



PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

2025 BOARD RETREAT



Emerging Trends:
The Future of
Education

June 16-18
7-county metro area



MISSION

Ensuring all Minnesota students have high quality educators in their schools.



VISION

To ensure equitable education practices through high licensure standards, quality educator preparation programs, and stakeholder engagement.

Since its formation in 2018, PELSB hosts an annual retreat with Board Members, Board staff, and community partners. With the location alternating every year between the 7-county metropolitan area and Greater Minnesota, the retreat is an opportunity to hear from and engage with the people we serve and who are impacted by our work. The retreat promotes collaboration and relationship forming amongst the Board and community partners.

Schedule of Events

Monday, June 16th

Emerging Trends: The Future of Education

8:30-9:00AM	Coffee and Breakfast Welcome	Quora Education Center Conference Room A 70 W County Rd B2 Little Canada, MN 55117
9:00-11:00am	Session 1: Student-Centered Learning	
11:00am-12:30pm	Break for Lunch	
12:30-2:00pm	Session 2: Alternative Pathways in Teacher Preparation	
2:00-2:30pm	Snack Break	
2:30-4:30pm	Session 3: The Future of Learning, with guest presenters from KnowledgeWorks	

Tuesday, June 17th

Current Context: Informing Future Work

8:30-9:00AM	Coffee and Breakfast	Park Center High School 7300 Brooklyn Blvd Brooklyn Park, MN 55443
9:00-10:30am	Session 4: Navigating Federal Education Policy	
10:30am-12:00pm	Break for Lunch	
12:00-1:30pm	Session 5: Board Policy	
1:30-2:00pm	Snack Break	
2:00-3:30pm	Session 6: Bringing It All Together	

Wednesday, June 18th

8:00am	Community Partner Breakfast	PELSB Board Room
9:30am	Board Meeting	

Session 1: Student-Centered Learning

Lars Esdal, Executive Director, Education Evolving

Dr. Aqueelah Roberson, Policy Director, Education Evolving

Alex Vitrella, Program Director, Education Evolving



About ***Education Evolving***

Education Evolving is a Minnesota-based nonprofit, nonpartisan organization driving transformational designs for learning, larger professional roles for educators, and policies that catalyze community-led innovation.

Summary

A goal of the Board is to meet the current and emerging needs of Minnesota's students and schools. To effectively meet this goal, the Board must consider the future needs of learners and how to best implement policies that meet those needs over the next few years. The Board has invited Education Evolving, an organization with extensive experience researching and advocating for student-centered learning, to co-lead a conversation on meeting the needs of Minnesota's Students.



NOTES

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Emerging Trends: The Future of Education

Session 1: Student-Centered Learning

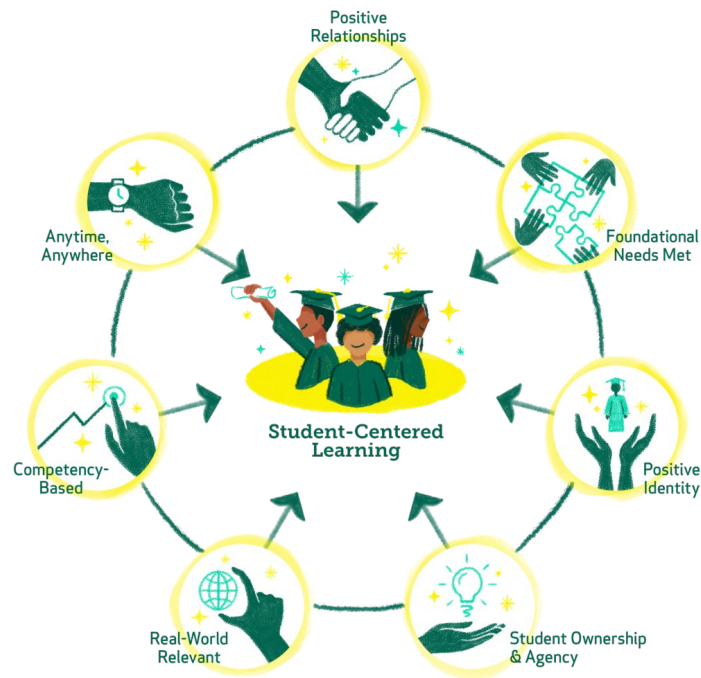
This session is being co-led by Education Evolving, a Minnesota-based nonprofit, nonpartisan organization driving transformational designs for learning, larger professional roles for educators, and policies that catalyze community-led innovation.

Background and Context:

One of the Board's goals is meeting the current and emerging needs of Minnesota's students and schools. To do this effectively, the Board must consider the future needs of learners and how to best implement policies that meet those needs over the next few years. To help with this work, the Board has invited Education Evolving, a community partner with extensive experience researching and advocating for student-centered learning, to co-lead a conversation on the meeting the needs of Minnesota's students.

