MINNESOTA
PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

Board Meeting

9:30 am

August 14, 2026

Agenda

I. Call to Order

II. Approval of Board Meeting Agenda

III. Discipline Matters (Closed)

III. Consent Agenda

IV. Public Comment

V. Unfinished Business

A. Speech Language Pathologist Rulemaking

V. New Business

A. EdTPA Essentials

VI. Reports

VII. Adjourn

MINNESOTA
PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

Board is in Closed Session for Discipline Matters

- Call to Order
- Oral Arguments
- Discipline Matters
- Consent Agenda
- Public Comment
- Unfinished Business
- New Business
- Reports
- Adjourn

Discipline Report Out

Amy Aho, Chair

Call to Order
Oral Arguments
Discipline Matters
Consent Agenda
Public Comment
Unfinished Business
New Business
Reports
Adjourn

Consent Agenda

Please refer to pages 3 and 4 of the Board meeting agenda.

- Call to Order
- Oral Arguments
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Public Comment

Call to Order
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Dr. Don Allen

Educator

Call to Order
Oral Arguments
Discipline Matters
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Adjourn

Wendy Ambrose

Family and Consumer Sciences

Call to Order
Oral Arguments
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Cherry Cramer

Family and Consumer Sciences

Call to Order
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Speech Language Pathologist Rulemaking

Dr. Yelena Bailey, Executive Director

Unfinished Business

Call to Order

Oral Arguments

Discipline Matters

Consent Agenda

Public Comment

Unfinished Business

New Business

Reports

Adjourn

- In 2025 a legislative change proposed by MDH passed that allows PELSB SLPs to supervise MDH SLPAs. Previously, they could only be supervised by SLPs licensed through MDH. The language passed into law in 2025.
- This cooperative agreement makes the pathway into the classroom through MDH more feasible than before.
- As a result, the Board should consider aligning SLP licensure with that of other occupations with their own boards (school nurses and school social workers). This would mean striking the Tier 2 SLP licensure language.

Unfinished Business

- Call to Order
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Current language:

Subp. 1b. Requirements for a Tier 2 license. A Tier 2 license issued under part 8710.0312 must be issued to a speech-language pathologist if the requirements of this subpart are met.

A. The hiring district must:

(1) show that the position was posted for at least 15 days on the board-approved statewide job board;

(2) show that no Tier 3 or 4 licensed speech-language pathologists applied for the position;

(3) provide justification for why no alternative options for having a licensed speech-language pathologist are available; and

(4) provide supervision by a licensed speech-language pathologist who holds a certificate of clinical competence from the American Speech-Language-Hearing Association, and is able to communicate with a Tier 2 licensed individual any time the individual is in direct contact with a client where the supervision includes the following:

(a) during the first year, at least 30 percent of work includes direct, face-to-face supervision; and

(b) during the second year, at least 20 percent of work includes direct, face-to-face supervision.

B. The applicant must:

(1) have a bachelor's degree in communication disorders or speech-language-hearing sciences; or

(2) hold a speech-language pathologist assistant certificate and a bachelor's degree in any field.

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EdTPA Essentials

Madison Cooper, Partnership Management Lead, Pearson

Pearson

edTPA Essentials

Assessment Overview

MN Professional Educator Licensing and Standards Board (PELSB)

August 14, 2026

Madison Cooper
Lead, Partnership Management
Pearson, Evaluation Systems

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What is edTPA Essentials?

An update to edTPA

- ✓ edTPA Essentials provides a refined structure that reduces redundancy while preserving the essential evidence that states and educator preparation programs rely on.
- ✓ Two-task design that can be completed in any order and across varied classroom contexts.

Targeted, streamlined evidence requirements

- ✓ Fewer artifacts and streamlined content.
- ✓ New prompts target exactly the evidence rubrics require, minimizing complexity while preserving validity.

An improved candidate experience

- ✓ Submissions are completed using rich-text editors, and one video per task ensures streamlined evidence of authentic teaching.

edTPA Essentials

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Why redesign edTPA?

Response to evolving needs

Candidates

- ✓ Clearer expectations and more focused evidence requirements

Programs

- ✓ Flexible integration into coursework and clinical models

Licensing agencies

- ✓ Aligns to updated policy priorities, including literacy, inclusive practices, and MTSS/UDL

edTPA Essentials

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Design and Framework

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edTPA Essentials Framework

High quality, evidence-based instruction

- ❑ Content standards and learning goals
- ❑ Knowledge of students and learning context
- ❑ Direct, systematic, and explicit

Universal Design for Learning (UDL)

- ❑ Provide multiple means of engagement to support learner motivation
- ❑ Use multiple representations to support understanding
- ❑ Offer multiple ways for students to demonstrate learning

Multi-Tiered System of Supports (MTSS)

- ❑ Analyze assessment data to identify students who need additional support
- ❑ Design lessons targeted to specific learning needs
- ❑ Provide feedback and instructional responses aligned to those needs

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edTPA Essentials Design

Feature	edTPA	edTPA Essentials
Number of Tasks	3 tasks: Planning; Instruction; Assessment	2 tasks: Instructional Decision Making & Implementation; Assessment & Analyzing Student Learning
Number of Handbooks	32 handbooks	5 handbooks: Early Childhood; Multiple Subject; Single Subject; Special Education Multiple Subject; Special Education Single Subject
Number of Rubrics	15 rubrics (5 per task)	12 rubrics (6 per task)
Rubric Alignment	Unaligned rubric progressions across all fields	Aligned rubric progression expectations across all fields
Continuity Requirement	Fixed design that requires all evidence across the 3 tasks from single group	Modular design that allows the candidate to feature different groups across the 2 tasks

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edTPA Essentials Design

TASK 1

Instructional Decision Making & Implementation

Focus

- ❑ Candidates plan, teach, and reflect on a short learning segment focusing on instructional decision making.
- ❑ Task focuses on instructional decision-making and implementation

Structure

- ❑ Candidates prepare a 2-3 lesson learning segment and record* themselves teaching at least one of these lessons.
- ❑ 3 rubrics measure planning, 2 rubrics measure implementation, and 1 rubric provides an opportunity for reflection.

