

**MACTE Weekly Legislative Update, 3.10.19**  
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**Busy Week Completed...** As the legislature approaches the first deadline for bills to be passed out of committees (primarily policy bills at this point), things have gotten very busy at the legislature. In the House Education Policy committee, which held four meetings last week, three bills of particular interest to MACTE were heard. Perhaps the most important for us is **HF 1329**, which would make a number of changes to the tiered licensure system. Following very eloquent testimony from a number of E-12 teachers, Laura Mogelson testified briefly for MACTE, highlighting our support for high quality standards that are consistent and measurable. She specifically cited two elements of the bill that we support: (1) removing the option to secure a Tier 2 license by completing eight upper division credits in a content area, field-specific methods of training, at least two years of teaching experience in a similar content area, or a passing score on the pedagogy and content exams, and instead basing it only on enrollment in a Minnesota-approved teacher preparation program or completion of such a program without having met the requirements for a Tier 3 license: and (2) removing the option to gain a Tier 3 license based only on three years of teaching experience under a Tier 2 license and evidence of summative evaluations that didn't result in placement into an improvement process.

The committee also took up **HF 1415**, which is PELSB's bill to revise some statutory provisions for their membership (including adding three more teacher positions and clarifying the language about the teacher preparation representative) and operations. This seems to be non-controversial bill in the House but its companion has not yet been scheduled for a hearing in the Senate. In addition, the House policy committee heard several dyslexia bills last week, including two involving screening and one (**HF 1495**) adding new language "requiring teacher training to enable a teacher to implement instructional strategies to meet the needs of students with dyslexia for all tiers of teaching licenses." The primary concern about this bill, which is far preferable to a similar house bill (HF 1494) and the Senate bills reported on several weeks ago, that I shared on behalf of MACTE is the replacement of "scientifically-based" with "evidence-based, multisensory, systematic, sequential, cumulative, and explicit." I also referred members to a more detailed letter from Dr. Deborah Dillon from UMTC addressing that and another concern about HF 1495 and additional concerns about HF 1494.

**...And Busy Week Ahead.** This week, both E-12 committees in the House will take up their omnibus bills. The House Education Policy bill is scheduled to be heard and discussed on Monday, Tuesday, Wednesday, and Thursday of this week. It will be slightly challenging to follow on-line because the bills to be taken up will be the **DE1 Delete All Amendment of HF 1711**. The original bill addresses non-substantive changes regarding superintendents. I suspect this approach has to do with the timing of getting a whole new bill drafted and assigned a bill number and the fact that HF 1711 was already on Monday's agenda. On Tuesday, the House Education Finance Division may take up its omnibus bill, **HF 2207**, pending referral from the Ways and Means committee. I have not taken a "deep dive" into either bill yet but both have provisions of interest and concern to us and I encourage you to check them out and share thoughts and concerns with me and with MEC members. Also, on Wednesday afternoon, the Senate E-12 Policy and Finance Committee will hear **SF 1557**, which is the Senate companion to HF 1329. We will be scrambling to cover these important hearings. I encourage interested members to attend any of these hearings to show their support. You can find details of time and location on the legislative website.