Key Terms and Definitions:

Education Evolving has identified seven common principles of learning that are present when students are at the center of school design decisions. These principles were identified by [listening to students](#) and educators, and a careful review of [academic research](#).



Positive Relationships. Students develop strong relationships with other students and with adults who care about them, believe in their potential, and hold them to high expectations.

Foundational Needs Met. Students are supported in meeting fundamental physical, psychological, and safety needs. Students get help navigating social services, or may receive them directly in a community school environment.

Positive Identity. Students are fully embraced for who they are, in the context of their communities and cultures, and feel that they belong. They develop a positive sense of their own identities, including elements such as race, ethnicity, gender, and sexual orientation and see those identities reflected at school.

Student Ownership & Agency. Students take responsibility for their learning, exercising choice to pursue their interests and passions, and agency to shape their school environment. Teachers serve increasingly as facilitators and guides.

Real-World Relevant. Students solve problems that exist in the real world, learning skills and knowledge in a multidisciplinary context that they will use in their future lives and careers.

Competency-Based. Students advance by demonstrating mastery of clearly articulated learning objectives, rather than by age, receiving extra support when they struggle and new challenges when they're ready to move on.

Anytime, Anywhere. Students have flexibility in when and where they learn within the school, as well as places outside of school (at home, out in community, at local businesses, etc.) and times beyond the typical school day and year.

Facilitators/Speakers:



Lars Esdal, Executive Director

Lars is a graduate of the Minnesota New Country School in rural southwest Minnesota, where he benefited first-hand from the student-centered, teacher-powered education that Education Evolving champions. Lars first became active in education policy as a student advocate, and has been involved ever since.

Before becoming Education Evolving's executive director, Lars worked as a freelancer for youth-focused organizations, focusing on policy and digital media. He has helped dozens of policy organizations, foundations, and

government agencies to develop and distribute ideas, and advance justice and policy change for young people. Lars holds a Master of Public Policy from Georgetown University, and a Bachelor of Arts from Macalester College.



Aqueelah Roberson, Policy Director

Dr. Aqueelah Roberson is a transformational servant leader who has supported students, families, and community members as an educator in the public and private education sectors for the last 17 years. She has held roles in the Minneapolis and Saint Paul school districts, and served as director of Concordia University's Dr. Cheryl T. Chatman Diversity Center.

Having artistic and loving parents who strongly emphasized the importance of a formal education, Roberson received her Bachelor of Arts degree in Theatre at

North Carolina Central University, Master of Fine Arts at the University of Central Florida – Conservatory Theatre, and Doctorate of Educational Leadership at Concordia University, Saint Paul. Through educational avenues, Roberson finds ways to blend her passion for the performing arts, working with young people, and cultivating cultural awareness and sensitivity in her work.



Alex Vitrella, Program Director

Alex is a former Minneapolis Public Schools teacher and has a JD from the University of Minnesota with a focus on immigration and education law, and a BA from Carleton College. She has done extensive research on multicultural education and its role in self-determination. Alex is a native Spanish speaker and believes in the power of language reclamation.

Alex also believes in being a strong local steward. She lives in Minneapolis with her husband, two kids, and dog, where among other things she enjoys facilitating restorative conferences for the community led Seward Longfellow Restorative Justice Partnership.

Key Issues for Discussion:

1. How do we best identify the future needs of students?
2. What kinds of partnerships are needed to move this work forward? How do state entities work with districts and community partners, for example? How do we center student voices in this work?
3. What does the process of turning identified needs into state policy and practice look like? Who is involved in this process?

Session 2: Alternative Pathways in Teacher Preparation

Erin Doan, Director of Educator Preparation and Pathways, PELSB

Emily Busta, Registered Teacher Apprenticeship Specialist, MDE

Tyra Nelson-Reck, Teacher Education Specialist, PELSB

Michelle Sandler, Teacher Education Specialist, PELSB

Melissa Miller, Alternative Pathways Specialist, PELSB

Stacy Jeffrey, Licensure via Portfolio Specialist, PELSB

Grant Boulanger, Heritage Language Specialist, PELSB



Summary

Alternative pathways to teacher preparation in Minnesota and across the nation are a prominent topic of discussion, driven by concerns about persistent teacher shortages, particularly in high-need areas like special education and rural schools, and the vital desire to diversify the teaching workforce to better reflect our student population.

This session will explore how legislative changes have shaped these pathways over the past two decades, continually striving to balance accessibility with rigorous quality standards. We will provide an overview of the current alternative pathways to licensure available in Minnesota today, with insights provided directly from program providers and PELSB/MDE staff who are at the forefront of these initiatives.



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Emerging Trends: The Future of Education

Session 2: Alternative Pathways in Teacher Preparation

Background and Context:

The history of our approach to teacher licensure in Minnesota is a dynamic one, with significant shifts driven by legislative intent and evolving educational needs. Alternative pathways to teacher preparation in Minnesota and across the nation are a prominent topic of discussion, driven by concerns about persistent teacher shortages, particularly in high-need areas like special education and rural schools, and the vital desire to diversify the teaching workforce to better reflect our student population.

