Minnesota as well as a variety of stakeholders will be given the link to this page so they can review updated information. Information will include progress on implementing key strategies, addressing root causes as well as reducing statewide equity gaps.

Through MDE's discussions with the Steering Committee and Advisory Committee, it was made clear that a broader, longer-term conversation about educational equity is necessary. MDE should be a partner in this work and may not be positioned to facilitate these courageous conversations that are critical to ensure a deep understanding of how policymakers, administrators, parents and students can create an environment where every child can succeed, regardless of race or family income. MDE will explore the best approach for continuing this conversation by working with the state equity team described in Section 4.

MDE's mission is "Leading for educational excellence and equity. Every day for every one". With this mission, equity has been put at the forefront of MDE's work, and MDE fully intends to continue and strengthen our leadership and support for Minnesota schools with a critical equity lens.

Appendix A:

Invitation to Participate in Steering and Advisory Committees from Commissioner

February 10, 2015

Name, Title, Organization

Address

City, State, Zip

Dear :

Minnesota is in the process of developing a Teacher Equity Plan to meet one of the state's obligations under Elementary and Secondary Education Act (ESEA) to ensure that all students, regardless of background, have equitable access to excellent educators.

To develop and implement a plan to reach this goal, two work groups are being put in place. The first group is a Stakeholder Steering Committee. The second is a larger Stakeholder Advisory Committee and will provide feedback to the plan draft and direction for outreach and implementation.

Steering Committee: This group will provide direction on components of the plan and support the Minnesota Department of Education's (MDE's) efforts and proposed strategies to address equity issues. It is anticipated that the Steering Committee will meet twice prior to the larger stakeholder group. The tentative meeting dates for the steering committee are Wednesday, February 25, 2015, at 10 a.m., and Wednesday, March 18, 2015, at 12:30 p.m. at MDE. We are asking that your organization designate a representative to participate in the work of the Steering Committee.

Stakeholder Advisory Committee: The stakeholder committee will meet at least twice prior to submission of our plan. We are asking that your organization designate a representative to participate in the work of the Stakeholder Advisory Committee. If possible we would prefer this individual be a member of your organization and active in a local school district. The first meeting is scheduled for Wednesday, March 26, 2015, at 1 p.m. at MDE.

We encourage you to identify appropriate appointees for each of these groups and to forward **the name and contact information by February 16, 2015, for the Steering Committee and no later than March 2, 2015, for the Stakeholder Advisory Committee, to Rose Hermodson, Assistant Commissioner, at rose.hermodson@state.mn.us.**

Thank you for your prompt response to this request. We look forward to your involvement in the development of Minnesota's teacher equity plan.

Sincerely,



Dr. Brenda Cassellius, Commissioner

Steering and Advisory Committee Invite List

1. African American Leadership Forum (AALF)
2. Board of Teaching
3. Board of School Administrators
4. Charter School Partners
5. Chicano Latino Affairs Council (CLAC)
6. Council on Asian Pacific Minnesota (CAPM)
7. Council on Black Minnesotans (COB)
8. Education Minnesota (EdMN)
1 representative to the Steering Committee and 3 Teachers to the Advisory Committee
9. Minnesota School Boards Association (MSBA)
10. Minnesota Association of Charter School Authorizers (MACSA)
11. Minnesota Association of School Administrators (MASA)
12. Minnesota Association of Secondary School Principals.(MASSP)
13. Minnesota Elementary School Principals Association (MESPA)
14. MN Business Partnership
15. Minnesota Indian Affairs Council (MIAC)
16. Minneapolis Public Schools
17. St. Paul Public Schools
18. NAACP St Paul
19. Parents United
20. MinnCan
21. Somali Parent (SAPA)
22. Tribal Nations Education CommitteeTNEC – 2 representatives on each committee

Advisory Committee Only

1. Association of Metropolitan School Districts. (AMSD)
2. Educators 4 Excellence
3. ISIAIAH Faith in Democracy
4. Minneapolis Urban League
5. Minnesota Association of Colleges of Teacher Education (MACTE)
6. Minnesota Building and Construction Trade Council
7. Minnesota Council on Disabilities
8. MMEP
9. Minnesota Rural Education Association (MREA)
10. MN Youth Council's Student Advisory Committee (Eric Billiet)
11. U of M – Higher Ed

Teacher Equity Steering Committee Membership

Nancy Antoine
Representing: Minnesota Elementary School Principal's Association (MESPA)

Tracine Asberry
Representing: Board of School Administrators (BOSA)

