

# Board Meeting

9:30 am

September 19, 2025

# 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. CTE EdTPA Cut Scores
  - B. Fiscal Year 2026 Retreat Dates

- C. R4703 Update
- D. R4863 Update
- V. New Business
  - A. FY26 Budget Update
  - B. Teacher Preparation Data Report
  - C. Board Metrics
- VI. Reports
- VII. Adjourn

# Board is in Closed Session for Discipline Matters

Call to Order

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# Discipline Report Out

**Dr. Lucy Payne, Chair**

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## Consent Agenda

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

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## CTE EdTPA Cut Scores

**Michelle Sandler - Teacher Education Specialist**

# Unfinished Board Actions

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## Additional Information

- CTE Handbook
- CTE lesson plan template
- Stanford standard setting summary
- North Carolina standard setting process

# Unfinished Board Actions

## Possible Board Actions

- Adopt a cut score for the Career and Technical Education edTPAs that is the same as other handbooks with 15 rubrics - Planning (13) and Assessment (12) (recommendation of Stanford standard setting committee)
- Adopt a cut score for the Career and Technical Education edTPAs that is the national standard with Planning (11) and Assessment (11) (Stanford recommendation)
- Table

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# Fiscal Year 2026 Retreat Dates

**Dr. Yelena Bailey – Executive Director**

# Unfinished Business

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## Community Partner Breakfast and Public Retreat Sessions -

***\*Change due to new information related to NASDTEC conference\****

- **Thursday, June 25<sup>th</sup> with the board meeting on Friday, June 26<sup>th</sup>**

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## R4703 Update

**Steven Rollin - PELSB Rulemaking Attorney**

# Unfinished Business

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On August 29, the Court of Administrative Hearings (CAH) issued an order approving PELSB's requested changes to the rules governing school counseling programs and school counseling licensure (Minnesota Rules 8705.0100, 8705.1010, and 8710.6400).

# Unfinished Business

Changes to the rules include:

- Requiring school counseling programs in Minnesota to hold accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) rather than requiring these programs to obtain state approval through PELSB by meeting state-specific standards;
- Upon approval, allowing providers to create a school counseling program tailored to candidates who already hold a master's degree, which would allow these candidates to be recommended for licensure as a school counselor without obtaining an additional master's degree;
- Expanding the scope of the school counselor license to allow school counselors to also serve pre-kindergarteners; and
- Creating a number of pathways by which a licensed school counselor, who holds a restricted license, would be able to expand the scope of their license to the full scope.

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# Unfinished Business

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The Notice of Adoption of the rules is scheduled to be published in the *State Register* on September 29.

The rulemaking record will be kept on the PELSB website at [Rulemaking / Professional Educator Licensing and Standards Board \(PELSB\)](#).

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# R4863 Rulemaking

**Steven Rollin - PELSB Rulemaking Attorney**

# Unfinished Business

## Background:

### **Rule 4863 proposes changes to teacher licensure, license renewal, and other legislative requirements. The possible changes include:**

- implementing legislative changes that expand the exemption from a bachelor's degree requirement for licensure to include teachers seeking licensure in World Language & Culture, and the Visual or Performing Arts;
- Adopting required components to the renewal requirement specific to American Indian history and culture;
- Streamlining certain components of the licensure via portfolio process;
- Defining "meaningful progress," for the purpose of determining whether a teacher on a Tier 2 license can renew; and,
- Early Childhood Education, Ethnic Studies, and Computer Science licensure.

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# Unfinished Business

## Board Subcommittee Recommendations

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In May, the Board Chair assigned three board members to review comments. The subcommittee met three times in July and recommends the following changes to the proposed rule:

### Bachelor of Arts (BA) Exemption

- None.

### American Indian History & Culture Renewal Requirement

- None

### Portfolio Streamlining

- Remove Ag Ed, Business, FACS, Work-Based Learning, and Accommodation Specialist from the requirement for a CTE core skills portfolio, as they are not required to have the CTE Core (only the “career” fields require CTE Core).

### Meaningful Progress Licensure

- Change the definition of meaningful progress changed to reflect differing requirements in teaching programs:
- Remove statements in the rule “as defined by the provider”, which limits the definition of meaningful progress.

# Unfinished Business

## Board Subcommittee Recommendations (continued)

Call to Order

### Early Childhood Education Licensure

- Allow variances for cooperating teacher qualifications for working in clinical experience with new ECE teachers.

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### Ethnic Studies Licensure

- Change ethnic studies license from a preK-12 to a grade 5-12 license.
- Change ethnic studies license to a K-6 elementary level endorsement for ethnic studies.
- Add ethnic studies endorsement for social studies teachers grades 5-12.
- Add in the equivalent of social studies reading standards.

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### Computer Science Licensure

- Change computer science license from a preK-12 to a grade 5-12 license.
- Change computer science license to a K-6 elementary level endorsement for Computer Science.
- Add in the equivalent of Math reading standards.

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The subcommittee's discussion and more information are available on the PELSB website at [R4863 Rulemaking](#).

# Unfinished Business

## Additional Issues

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Additional Issues arose after adjournment of the subcommittee:

- Under the ethnic studies license, should the requirement of demonstrating the social studies scope & sequence strands be removed?
- Under the ethnic studies, computer science and early childhood education licenses, should a candidate for additional licensure demonstrate that they have met the standards for effective practice?
- Under the definition of meaningful progress, should it apply to candidates with an out-of-field permission (and not just Tier 2 candidates)?