This session will explore how legislative changes have shaped these pathways over the past two decades, continually striving to balance accessibility with rigorous quality standards. We will provide an overview of the current alternative pathways to licensure available in Minnesota today, with insights provided directly from program providers and PELSB/MDE staff who are at the forefront of these initiatives.

Join us as we explore how alternative pathways are responding to current education needs in Minnesota.

Facilitators/Speakers:

Erin Doan, Director of Educator Preparation and Pathways
Emily Busta, Registered Teacher Apprenticeship Specialist, MDE
Tyra Nelson-Reck, Teacher Education Specialist
Michelle Sandler, Teacher Education Specialist
Melissa Miller, Alternative Pathways Specialist
Stacy Jeffrey, Licensure via Portfolio, Specialist
Grant Boulanger, Heritage Language Specialist

Key Terms and Definitions:

Alternative Licensure Pathways: A broad category of non-traditional routes to teacher certification that do not require completion of a conventional undergraduate teacher preparation program.

Licensure via Portfolio: An alternative application pathway involving the submission of a collection of evidence demonstrating how a candidate has met licensure standards (pedagogy, content, core skills), especially if they haven't completed an approved traditional preparation program.

Apprenticeship: A structured program combining paid on-the-job training under a master teacher with related academic instruction, leading to licensure. In MN this is a newer, growing model, often integrated with "Grow Your Own" initiatives.

Residency: Preparation program including an intensive, year-long clinical experience where a candidate works alongside an experienced mentor, typically while completing coursework towards a master's degree and/or licensure.

[Comparison of Teacher Residencies and Registered Teacher Apprenticeship Programs](#)

Key Issues for Discussion:

- Looking ahead, how can Minnesota best balance the need for quality assurance (ensuring all teachers meet high standards, regardless of pathway) with the need for increased accessibility to the profession and the growing demand for district led "Grow Your Own" programs?
- Are there legislative or PELSB procedural updates (e.g., funding, licensure flexibility, rule making) that can be identified currently to support accessibility to the profession in tandem with maintaining high quality teacher preparation?
- Considering the projected growth of apprenticeship and residency models and the ongoing need to retain teachers in Minnesota, how can the state ensure robust, consistent, and funded mentorship and induction support for all new teachers, regardless of their licensure pathway?

Session 3: The Future of Learning

Katie King, Senior Director of Strategic Engagement, KnowledgeWorks

About **KnowledgeWorks**

Through strategic foresight, KnowledgeWorks dives into critical education issues to translate insights about the future of learning into action today.

Summary

Last year the Board discussed the need to streamline teacher licensure as many fields have not been updated since 2001. In the Board's work over the past year, a central question emerged: how can we rethink licensure through the lens of meeting the future needs of students, teachers, and schools? To help answer that question, KnowledgeWorks' strategic foresight team member Katie King will facilitate a session centered on the future of education, drawing upon KnowledgeWorks' thought leadership and local, statewide, national, and global trends influencing the future of education.



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Emerging Trends: The Future of Education

Session 3: The Future of Learning

Background and Context:

Last year the Board discussed the need to streamline teacher licensure since many fields have not been updated since 2001. As that discussion continued throughout the Board's work over the past year, a central question has emerged: how can we rethink licensure through the lens of meeting the future needs of students, teachers, and schools.

To help answer that question, KnowledgeWorks' strategic foresight team member Katie King will facilitate a session centered on the future of education. This session will draw upon KnowledgeWorks' thought leadership on the future of learning and local, statewide, national, and global trends influencing the future of education.

Key topics include:

- **Understanding Futures Thinking:** Understanding what futures thinking is and why and how to apply it in education
- **Examining Changes on the Horizon:** Exploring changes influencing the future of learning
- **Exploring Possibilities for the Future of Learning:** Responding to and identifying possibilities for the future, given changes on the horizon
- **Considering Implications for Educator Licensure and Preparation:** Identifying what future possibilities might mean for educator licensure and preparation, including challenges and opportunities.

Facilitator/Speaker:



Katie King, Senior Director of Strategic Engagement

Katie manages externally facing strategic foresight projects and partnerships, co-designs and delivers workshops and contributes to KnowledgeWorks publications about the future of learning. Katie leads foresight strategy in state supports for personalized, competency-based learning, supports the management of foresight operations and strategic execution, and manages strategic foresight projects focused on sensemaking and strategy development.

Katie has previously served as a consulting futurist for various nonprofit organizations and taught middle school English in Texas and California. She holds a bachelor's in journalism from the University of Southern California and a master's in foresight from the University of Houston. She is a member of the Association of Professional Futurists and co-author of [*The Futures Thinking Playbook*](#).