Keith Brooks
Representing: MinnCAN

Cheryl Carlstrom
Representing: St. Paul Public Schools

Laurin Cathey
Representing: St. Paul Public Schools

Mary Frances Clardy
Representing: Board of Teaching (BOT)

Paul Dressen
Representing: Tribal Nations Education Committee (TNEC)

Hector Garcia
Representing: Chicano Latino Affairs Council (CLAC)

David Greenberg
Representing: Minnesota Association of Charter School Authorizers (MACSA)

Jeffrey Hassan
Representing: African American Leadership Forum (AALF)

Sia Her
Representing: Council on Asian Pacific Minnesotans (CAPM)

Anthony Hernandez
Representing: Charter School Partners (CSP)

Annamarie Hill
Representing: Minnesota Indian Affairs Council (MIAC)

Laura Kelly Lovdahl
Representing: Parents United for Public Schools

Jen Kohan jen.kohan@edmn.org
Representing: Education Minnesota (EdMN)

Paul Marietta
Representing: Minnesota Association of Secondary School Principals (MASSP)

Jeffry Martin
Representing: National Association for the Advancement of Colored People (NAACP) –

St. Paul

Kimberly Matier
Representing: Minneapolis Public Schools

Benjamin Mchie
Representing: Council on Black Minnesotans (COB)

Mohamed Mohamud
Representing: Somali American Parent Association (SAPA)

Mike Rabideaux
Representing: Tribal Nations Education Committee (TNEC)

Chris Richardson
Representing: Minnesota Association of School Administrators (MASA)

Kirk Schneidawind
Representing: Minnesota School Boards Association (MSBA)

Charlie Weaver
Representing: Minnesota Business Partnerships (MBP)

Teacher Equity Advisory Committee Membership

Billie Annett
Representing: Tribal Nations Education Committee (TNEC)

Mandi Appell
Representing: Education 4 Excellence – Minnesota

Helen Bassett
Representing: Minnesota School Boards Association (MSBA)

Callie Bush
Representing: Education Minnesota

Cheryl Carlstrom
Representing: St. Paul Public Schools

Laurin Cathey
Representing: St. Paul Public Schools

Rose Chu
Representing: Minnesota Association of Colleges for Teacher Education (MACTE)

Vichet Chuon
Representing: University of Minnesota, College of Education and Human Development

Mary Frances Clardy
Representing: Board of Teaching (BOT)

Rebecca Gagnon

Representing: Association of Metropolitan School Districts (AMSD)

Hector Garcia

Representing: Chicano Latino Affairs Council (CLAC)

Scott Gray

Representing: Minneapolis Urban League

David Greenberg

Representing: Minnesota Association of Charter School Authorizers (MACSA)

Jeffrey Hassan

Representing: African American Leadership Forum (AALF)

Deb Henton

Representing: Board of School Administrators (BOSA)

Sia Her

Representing: Council on Asian Pacific Minnesotans (CAPM)

Anthony Hernandez

Representing: Charter School Partners (CSP)

Annamarie Hill

Representing: Minnesota Indian Affairs Council (MIAC)

Heidi Huelster

Representing: Parents United for Public Schools

Jill Johnson

Representing: Parents United for Public Schools

Geraldine Kozlowski

Representing: Tribal Nations Education Committee (TNEC)

Keith Lester

Representing: Minnesota Association of School Administrators (MASA)

Carlos Mariani

Representing: Minnesota Minority Education Partnerships (MMEP)

Jeffry Martin

Representing: National Association for the Advancement of Colored People (NAACP) - St. Paul

Kimberly Matier

Representing: Minneapolis Public Schools

Benjamin Mchie

Representing: Council on Black Minnesotans (COB)

Harry Melander

Representing: Minnesota Building and Construction Trades Council

Chris Mills
Representing: Minnesota Rural Education Association (MREA)

Mohamed Mohamud
Representing: Somali American Parent Association (SAPA)

Shoua Moua
Representing: Education Minnesota (EdMN)

Delene Sanders
Representing: Education Minnesota (EdMN)

Katie Stennes
Representing: ISALAH Faith in Democracy

Micheal Thompson
Representing: Minnesota Association of Secondary School Principals (MASSP)

Be Vang
Representing: Minnesota Elementary School Principal's Association (MESPA)

Charlie Weaver
Representing: Minnesota Business Partnerships (MBP)

Joan Willshire
Representing: Minnesota Council on Disability

Five Students
Representing: Minnesota Youth Council's Student Advisory Committee

MDE Staff:

Rose Hermodson, Assistant to the Commissioner
Hue Nguyen, Assistant Commissioner
Steve Dibb, Deputy Commissioner
Stephanie Graff, Federal Liaison
Greg Keith, Director of School Support
Richard Wassen, Director of Teacher Licensing
Tyler Livingston, Educator Evaluation
Kara Arzamendia, Data Analytics
Katherine Anthony-Wigle, Educator Licensing Compliance

Appendix B: Teacher Equity Steering and Advisory Committee Meeting Schedule and Agendas

Date: Wednesday, February 25, 2015 Steering Committee

Time: 10 a.m. – 12 p.m.