***Options are available for Alternative-to-Video Evidence**

edTPA Essentials

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edTPA Essentials Design

TASK 2

Assessment & Analysis of Student Learning

Focus

- ❑ Candidates analyze whole-class learning and plan an extension lesson based on assessment evidence and reflection.
- ❑ Task focuses on analysis of student understanding and instructional response

Structure

- ❑ Candidates provide feedback to 2 students, prepare and record* implementation of an extension lesson, analyze lesson impact and reflect on next steps.
- ❑ 3 rubrics measure analysis and feedback, 2 rubrics measure implementation, and 1 provides an opportunity for reflection.

***Options are available for Alternative-to-Video Evidence**

edTPA Essentials

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edTPA Essentials Design

Alternative-to-Video Evidence

All documentation, video or otherwise, must provide sufficient evidence of candidate practice, student engagement, instructional decision making, assessment practices, and student learning.

Potential alternatives to video

- ❑ Audio Clip(s)
- ❑ Transcript of Audio Clip(s)
- ❑ Audio Clip(s) with Observation Notes
- ❑ Transcript of Audio Clip(s) with Observation Notes
- ❑ Observation Notes
- ❑ Observation Notes for Physical Performance

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edTPA Essentials Design

Instructional Cycle Component	Task 1	Task 2
Planning	Strong emphasis	Moderate emphasis
Instruction	Strong emphasis	Moderate emphasis
Assessment	Limited (used to reflect)	Strong emphasis
Analysis / Reflection	Moderate (instructional effectiveness)	Strong (student learning & impact)

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edTPA Essentials Fields

Single Subject	Content-focus for both Tasks
Early Childhood	Task 1: Literacy Task 2: Mathematics
Multiple Subject	Task 1: Literacy Task 2: Mathematics
Special Education, Multiple Subject	Task 1: Literacy Task 2: Mathematics
Special Education, Single Subject	Task 1: Literacy Task 2: Instructional responsiveness

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Validity & Reliability

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Validity and Reliability

Validity

- ❑ Each rubric has been validated as measuring the knowledge and skills of a qualified beginning teacher by a national review committee of P-20 educators
- ❑ Ongoing validity activities during the first year of national operational use (2026-27)

Reliability

- ❑ Scoring training and calibration
- ❑ Scorer backreading
- ❑ Double scoring near the state-established cut score
- ❑ Random reliability reads

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Guidance and Supports

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Support Materials

Candidate Supports

- Single Subject One-pagers
- Right Start for edTPA Essentials
- Brief videos:::
  - Assessment Overview
  - Task Deep Dives
  - UDL
  - MTSS

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Support Materials

Educator Preparation Program Supports

- EPP Implementation Guide
- Right Start for edTPA Essentials for EPPs
- Crosswalks and Alignments:::
  - AAQEP
  - CAEP
  - InTASC
  - Danielson and Marzano

Weekly Office Hours

Tuesdays, 1:00–2:00 pm ET

Beginning 8/25/26

Microsoft Teams meeting link

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Implementation Timeline

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Potential MN Implementation Timeline for edTPA Essentials

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Questions and Discussion

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Committee Reports

Executive

Licensing

Teacher Preparation

Legislative

Increase Teachers of Color and Indigenous Educators

Standards and Rules

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Staff Reports

Dr. Yelena Bailey, Executive Director

Staff Reports

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Work Group/Community Partner Meeting	Focus Area	Board/Staff Lead	Date
MDE/OHE	Teacher Workforce Initiatives	Erin Doan	July 23, 2026
We As One	Chinese Language Teacher Training	Erin Doan	July 27, 2026
LEAD Conference	Teacher Retention & Policy	Yelena Bailey	July 28-29, 2026
MDE Charter Leaders	Meet and Greet	Hanna Younce, Caren Custer, Foua Xiong	July 29, 2026
Educator's Rising+ MDE	Grow Your Own Pathways	Erin Doan	July 30, 2026
MN State Representatives	Transfer Pathways	Erin Doan, Rochelle Dyer, Sapna Thapa	August 3, 2026
DCYF	Data Exchange FY27	Erin Doan	August 6, 2026
Standards & Rules	AI in Education	Amy Aho, Rochelle Dyer, Yelena Bailey, Erin Doan, Debby Odell	August 13, 2026

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Chair Report

Amy Aho, Chair

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The meeting is adjourned.

Upcoming Meetings:
September 18, 2026

Please visit https://mn.gov/pelsb/board/meetings/ for more information.

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LICENSING AND STANDARDS BOARD

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The Board is in Recess until 11:11 a.m.