Key Issues for Discussion:

1. How are the needs of students changing and how does that impact licensure?
2. Would a restructure help address components of the teacher shortage?
3. Should PELSB consider discontinuing and/or combining licensure fields that are redundant?

Appendix 1: Current Licensure Fields in Minnesota

Licensure Field (Scope)	Licensure Field (Scope)
Early Childhood/Elementary	
Early Childhood (Birth – Grade 3)	Preprimary* (Age 3 – K)
Parent and Family Education (Adult)	Elementary Education (K-6)
World Language and Culture* (K-8)	
Middle Level	
Communication Arts and Literature* (5-8)	Social Studies* (5-8)
Math* (5-8)	General Science* (5-8)
General Science (5-8)	
Miscellaneous	
Adult Basic Education (Adult)	Driver and Traffic Safety (9-12)
Bilingual-bicultural*(K-6 or 5-12)	
K-12 or PreK-12	
American Indian Language, history, culture (K-12)	World Languages and Cultures (K-12)
Dance and Theatre Arts (K-12)	English as a Second Language (K-12)
Dance (K-12)	Computer, Keyboarding and Related Technology Applications* (K-12)
Theatre Arts (K-12)	Library Media Specialist (K-12)
Visual Arts (K-12)	Reading* (K-12)
Instrumental, Vocal, Classroom Music (K-12)	Reading Leader* (K-12)
Physical Education (PreK-12)	
Secondary	
Communication Arts and Literature (5-12)	Chemistry (9-12)
Health Education (5-12)	Earth and Space Science (9-12)
Mathematics (5-12)	Life Sciences (9-12)
Social Studies (5-12)	Physics (9-12)
Technology (5-12)	
Special Education	
Academic and Behavioral Strategist (K - Age 21/Grade 12)	Deaf or Hard of Hearing (Birth – Grade 12)
Emotional Behavioral Disorders (K-12)	Blind or Visually Impaired (Birth – Grade 12)
Learning Disabilities (K-12)	Oral/Aural Education (Birth – Grade 12)
Developmental Disabilities (K-12)	Early Childhood Special Education (ECSE) (Birth through age 6)
Developmental Adapted Physical (Pre-K- Grade 12)	Physical and Health Disabilities (PreK – Grade 12)
Related Service	
Speech-Language Pathologist (PreK – 12)	School Social Worker (PreK – 12)
School Nurse (PreK – 12)	School Counselor (K – 12)
School Psychologist (PreK – 12)	

Career and Technical Education/ Career Pathways	
Agriculture Education (5-12)	Communications Technology Careers (7-12)
Business Education (5-12)	Construction Careers (7-12)
Family and Consumer Sciences (5-12)	Manufacturing Careers (7-12)
Career and Technical Education accommodation specialist for students with disabilities* (5-12)	Medical Careers (7-12)
Teacher/Coordinator of Work Based Learning* (9-12)	Creative Design Careers (7-12)
Cosmetology (9-12)	Early Childhood Careers (7-12)
Law Enforcement (9-12)	Hospitality Careers (7-12)
Firefighting (9-12)	Transportation Careers (7-12)
* Field offered as an endorsement	

What Is Pushing Us to The Future

As we look to what might happen in K-12 education over the next decade, we must first look around at the broad changes in society that are shaping current experiences and serving as the launchpad for the future.

ARTIFICIAL INTELLIGENCE

[Generative artificial intelligence](#) (AI), which can create code and written, video, image and audio content in response to prompts that use everyday language, became broadly accessible with the [release of ChatGPT](#). Generative AI is on pace to become as widespread as the internet. AI is also continuing to evolve. Near term, AI is expected to expand from being an “oracle,” a tool of which users ask questions, to also being an “agent,” a tool that can carry out tasks on its own. Today’s simple question-and-answer interactions are on track to become a more complex set of relationships between humans and AI and among AI systems themselves. Longer term, many people [believe](#) that [artificial general intelligence](#) (AGI) will develop, matching or surpassing human cognitive abilities. Over the next ten years, AI presents immense potential to create fundamental changes – for better or worse – in education, the workforce and human cognition and behavior.

SOCIAL FRAGMENTATION

The [decline of communal life](#), an epidemic of [loneliness](#) and ongoing [political polarization](#) are contributing to a sense of division and lack of connection among people in the U.S. Many people inhabit [algorithmically reinforced](#), siloed communication bubbles that [confirm](#) their existing views, and those echo chambers are driving their beliefs and life choices. Neighborhoods are increasingly segregated along [socioeconomic](#), [racial](#) and [partisan](#) lines, influencing the degrees to which people live, work and learn among people different from themselves. These phenomena are [threatening](#) people’s ability to connect across lines of difference and work together toward a shared future. Over the next ten years, the ongoing struggle to find common ground and accept shared truth will influence education, community life and efforts to shape social institutions.