Location: Conference Center B, Room 18

Agenda Items:

- Review Charge of Committee
- Review Data

Date: Wednesday, March 18 Steering Committee

Time: 12:30 – 4 p.m.

Location: Conference Center A, Room 13

Agenda Items:

- Root Cause Analysis
- Identify Strategies to Eliminate Equity Gaps
- Provide Direction on Elements of Plan

Date: Thursday, March 26, 2015 Advisory Committee

Time: 1-4 p.m.

Location: Conference Center A, Room 13

Agenda Items:

- Root Causes Identified
- Proposed Key Strategies
- Feedback on Elements of Plan

Date: Wednesday, April 15, 2015 Steering Committee

Time: 1-3:30 p.m.

Location: Conference Center A, Room 13

Agenda Items:

- Review and Re-Draft Plan based on Advisory Committee Meeting

Date: Tuesday, April 28, 2015 Steering Committee

Time: 1-3:30 p.m.

Location: Conference Center A, Room 13

Agenda Items:

- Review and Re-Draft Plan for Advisory Committee

Date: Wednesday, May 13, 2015 Advisory Committee

Time: 1-4 p.m.

Location: Conference Center A, Room 13

Agenda Items:

- Review and Finalize Plan

Optional Meeting—If Needed

Date: Thursday, May 28, 2015 Advisory Committee

Time: 1-4 p.m.

Location: Conference Center A, Room 13

Agenda Items:

- Finalize Plan

Agendas for Meetings:

Teacher Equity Steering Committee

Wednesday, February 25, 2015

10 a.m. to 12 p.m.

Minnesota Department of Education

Conference Center B, Room 18

Agenda

- 10:00 a.m. Welcome and Introductions** Commissioner Cassellius
- 10:15 Review of Charge to Committee** Rose Hermodson, MDE
“To ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that will be used to evaluate and publicly report the progress with respect to such steps.”
- 10:20 Equity Plan Requirements:** Hue Nguyen, Assistant Commissioner
1. Stakeholder Engagement
 2. Identifying Equity Gaps
 - Defining Terms
 - Review of Data
 3. Root Cause Analysis
 4. Strategies to Eliminate Gaps
 5. Measures to Evaluate Progress
 6. Reporting Definitions
- 10:45 Understanding Equity Gaps**
- Defining Terms Hue Nguyen, Assistant Commissioner
 - Review of Data Stephanie Graff, Federal Liaison
- 11:30 Work Plan (Timeline)** Rose Hermodson, MDE
- Stakeholder Engagement
- 12:00 p.m. Adjourn**

Next Meeting: Wednesday, March 18, 12:30 - 2:00 p.m.

Teacher Equity Steering Committee

Wednesday, March 18, 2015

12:30 – 4 p.m.

Minnesota Department of Education

Conference Center A, Room 13

Charge to Committee: *“To ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that will be used to evaluate and publicly report the progress with respect to such steps.”*

Agenda

- | | | |
|------------|---|---------------------------------------|
| 12:30 p.m. | Welcome; Review of Agenda | Rose Hermodson, MDE |
| 12: 35 | Teacher Licenses/ Supply and Demand Data | Richard Wassen, MDE Teacher Licensing |
| 12:45 | How to focus work? | |
| 1:00 | Root Cause Analysis: Small group activity | |
| 1:45 | Root Cause Analysis: Reporting out | Committee Discussion |
| 2:15 | Break | |
| 2:30 | Strategies to Eliminate Gaps | |
| 3:00 | Strategies: Reporting back | Committee Discussion |
| 3:30 | Measuring & Reporting Progress | Committee Discussion |
| 4:00 | Adjourn | |

Steering Committee Meetings

Wednesday, April 15 1-3:30 pm CCA Room 13

Tuesday, April 28 1-3:30 pm CCA Room 13

Stakeholder Advisory Meetings:

Thursday March 26 1-4 pm CCA Room 13

Wednesday, May 13 1-4 pm CCA Room 13

Teacher Equity Advisory Committee

Thursday, March 26, 2015

1-4 p.m.

