MINNESOTA
PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

Board Meeting

9:30 am

September 18, 2026

Agenda

I. Call to Order

II. Approval of Board Meeting Agenda

III. Oral Arguments

IV. Discipline Matters (Closed)

IV. Consent Agenda

V. Public Comment

VI. Unfinished Business

- A. Speech Language Pathologist Rulemaking
- B. Science Licensure

VI. New Business

- A. Board-Adopted Performance Assessment Feedback
- B. Legislative Priorities
- C. Tiered Licensure & Permissions Report

VII. Reports

VIII. Adjourn

- Call to Order
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Oral Arguments

MINNESOTA
PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

Board is in Closed Session for Discipline Matters

Call to Order

Oral Arguments

Discipline Matters

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Discipline Report Out

Amy Aho, Chair

Call to Order
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Consent Agenda

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

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Public Comment

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Cherry Cramer

Family and Consumer Sciences

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John Olson

Board Member, Minnesota Science Teachers Association

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Jeremie Bellenir

University of St. Thomas

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Speech Language Pathologist Rulemaking

Dr. Yelena Bailey, Executive Director

Unfinished Business

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- 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

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The proposed change would strike the language below:

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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Science Licensure

Steve Rollin, PELSB Rulemaking Attorney

Science Licensure

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Background

- In May 2026, the Board voted to move forward with the recommendation to streamline science licensure by working towards one, or no more than two, 5-12 science license(s).
- The new 5-12 science license(s) will be able to teach 5-8, the science 5-8 license will become a legacy license, and current 7-12 and 9-12 licenses will be amended to allow teaching 5-8 science.
- At the June 2026 board meeting, the Board voted that the current 5-8 endorsement license (for elementary teachers) is maintained.

Science Licensure

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Discussion- Extend grade levels for science licensure?

- Current science teachers have reached out to ask if anything can be done to allow them to teach 5-8 science while the rulemaking is in process.

- Under Minn. Rule 8710.4770, teachers licensed in a science subject area in grades 9-12 or 7-12 may take an exam for licensure in other science subject areas; however, this does not include taking an exam for 5-8 science licensure.

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Resolution Options

The Board could consider a resolution to waive the grade 9-12 requirement to allow 7-12 and 9-12 science teachers to add science 5-8 via testing. The testing could be adapted from the licensure-by-exam procedure in 8710.4770.

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Resolution Options

- Concurrently, the Board could consider a resolution to waive a limitation so middle school teachers can teach more 9th grade science without an out-of-field permission.
- The rule already allows 9th grade Physical Science or 9th grade Integrated Science courses for teachers with 5-8 science licenses.
- The waiver would read as follows: “Licenses issued to teach all sciences in grades 5 through 8 under this exception . . . are not valid for teaching ~~integrated~~ science offerings above grade 9.” The resolution would be a temporary measure until the science licensure rules are revised in 2027.

Science Licensure

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How many teachers are close to their five-year limit of OFPs?

Years on OFP	Number of Teachers working on OFP (all subjects)	Tier3/Tier 4 Science Educators with Science OFP (no limit)	Teachers by Number of OFPs used in Limit (all subjects)
1 year	7,103	395	6,797
2 years	3,058	197	1,249
3 years	1,616	94	277
4 years	794	33	76
5 years	377	20	0
6 years	179	0	0
7 years	147	0	0
8 years	9	0	0
Total	13,283	739	8,399

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Board-Adopted Performance Assessment Feedback

Dr. Caroline Maguire, MACTE Executive Director

Keri DeSutter, MACTE President

Dr. Zane Sheehan, MCATP

MACTE
Input on Teacher Performance Assessments edTPA

Cari Maguire, MACTE Executive Director
University of Minnesota Twin Cities

Keri DeSutter, MACTE President
Minnesota State University Moorhead

Our Position: Rigorous Oversight, Better Tools

- We welcome meaningful, rigorous oversight of teacher preparation — we are not seeking to avoid assessment or accountability.
- Our concern is specific: the evidence does not show edTPA's benefits justify its financial, emotional, and instructional costs to candidates and programs.
- We look forward to working with the Board to identify assessment approaches that provide meaningful quality assurance data of teacher preparation providers.