CLIMATE CHANGE

We are living through an inescapable climate crisis. Climate disasters are [becoming](#) increasingly frequent. Large storms, wildfires and floods have wreaked havoc on communities across the country, including some places that had previously [been considered](#) relatively safe from the effects of climate change. The intensity and trajectory of extreme weather events are [getting harder](#) to anticipate. In addition, patterns of temperature and precipitation have [been steadily changing](#), [threatening](#) natural ecosystems, community livability and human health and well-being. Over the next ten years, school routines, housing, food systems, public health efforts to prevent emergent disease, migration patterns and many more aspects of life will need to adjust to new climate realities.

Session 4: Navigating Federal Education Policy

*Dr. Yohuru Williams, Distinguished University Chair, Professor and
Founding Director of the Racial Justice Initiative*

Dr. Stacie Stanley, Superintendent of Saint Paul Public Schools

Erin Farmer, J. D., Assistant Attorney General

Keith Ellison, J. D., Minnesota Attorney General



Summary

The current administration has issued a series of executive orders challenging the rights of students and the very landscape of K-12 and higher education. The Minnesota Office of the Attorney General (AGO) has been responsive to these orders, providing legal guidance to state and local government agencies, as well as higher education institutions. The Board has invited representatives from these three areas (higher ed, K-12, and the AGO) to have a facilitated discussion on navigating federal education policy today. Minnesota Attorney General Keith Ellison will join the discussion virtually.



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Current Context: Informing Future Work

Session 4: Navigating Federal Education Policy

Background and Context:

The current administration has issued a series of executive orders challenging the rights of students and the very landscape of K-12 and higher education. The Minnesota Office of the Attorney General (AGO) has been responsive to these orders, providing legal guidance to state and local government agencies, as well as higher education institutions. The Board has invited representatives from these three areas (higher ed, K-12, and the AGO) to have a facilitated discussion on navigating federal education policy today.

Facilitators/Speakers:



Dr. Yohuru Williams, Distinguished University Chair, Professor and Founding Director of the Racial Justice Initiative

Dr. Yohuru Williams is the Distinguished University Chair and Professor of History and Founding Director of the Racial Justice Initiative at the University of St. Thomas. He received his Ph.D. from Howard University in 1998. Dr. Williams is the author, co-author, and editor of eleven books, including *Call Him Jack: The Story of Jackie Robinson*, *Black Freedom Fighter* and *More Than A Dream: The Radical March on Washington for Jobs & Freedom*, which was longlisted for the National Book Award in Young People's Literature. Dr. Williams has appeared on a variety of local and national television and radio programs,

including the History Channel, CNN, Fox Business News, NPR, BET, and ABC. His scholarly articles have been published in the American Bar Association's *Insights on Law and Society* and the *Journal of Civil and Human Rights*.



Erin Farmer, J.D., Assistant Attorney General

Erin Farmer has been an Assistant Attorney General in Health and Teacher Licensing since 2023. Along with her work for PELSB, Erin primarily represents the Board of Social Work, the Board of Pharmacy, the Behavior Analyst Advisory Council, and the Board of Nursing; and assists with matters for a variety of other licensing boards. In addition, Erin serves on special working groups at the Attorney General's Office, including a working group dedicated to election-year litigation, and currently co-chairs the Office's Anti-Discrimination Working Group. Before joining the Attorney General's Office, Erin served as a judicial clerk for the Honorable Sarah I. Wheelock's first term on the Minnesota Court

of Appeals, as a judicial clerk in Hennepin County district court, and as a law clerk and student attorney for the Ramsey County Attorney's Office. Erin is a graduate of Mitchell Hamline School of Law. Originally from Iowa,

Erin has resided in Saint Paul for over twenty years and formerly worked in marketing and management for performing arts organizations.



Keith Ellison, J.D., Minnesota Attorney General

Keith Ellison has served as Minnesota's Attorney General since being sworn in on January 7, 2019. From 2007 to 2019, Keith Ellison represented Minnesota's 5th Congressional District in the U. S. House of Representatives, championing consumer, worker, environment, and civil- and human-rights protections for Minnesotans. He served for 12 years on the House Financial Services Committee, where he helped oversee the financial services industry, the housing industry, and Wall Street, among others. His legislative accomplishments include passing provisions to protect credit-card holders from abusive practices and protect the rights of renters and tenants. While in

Congress, he founded the Congressional Antitrust Caucus and the Congressional Consumer Justice Caucus. He also served as co-chair of the Congressional Progressive Caucus, which he helped build to more than 100 members. Prior to being elected to Congress, Attorney General Ellison served four years in the Minnesota House of Representatives. Before entering elective office, he spent 16 years as an attorney specializing in civil-rights and defense law, including five years as executive director of the Legal Rights Center. As the leader of this public-interest law firm, he oversaw a team of attorneys focused on delivering justice for Minnesotans who had nowhere else to turn. He was also a noted community activist. Attorney General Ellison received his law degree from the University of Minnesota Law School in 1990. He is the proud father of four adult children: Isaiah, Jeremiah, Elijah, and Amirah. He is the first African American and the first Muslim American to be elected to statewide office in Minnesota.