Minnesota Department of Education
Conference Center A, Room 13

Agenda

- 1:00 p.m. Welcome and Introductions** Commissioner Cassellius
- 1:15 Stakeholder Advisory Committee Work** Rose Hermodson, MDE
- **Charge to Committee** “To ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that will be used to evaluate and publicly report the progress with respect to such steps.”
 - Work Plan Timeline
- 1:20 Equity Plan Requirements:** Hue Nguyen, Assistant
Commissioner
7. Stakeholder Engagement
 8. Identifying Equity Gaps
 - Defining Terms
 - Review of Data
 9. Root Cause Analysis
 10. Strategies to Eliminate Gaps
 11. Measures to Evaluate Progress
 12. Reporting on Progress
- 1:30 Understanding Equity Gaps**
- Defining Terms
 - Review of Data
- 2:00 Steering Committee Overview** Group discussion
- Steering Committee’s Root Cause Analysis
- 3:00 Strategies to Eliminate Gaps** Group Discussion
- 3:45 Next Steps**
- 4:00 Adjourn**
- Next Meeting:** Wednesday, May 13, 1:00 - 4:00 p.m.

Teacher Equity Steering Committee

Wednesday, April 15, 2015

1-3:30 p.m.

Minnesota Department of Education
Conference Center A, Room 13

Agenda

1:00 p.m. Welcome and Review of Agenda Rose Hermodson, MDE

1:10 Review of Charge and Timeline

Charge to Committee “To ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that will be used to evaluate and publicly report the progress with respect to such steps.”

- Work Plan Timeline

1:30 Feedback from Stakeholder’s Meeting Tyler Livingston, MDE

- Root Cause Categories

2:00 Strategies to Eliminate Gaps Group Discussion

- MDE/Regional Support for High Need Schools
- Recruitment/Retention/Support/Incentives
- Charter Leadership Engagement
- Funding
- Statewide Equity Focus/Values

3:00 Monitoring Progress and Reporting Group Discussion

- Identifying Measures for Each Strategy
- Reporting Progress

3:25 Next Steps

3:30 Adjourn

Next Meeting: Tuesday April 28, 2015

Teacher Equity Steering Committee

Tuesday, April 28, 2015

1:00-3:30 p.m.

Minnesota Department of Education
Conference Center A, Room 13

Charge : “To ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that will be used to evaluate and publicly report the progress with respect to such steps.”

Agenda

1:00 Welcome and Review of Agenda

1:10 Reporting Back

“Root Causes and Strategies”: Group Discussion of Committee Feedback

1:30 Proposed Strategies Group Discussion

- MDE/Regional Support for High Need Schools
- Workforce Development and Support
- Funding
- Statewide Equity Focus/Values
- Charter Leadership Engagement
- Integration within World’s Best Workforce

3:00 Reporting Progress Group Discussion

- Activities and Timeline

3:25 Next Steps

3:30 Adjourn

Stakeholders Meeting: Wednesday, May 13, 2015

Teacher Equity Advisory Committee

Wednesday, May 13, 2015

1:00-4:00 p.m.

Minnesota Department of Education
Conference Center A, Room 13

Charge to Committee : “To ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that will be used to evaluate and publicly report the progress with respect to such steps.”

Agenda

- 1:00 p.m. Welcome and Introductions** Rose Hermodson, MDE
- 1:15 Draft Plan** Stephanie Graff, Federal Liaison
- Structure of Plan/Report
 - Feedback for Federal Review Committee
- 1:30 Components of Draft Plan** Group Discussion
- Statewide Equity Focus/Values
 - MDE/Regional Support for High Need Schools
 - Integration within World’s Best Workforce
 - Workforce Development and Support
 - Strengthen Teacher Induction
 - Charter Leadership Engagement
 - Funding and Resource Allocation
- 2:45 Break**
- 3:00 Ongoing Monitoring and Support** Group Discussion
- Activities and Timeline
- 3:30 Next Steps**
- 4:00 Adjourn**

Appendix C: Teacher Licensure Key Terms

License: a formal permission granted to an individual authorizing them to practice a profession. The license is granted after completing a set of required coursework and experiences that are uniformly applied to all individuals seeking professional licensure. The content of the coursework and experiences are based on standards set by an authority. Obtaining a license may also require the individual to pass professional licensing tests, criminal background checks, or other conditions. In Minnesota, holding a professional teaching license is mandatory in order to be authorized to accept a position in a public school as a teacher or in related services. Standards for the license are set by the Board of Teaching. Licenses are issued for a certain number of years, depending on the type, and must be renewed by fulfilling certain conditions.

