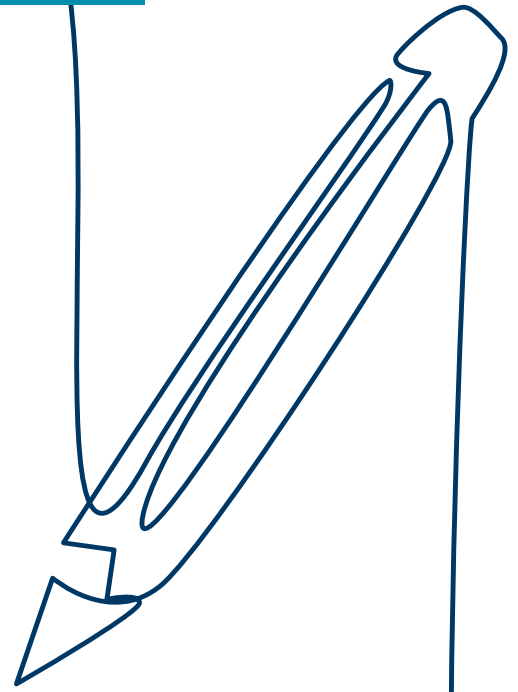


2026 BOARD RETREAT

June 25-26
Discussion Guide



SCHEDULE



Thursday, June 25, 2026

Time	Activity	Location
8:30am-9am	Welcome, coffee and light breakfast	Quarryview Education Center 800 7th St S Waite Park, MN 56387
9am-10:30am	Session 1: The Future of AI in Education	
10:30am-10:45am	Break	
10:45am-12:15pm	Session 2: Special Education Licensure and Workforce Solutions	
12:15pm-2:45pm	Break for lunch (lunch not provided)	
2:45pm-4:30pm	Session 3: Addressing Teacher Retention	

Friday, June 26, 2026

Time	Activity	Location
8:30am	Community Partner Breakfast	St. Cloud State University Integrated Science and Engineering Laboratory Facility (ISELF) Room 110 230 8th St S St. Cloud, MN 56301
9:30am	Board Meeting	



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 community partner engagement.

HISTORY

Since its formation in 2018, PELSB hosts an annual retreat and community partner breakfast. With the location alternating every year between the 7-county metropolitan area and Greater Minnesota, the retreat and breakfast are an opportunity for engagement amongst board members, board staff, and community partners. The retreat promotes collaboration and relationship forming amongst the Board and community partners.

SESSION 1

THE FUTURE OF AI IN EDUCATION

This session explores the evolving landscape of Artificial Intelligence in education, moving beyond the hype to focus on practical, ethical, and professional implications. Board members will hear from a representative of AI4MN/MNGAIA.

AI4MN/MNGAIA is a statewide alliance made up of educators, school districts, higher education institutions, and workforce partners. Their mission is to enable human potential by providing AI policy leadership to protect, safeguard, and advance learning in Minnesota. By creating access, opportunity, and agency for all, MNGAIA leads with human-centered approaches to AI and education, aligning state networks through a unified framework of cross-mapped strategic pillars.



Key Pillars

Responsible AI Leadership: We champion AI policy, safety, and student wellbeing so schools can innovate with confidence.

Professional Empowerment: We develop people who can use AI with confidence, lead others through the shift, and reclaim time for the work that matters most.

Human-Centered Design & Focus: We put learners at the center of every system we design and every experience we build, while never losing sight of the human skills that matter most.

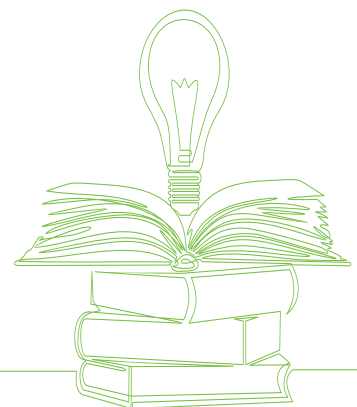
Statewide Coherence & Impact: We unify P-12, Higher Ed, and workforce partners ensuring every Minnesota learner experiences a connected, supportive, and equitable educational journey.

Key Issues for Discussion

1. Ethical Use of AI: How can we implement AI tools in our classrooms in a way that aids and prioritizes student development? What frameworks can we use to make sure AI-assisted learning does not replace critical development for learners?

2. Student-Centered Learning: How can AI be leveraged to provide truly differentiated instruction for students with diverse needs without isolating them from the collaborative classroom experience?

3. Maintaining Respect for the Profession: How can AI be used to automate time-consuming tasks while ensuring that the core of the teaching profession remains human-centered?



[illegible]