Dr. Stacie Stanley, Superintendent of Saint Paul Public Schools

Dr. Stacie L. Stanley started as Superintendent of Saint Paul Public Schools on May 12, 2025. Prior to her appointment in SPPS, she served as the superintendent of Edina Public Schools. Stacie has served in a variety of education roles including math teacher, school principal, director of curriculum, assessment and instruction & prior to serving as superintendent she served as the associate superintendent of Eden Prairie Schools. Dr. Stanley fervently believes that the “answer is in the room” and building leadership capacity through dignity supports organizational transformation.

Dr. Stanley earned a doctorate degree from Bethel University in St. Paul, where she researched the impact of intercultural development on K-6 administrative leadership practice. She is a fierce advocate for creating safe spaces of belonging for each and every student that allows them to know their worth and thrive. Dr. Stanley is the co-author of *Leading While Female: A Culturally Proficient Response for Gender Equity*. Dr. Stanley also served as a contributing author for the text *Innovative Voices in Education: Engaging diverse communities*.

Dr. Stanley is a doctoral program adjunct faculty member and advisor at Bethel University in Minnesota. Stacie lives in a multi-generational home with her husband and 95-year-old father, and enjoys being an empty nester, power walking, and spending time with their grandchildren.

Appendix 1: Minnesota Attorney General's Office Communications on Federal Education Policy

February 20, 2025 - [Barring students from participating in extracurricular activities consistent with their gender identity would violate the Minnesota Human Rights Act](#)

March 5, 2025 - [Attorney General Ellison issues multistate guidance for schools on legal diversity, equity, inclusion and accessibility initiatives](#)

March 5, 2025 - [Joint Guidance for Higher Education and K-12 on Diversity, Equity, and Inclusion](#)

March 13, 2025 - [Attorney General Ellison sues to stop dismantling of Department of Education and protect students](#)

March 24, 2025 - [Attorney General Ellison continues the fight to stop Trump from shutting down the Department of Education](#)

April 9, 2025 - [In SCOTUS brief, Attorney General Ellison defends use of LGBTQ-inclusive books in public schools](#)

April 22, 2025 - [Attorney General Ellison sues to 'stop Trump from bullying vulnerable children' in Minnesota](#)

April 25, 2025 - [Attorney General Ellison sues Trump Administration over unlawful conditions on funding for K-12 schools](#)

Appendix 2: Executive Orders Pertaining to Education

[Executive Order: Ending Illegal Discrimination and Restoring Merit-Based Opportunity](#)

[Executive Order: Expanding Educational Freedom and Opportunity for Families](#)

[Executive Order: Ending Radical Indoctrination in K-12 Schooling](#)

[Executive Order: Additional Measures to Combat Anti-Semitism](#)

[Executive Order: Keeping Education Accessible and Ending Covid-19 Vaccine Mandates in Schools](#)

[Executive Order: Restoring Public Service Loan Forgiveness](#)

[Executive Order: Improving Education Outcomes by Empowering Parents, States, and Communities](#)

[Executive Order: Advancing Artificial Intelligence Education for American Youth](#)

[Executive Order: Reinstating Common Sense School Discipline Policies](#)

[Executive Order: White House Initiative to Promote Excellence and Innovation at Historically Black Colleges and Universities](#)

[Executive Order: Reforming Accreditation to Strengthen Higher Education](#)

[Executive Order: Transparency Regarding Foreign Influence at American Universities](#)

[Executive Order: Preparing Americans for High-Paying Skilled Trade Jobs of the Future](#)

Session 5: Board Policy

Dr. Yelena Bailey, Executive Director, PELSB

Erin Doan, Director of Educator Preparation and Pathways, PELSB

Debby Odell, Licensing and Operations Manager, PELSB

Steven Rollin, Rulemaking Attorney, PELSB



Summary

The mission of the Professional Educator Licensing and Standards Board (PELSB) is to ensure all Minnesota students have high quality educators in their schools who are equipped to deliver effective instruction and meet the instructional needs of all learners. In alignment with our mission, PELSB engages in a significant amount of policy work. As an executive branch agency that is not a cabinet level agency, PELSB has the flexibility to work with various state legislators on passing bills that support Minnesota's teachers. Additionally, PELSB has broad rulemaking authority and regularly engages in rulemaking projects that set standards for teacher preparation and licensure. In fact, PELSB has been a national leader in setting standards for the teaching profession that reflect current and emerging student needs. The Board invites community partners to discuss how efforts to meet the future needs of students are shaped by policy, from legislative work and rulemaking to implementation.