Endorsement: the term used to designate a new (additional) license in another subject which is added to an existing teaching license.

Assignment: the term designating the school-based duties of the teacher. Monitored through the **STAR** (Staff Automated Reporting) system for compliance with licensure. A teacher must hold licensure (or a special permission) that aligns with the duties of their position. In some cases, an assignment exactly aligns with the license; in other cases certain assignments allow for flexible staffing by licensed teachers using a number of licensing options since the qualifications for the assignment are aligned with more than one license.

Certificate: provides recognition of professional expertise for individuals who complete coursework consistent with best practices; however, certificates are not the same as licensure and the coursework is not regulated by a standard setting authority. Certificates are created to supplement professional preparation for licensed professionals and are optional.

Note: The terms “license” and “certificate” are often used interchangeably. In some states “licensure” and “certification” mean the same thing. In Minnesota “license” means the permission that is required to be a teacher or administrator in a school; “certificate” is an optional credential that is usually not required, but preferred, to carry out duties in certain educational settings.

Credential: a generic term used to indicate any of the variety of options for obtaining recognition of professional preparation: license, endorsement, certificate, etc.

Special Permissions: the generic terms used to designate temporary exceptions for licensure which permit an individual to practice as a professional educator. Specific forms of the special permission are Community

Expert, Variance, Waiver, Temporary Limited License.

Board of Teaching: the standard setting authorities in Minnesota for licensure for teaching and related services (related services educators: School Counselors, Speech Language Pathologists, School Psychologists, School Social Workers, School Nurses).

Educator Licensing: the division of MDE which issues licenses on behalf of the Board, and collaborates with the Board to ensure licensing standards are met.

Variance (aka as Personnel Variance): A special permission granted for already fully licensed teachers to teach in an assignment for which they are not licensed. To assign a licensed teacher “out-of-field” or “out-of-grade level,” the school district or charter school must obtain authorization to apply for a Personnel Variance using the Special Permissions System (SPS). Generally, Personnel Variances may be granted to the school district or charter school for an individual one year at a time, for no more than three years, and require the signature of the teacher. The Personnel Variance was created with the intent that within three years a

teacher would have the time to become fully licensed in the new subject area or grade level. (Minnesota Rule 8710.1400).

Temporary Limited License: A special permission granted to an individual who possesses at least a bachelor's degree with a major or minor in a subject taught in a school. This person has not completed teacher preparation. A Temporary Limited license is valid for one school year (expires June 30th) and may be renewed for up to two more school years. (Minnesota Rule 8710.1250).

Non-Licensed Community Expert: A special permission granted to a school district to hire an individual who is not a licensed teacher, but has a specific area of expertise related to the teaching assignment. Used in circumstances for when a teaching license does not exist, or when used to fill a teaching vacancy for which licensure is available, assumes the individual is working toward full licensure. (Minnesota Statutes, section 122A.25).

Waivers: A special permission granted for one or more licensed individuals to teach out of their subject area to accommodate experimental (aka innovative) programs or for an assignment for which there is no appropriate licensure. Most commonly used to allow a teacher to teach multiple content areas. A waiver is commonly used in an alternative setting (e.g., a care and treatment center, alternative learning center or charter school). Waivers are granted annually at the request of a school and there is no limit on the number of waivers an individual can be granted. (Minnesota Statutes, 122A.09, subd. 10).

Short-Call Substitute License: A special permission granted to an individual when a school has advertised in good faith for regularly licensed teachers to serve as short-call substitute teachers but has been unable to secure a sufficient number of regularly licensed teachers to meet the school's needs. The license is valid for two years for individuals without teacher preparation, but only allows the individual to teach a specific assignment for up to 15 days at a time. If an individual has completed a teacher preparation program, but does not meet or intend to pursue a fulltime Minnesota teaching license, he/she may be issued a five-year, short-call substitute license. This may include, but is not limited to, individuals who do not meet testing, coursework, or continuing education requirements or individuals who have retired from teaching. (Minnesota Rule 8710.1000).

Non-Renewable License: The nonrenewable license allows an already licensed teacher to teach out-of-field in a subject if enrolled in a program and working toward full licensure. The school and candidate jointly apply and only need to apply for this license once, and the school does not need to advertise for the position after the first year. The license is valid for up to three school years without the need to renew every year. (Minnesota Rule 8710.1410).