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Minnesota Association of Colleges for Teacher Education

Very Brief History of the edTPA

Original edTPA developed by SCALE (Stanford Center for Assessment, Learning and Equity)

- Built on PACT (Performance Assessment for California Teachers), which was modeled on the National Board for Professional Teaching Standards

Focuses on the complex array of skills needed to be an effective teacher

- Design grounded in research on effective teaching practices

Tried to more accurately assess teaching, rather than knowledge about teaching (vs. standardized tests)

Goal was to set a high bar for entering the profession

Required in Minnesota since 2014

Concerns brought to the Board in 2021

Workgroup to consider alternatives to edTPA in 2022

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How edTPA is used in Minnesota

There are many misunderstandings about this…

Candidates in Minnesota are <u>not</u> required to pass the edTPA to be licensed.

- edTPA is ONLY used by PELSB as a measure to evaluate teacher preparation programs.

TPPs can decide how/if they want to use it to evaluate individual candidates

- Some require candidates to pass. Most do not.

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Problems with this use of the edTPA

Burden for cost of assessing institution lands on candidates

- We are asking candidates to pay $300 in order to assess their TPPs.
    - (Sometimes the true cost is higher - e.g. add a credit for an edTPA prep seminar.)

There is no solid research validating that this is a good tool to use to evaluate teacher prep programs.

- SCALE encouraged states to use the edTPA this way when it was originally developed.
- Their case relied heavily on construct validity. They have not produced research linking high edTPA scores to actual program quality.

Motivation of Candidates:

- If you don’t need to pass, you don’t always do your best…

What the research tells us about the edTPA and future teaching effectiveness

Research is Mixed and Inconsistent

Value-added research *(comparing edTPA scores to gains in students' standardized test scores)*

- Teacher candidates who passed the **reading** portion of the elementary edTPA had students with higher reading scores (Goldhaber et al. 2017):
- The same study found **no such relationship for math**

Teacher evaluation research *(comparing edTPA scores to new teacher observation/evaluation scores)*

- There is some correlation between higher scores on the edTPA and higher evaluation scores as a new teacher
- The correlation only holds for the overall edTPA score, not the individual rubrics
    - i.e. receiving a high score on the rubric focused on respectful relationships doesn't necessarily correlate to the similar item on the teacher evaluation tool.

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Concerns about Bias in the edTPA

Problem: Racial and Ethnic Score Gaps

- **National edTPA data (2022 Administrative Report, N=26,947)**: Black candidates score 1.9 points lower than White candidates on average (41.81 vs. 43.70) — a statistically significant gap
- **At edTPA's recommended cut score (42)**: only 57% of Black candidates pass, vs. 70% of White candidates — a 13-point gap
- **State-level data shows even starker impacts**:
  a. Washington: Hispanic candidates were 3x more likely to fail edTPA
  b. New York: Black candidates were nearly 2x as likely to fail as White or Hispanic peers

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TPP Perspective: Experiences with the edTPA

Some Benefits

- **Curricular alignment and program growth**
  - Many preparation programs used edTPA adoption as an opportunity to align coursework more closely with the skills it assesses.
  - Focus on language development
  - Focus on feedback and student use of feedback

- **Educative value for candidates**
  - Structured reflection (especially video-based analysis of one's own teaching) supports growth in reflective practice for many candidates.
  - Reinforced important concepts learned in the preparation program.

TPP Perspective: Experiences with the edTPA

Candidate Burden:

- **Financial**: edTPA adds a substantial additional cost during unpaid student teaching
  - This increases equity concerns
- **Stress**: significant levels of stress and anxiety during an already demanding student-teaching experience
- **Focus**: edTPA becomes *the* focus of student teaching — distracting candidates from other student-teaching duties and broader learning during the placement

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TPP Perspective: Experiences with the edTPA

Loss of Formative Feedback Opportunities

- Supervisors, cooperating teachers, and faculty **cannot give formative feedback on the edTPA itself** — candidates complete it largely without coaching on their submission
- Many programs removed a substantial student-teaching assignment that *did* allow for formative feedback, in order to make room for the edTPA
- This combination of student stress from and over emphasis on the edTPA, paired with limited ability to use it formatively leads many faculty to conclude **edTPA is actually harming, not helping, student teachers' learning.**

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TPP Perspective: Experiences with the edTPA

Validity and Reliability Concerns:

- edTPA often functions **as much as a test of writing as of teaching**
  - Written commentaries can run **to 25 page limit across three tasks** (limits include the prompts themselves) (Average for my students: 15-17 pages single-spaced candidate writing)
- Many programs experience higher scores in programs with faculty who “teach to the test.”
- Candidates sometimes become so focused on producing the required written response at the expense of attention to actual student needs during student teaching
- Faculty reported experiencing candidates receiving substantially different scores from internal department scoring vs. official edTPA scoring — raising concerns about whether results reflect teaching ability or scoring interpretation
- One study Gitomer et al. (2021) found declining reliability and validity evidence since 2014

Would the new edTPA Essentials be Better?