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Current Context: Informing Future Work

Session 5: Board Policy

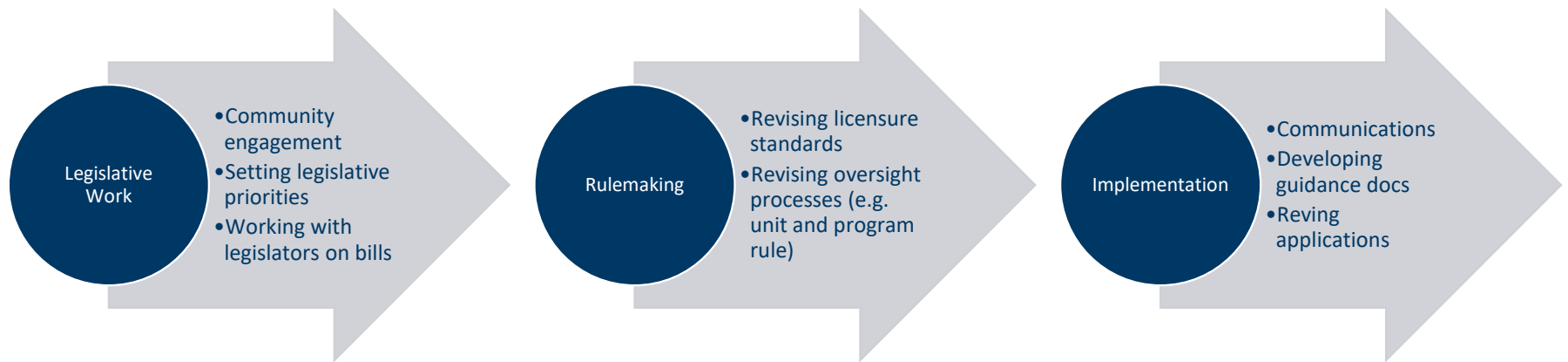
Background and Context:

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Key Issues for Discussion:

1. As the Board reflects on the best way to meet the future needs of students, how do the various pieces of policy work (legislative, rulemaking, and implementation) fit into that work?
2. What does this look like for pathways to licensure (teacher preparation, portfolio, etc.)?
3. What does this look like for licensure and renewal policies?

Board Policy Process



PELSB'S LEGISLATIVE PLATFORM

2019-2024

BACKGROUND

Since the establishment of Professional Educator Licensing and Standards Board (PELSB) in 2018, the Board has brought forward a legislative platform and advocated for policies in an effort to ensure Minnesota students have high quality educators in their schools.

REMOVING BARRIERS TO LICENSURE:

- Eliminate Basic Skills Exam requirements for teachers seeking a Tier 4 license (2020, 2021, 2022, 2023)
- Eliminate content and pedagogy exam requirements for teachers who completed teacher preparation in Minnesota or who completed teacher preparation and passed licensure exams in another state (2022, 2023)
- Allow performance assessment (i.e., edTPA) in place of pedagogical exam for teachers seeking a Tier 3 license who have not complete teacher preparation (2019, 2020, 2021, 2023)
- Expand exemptions from a bachelor's degree to include native speakers of a world language and visual and performing artists (2021, 2022)
- Provide funding and support to educators seeking a license in their heritage language (2023)

MEET THE NEEDS OF MN STUDENTS:

- Bring Minnesota into compliance under Part B of the IDEA (2024)
- Literacy training and mentorship (2024)
- Support teachers to obtain licensure in shortages areas, such as special education (2024)



ELEVATING THE PROFESSION

- Remove the Tier 2 to Tier 3 pathway based on three years of teaching experience (2021, 2022, 2023)
- Strengthen Tier 2 requirements to align with content expertise or enrollment in a teacher preparation program (2021, 2022)
- Add mentorship requirements for teachers holding a Tier 1 or Tier 2 license (2021, 2022)
- Additional pathways to Tier 4 – portfolio and national board certification (2024)
- Aligning district TDE with SEPs (2024)
- Support residency programs (2023)
- Support increased educator compensation (2024)
- Support paid student teaching (2024)

OPERATIONAL EXCELLENCE:

- Increase number of board members (2019, 2020, 2021, 2022, 2023)
- Increase licensure fee from \$57 to \$85 and add a nominal fee to support IT costs (2021)
- Remove redundant district reports (2020, 2021, 2022, 2023)
- Clarify definitions and processes (2019, 2020, 2021, 2022, 2023)
- Support BOSA taking on licensing duties (2024)
- IT budget to complete licensure system (2024)
- Clarify data collection and reporting responsibilities (2024)
- Allow BIE schools to access the Teacher Mentorship Grant (2024)
- Support literacy supports – including funding, clinical experience, and coaching (2024)

RENEWAL:

- One-time renewal requirements for teachers holding their initial Tier 3 license (2022)
- Ensure training in cultural competency and meeting the needs of multilingual learners is required for all teachers (2019, 2020, 2021, 2022)

ADVOCACY

Increase Teachers of Color Act (ITCA) (2019-2024)