SESSION 2

SPECIAL EDUCATION LICENSURE AND WORKFORCE SOLUTIONS

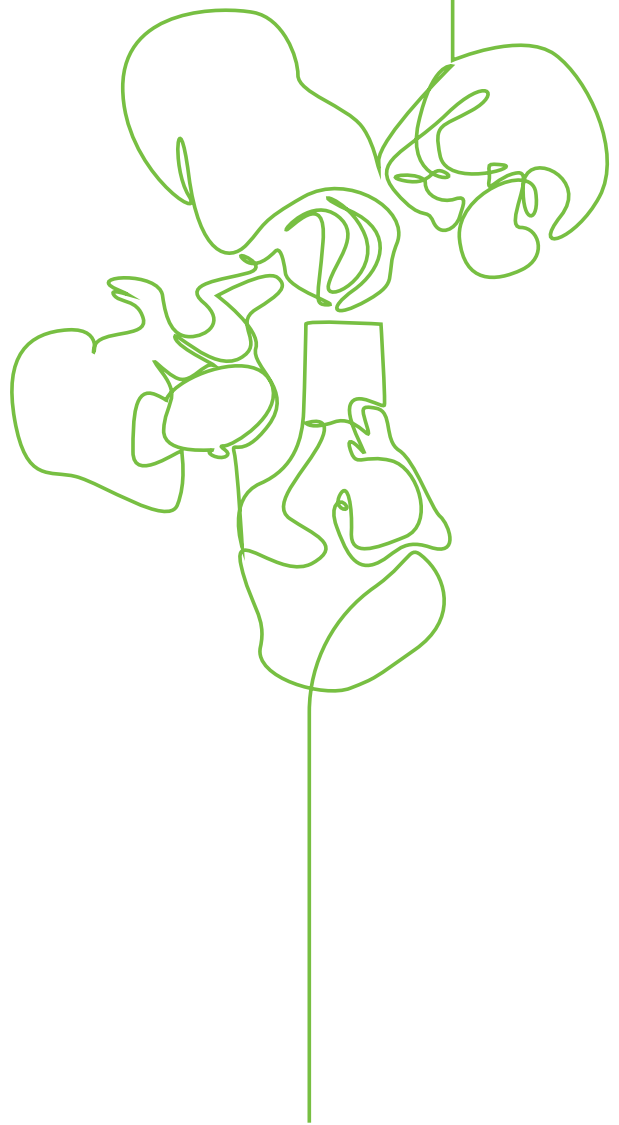
This session addresses current successes and opportunities for change related to special education licensure and pathways

Background and Context

Over the past several years, PELSB has worked to address student, teacher, and district needs related to special education. In 2024, the Board advocated for legislation that codified federal requirements for special education licensure. In 2026, the Board added the Interstate Teacher Mobility Compact to its legislative priorities and voted to address the future needs of students by streamlining special education licensure. The purpose of these changes is to address reciprocity issues and prepare future teachers to address a broader range of student needs, ensuring more teachers with adequate training in special education are serving students.

Key Issues for Discussion

1. What are the tensions across systems that are causing difficulties in special education right now?
2. How might we support more innovative pathways to special education licensure?
3. As licensure requirements evolve to cover a broader range of student needs, how must our professional development and mentorship programs adapt to support teachers?
4. With several legislative and policy changes over the past few years, what immediate resources or guidance do teachers and administrators need to ensure they can successfully serve students?



Notes

SESSION 3

ADDRESSING TEACHER RETENTION

The need for greater teacher retention is well understood. However, the role of state agencies, educational organizations, districts, teachers, and communities play is less clear. This session explores the systemic drivers of turnover, such as competitive salaries, supportive leadership, and overall job satisfaction.

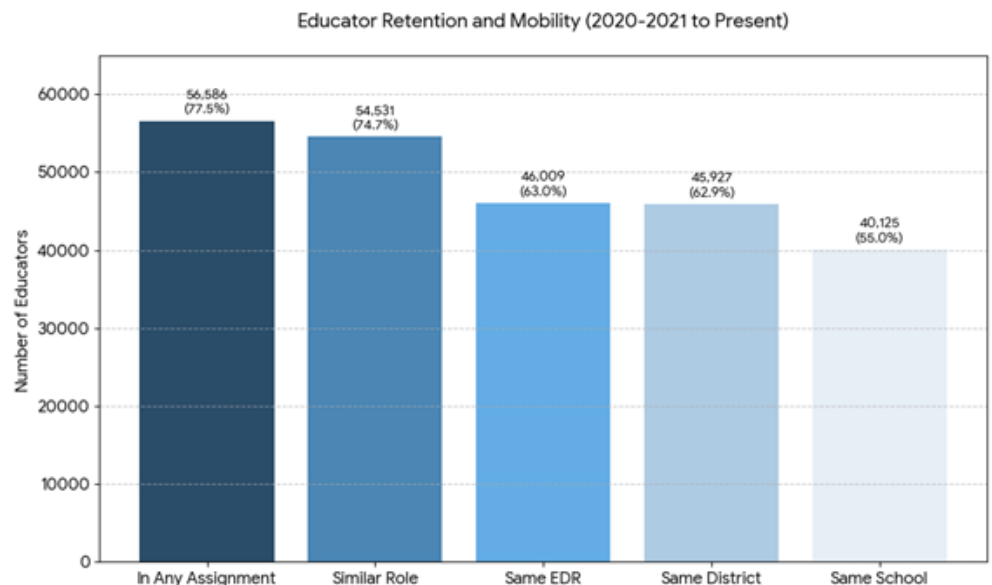


Background and Context

Teacher turnover remains a critical challenge in the United States, with approximately 1 in 7 public school teachers moving schools or leaving the profession annually. While the national turnover rate has remained relatively stable over two decades, it is significantly higher than in top international education systems. In Minnesota, nearly a third of new teachers leave teaching within the first five years in the profession. Out of nearly 73,000 educators reported as working this school year, 77% (56,586) were reported with an assignment in 2020-2021. Of those, just under 55% (40,125) were reported as working in the same school in 2020-2021. Both national research and the state MNSPIRE survey identify school climate and compensation as key factors in teacher retention.

[Teacher Retention Data Dashboard](#)

Key Issues for Discussion



1. What organizations are involved in teacher retention and what is the scope of their jurisdiction or influence?
2. What legislative changes could help support teacher retention?
3. Given the Board's scope of work, how can PELSB support increased teacher retention?

[illegible]

Notes

[illegible]

[illegible]



1021 Bandana Blvd. E
Suite 222
Saint Paul, MN 55108



pelsb@state.mn.us



mn.gov/pelsb



651.539.4200