Tasks are still very complex (~32 "sections" of instruction for each Task)

Two tasks - Both still require videos.

> "You **must** use video clip evidence to show how you motivate and engage students in meaningful tasks and discussions to develop high-quality, evidence-based subject-area learning that supports the development of subject-area foundational skills in a meaningful context. Use concrete examples from the video clip (using timestamp references)."

"Justification Worksheets" (Writing prompts) are unavailable to us for review, so it's difficult to predict how much writing will be required.

12 rubric items instead of 15

Stanford/SCALE does not seem to be involved in the updated edTPA - Developed by Pearson.

TPP Perspective: Recommendations for Program Quality Assurance

Recommendation: Approve the CPAST (Candidate Preservice Assessment of Student Teaching) as a Board-approved performance assessment.

Allow institutions that want to continue using the edTPA as their performance assessment to do so.

TPP Perspective: Recommendations for Program Quality Assurance

CPAST Pilot - Units report positive and meaningful experiences using the CPAST.

CPAST is used formatively and summatively to assess candidates throughout their student teaching experience.

CPAST scoring includes input form cooperating teacher and students.

There is no cost to use the CPAST.

While the CPAST was not directly designed to be used to assess TPPs, we believe the CPAST can function as a meaningful source of data for program accountability and improvement.

In October, TPP members will present to the Board about the CPAST pilot.

References

Burns, B. B., Henry, J. J., & Lindauer, J. R. (2015). Working together to foster candidate success on the edTPA. *Journal of Inquiry & Action in Education*, 6(2), 18–37.

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Gitomer, D. H., Martínez, J. F., Battey, D., & Hyland, N. E. (2021). Assessing the Assessment: Evidence of Reliability and Validity in the edTPA. *American Educational Research Journal*, *58*(1)

Goldhaber, D., Cowan, J., & Theobald, R. (2017). Evaluating Prospective Teachers: Testing the Predictive Validity of the edTPA. *Journal of Teacher Education*, *68*(4), 377–393.

Shin, M. (2019). "The edTPA took away from my student teaching experience": The impact of the edTPA on student teaching experiences. *Contemporary Issues in Early Childhood*, 20(3), 309–312.

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Legislative Priorities

Dr. Yelena Bailey, Executive Director

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)
- Remove the requirement to attempt a content exam for teachers seeking to renew a Tier 1 license (2025)
- Join the Interstate Teacher Mobility Compact
- Allow enrollment in a state-approved program with equivalent student teaching for tier 2 license

Meeting the Needs of Minnesota's Students and Schools

- Bring Minnesota into compliance under Part B of the IDEA (2024)
- Support literacy training and mentorship (2024)
- Support teachers to obtain licensure in shortages areas, such as special education (2024)
- Support increased funding, programs, and reporting to help recruit and retain teachers of color (2025)
  - GUGMEC
  - Teacher Mentorship & Retention of Effective Teachers
  - Paid student teaching
- Support funding and programs to support teachers in shortage areas (2025)

Meeting the Needs of Minnesota's Students and Schools

- 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)
- Support the creation of an Education Advisory Group to address AI, High School Redesign, and other future needs (2026)
- Update mental health renewal requirement ("mental illness") (2026)
- Support efforts to enhance ethics processes that protect students (2026)
- Support for K-2 early literacy experience (2026)

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)

Elevating the Profession

- Support paid student teaching (2024)
- 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 (2025)
- Support bills that seek to increase opportunities and supports for educators that will translate to improved academic outcomes for multilingual learners (2025)
- Support residency programs (2025)
- Support increased educator compensation (2025)
- Support paid student teaching (2025)

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)

Operational Excellence

- BOSA funding to support processing of administrative licenses by BOSA (2025)
- Transfer grantmaking duties to MDE (2025)
- Transfer responsibility to administer the paraprofessional credential to MDE (2025)
- Ensure PELSB can accommodate increased costs associated with living adjustments, step increases for staff, and increased reviewer costs (2025)
- Support funding and programs to support teachers in shortage areas (e.g. portfolio cohorts, heritage language pathways programs) (2025)
- Transfer responsibility to administer the paraprofessional credential to MDE
- Revise testing accommodations in 122A.185 (2026)
- Eliminate outdated references to licensure exams (2025)
- Remove redundant reporting requirements (2025)

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Tiered Licensure & Permissions Report

Kat Anthony-Wigle, Data & Policy Specialist

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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

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Chair Report

Amy Aho, Chair

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The meeting is adjourned.

Upcoming Meetings:

October 9, 2026

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

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