KEY BILLS OVER TIME

HF 1415, Rep. Youakim (PELSB's 2019 Policy Proposals)

HF 3580, Rep. Youakim (PELSB's 2020 Policy Proposals)

HF 1376, Rep. Frazier (PELSB's 2021 Policy Proposals)

SF446, Sen. Abeler (2020 Increase Teachers of Color Act)

HF3231, Rep. Frazier (PELSB's 2022 Policy Proposals)



PROPOSALS ADOPTED INTO LAW

Increased Teacher Mentorship Funding from \$1.5 million to \$6 million (2021 ITCA)
\$500k for a teacher recruitment and marketing campaign (2021 ITCA)

PELSB'S 2025 LEGISLATIVE PLATFORM

BACKGROUND

Since the establishment of Professional Educator Licensing and Standards Board (PELSB) in 2018, the Board has brought forward a legislative platform and advocated for policies in an effort to ensure Minnesota students have high quality educators in their schools.

OPERATIONAL EXCELLENCE: JURISDICTION AND CAPACITY

- BOSA funding to support processing of administrative licenses by BOSA
- Transfer grantmaking duties to MDE
- Transfer responsibility to administer the paraprofessional credential to MDE

OPERATIONAL EXCELLENCE: PELSB STAFFING AND SUPPORTS

- Ensure PELSB can accommodate increased costs associated with living adjustments, step increases for staff, and increased reviewer costs
- Support funding and programs to support teachers in shortage areas (e.g. portfolio cohorts, heritage language pathways programs)
- Ensure PELSB has funding for MN.IT maintenance costs



MEETING THE NEEDS OF MINNESOTA'S STUDENTS AND SCHOOLS

- Support increased funding, programs, and reporting to help recruit and retain teachers of color
 - CUGMEC
 - Teacher Mentorship & Retention of Effective Teachers
 - Paid student teaching
- Support funding and programs to support teachers in shortage areas

ELEVATING THE TEACHING PROFESSION:

- Support bills that seek to make teaching the prestigious, desirable, financially viable, and professionally exciting job that we all know it needs to be to recruit and retain diverse and excellent teachers
- Support bills that seek to increase opportunities and supports for educators that will translate to improved academic outcomes for multilingual learners
- Support residency programs
- Support increased educator compensation
- Support paid student teaching

RENEWAL:

- Eliminate outdated references to licensure exams
- Remove the requirement to attempt a content exam for teachers seeking to renew a Tier 1 license
- Remove redundant reporting requirements:
 - Minn. Stat. 122A.092, subd. 2. paragraph 4. The [PELSB] will report annually to the education committees of the legislature on the performance of teacher candidates on core assessments of knowledge and skills under this clause during the most recent school year.



Session 6: Bringing It All Together

Dr. Yelena Bailey, Executive Director, PELSB

Erin Doan, Director of Educator Preparation and Pathways, PELSB

Debby Odell, Licensing and Operations Manager, PELSB

Steven Rollin, Rulemaking Attorney, PELSB



Summary

As we consider the theme of this retreat, Emerging Trends: The Future of Education, how does what we have learned and discussed this week inform the Board's future work? The Board invites participants to review the key areas of PELSB's work and discuss what future work in these areas might look like.



NOTES

[illegible]

Current Context: Informing Future Work

Session 6: Bringing It All Together

Background and Context:

As we consider the theme of this retreat, Emerging Trends: The Future of Education, how does what we have learned and discussed this week inform the Board's future work? The Board invites participants to review the key areas of PELSB's work (listed on the next page) and discuss what future work in these areas might look like.

Key Issues for Discussion:

1. What will the top needs of students be in 5 years?
2. How do those needs relate to teacher licensure, teacher preparation, alternative pathways, and education policy?
3. What steps would PELSB need to take now to meet those needs?

PELSB's mission is to ensure all Minnesota students have high quality educators in their schools.

Licensure & Renewal:

One of the primary ways PELSB fulfills its mission is by licensing 100,000 teachers in Minnesota. This work includes setting licensure standards and renewal requirements.

Teacher Preparation & Pathways to Licensure:

PELSB oversees the approval of all teacher preparation programs in the state of Minnesota, including innovative pathways like teacher residencies and apprenticeship.

Additionally, PELSB is one of a handful of states with a licensure-via-portfolio pathway, a performance-based way to meet state standards and obtain professional licensure.

Legislative Policy:

In alignment with the Board's mission, PELSB engages in a significant amount of policy work, including working with state legislators on passing bills that support Minnesota's teachers and students.

Rulemaking:

PELSB has broad rulemaking authority to revise teacher licensure standards, unit and program standards, and the implementation of state statutes.

Thank You & Exit Survey



Thank you for attending the PELSB Board Retreat. We want to continually engage with our stakeholders, and we value your feedback. Your feedback helps us improve and better serve educators and students across Minnesota.

Please scan the QR code to provide your thoughts on the 2025 Board Retreat.



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