**PELSB is working with MDE to clarify OFP policies in line with IDEA.**

**Adding OFPs to meaningful progress may help with this.**

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# FY26 Budget Update

**Dr. Yelena Bailey - Executive Director**

# FY26 Budget Update

## Operations at a Glance

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- PELSB's operational work entails oversight of teacher licensure, renewals, preparation, and ethics for more than 105,000 licensed educators in the State, 72,000 of whom are actively teaching in Minnesota classrooms.
- Oversight and daily support for 38 teacher preparation program providers
- 6-10 reviews of Minnesota teacher preparation provider conducted annually
- Ongoing Program Review of nearly 630 licensure area programs
- Around 230 teacher conduct investigations reviewed annually

## Key Points

- Nearly \$500k shortfall for FY26-FY27 biennium due to being underfunded
- Change in carryover law will cover shortfall
- PELSB will still need operational increases next biennium to reflect actual operations costs

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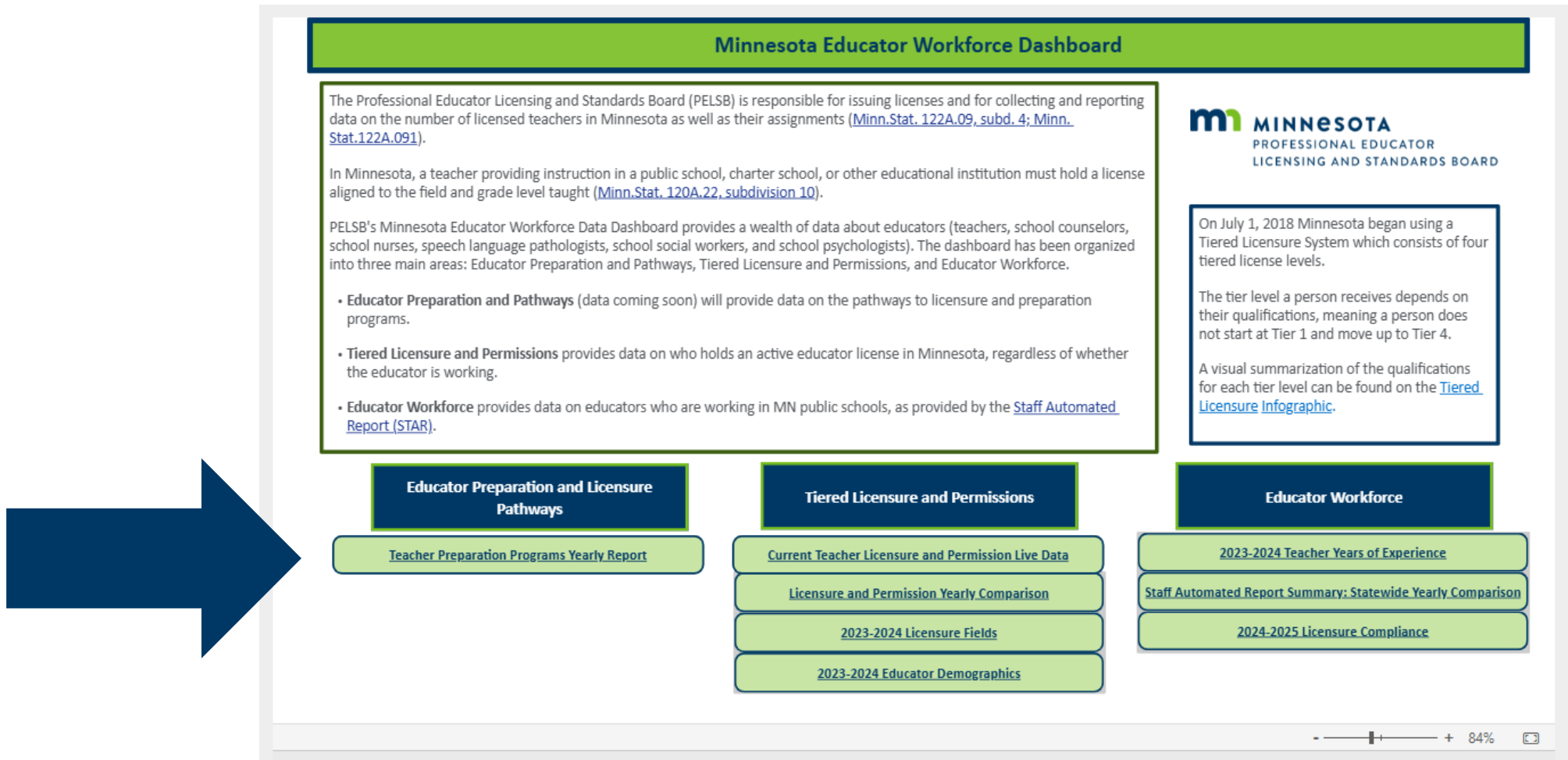
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# Teacher Preparation Data Report

**Kat Anthony-Wigle - Data & Policy Specialist**  
**Caren Custer - Data & Compliance Specialist**

# Teacher Preparation Data Report



**Minnesota Educator Workforce Dashboard**

The Professional Educator Licensing and Standards Board (PELSB) is responsible for issuing licenses and for collecting and reporting data on the number of licensed teachers in Minnesota as well as their assignments ([Minn.Stat. 122A.09, subd. 4; Minn.Stat.122A.091](#)).

In Minnesota, a teacher providing instruction in a public school, charter school, or other educational institution must hold a license aligned to the field and grade level taught ([Minn.Stat. 120A.22, subdivision 10](#)).

PELSB's Minnesota Educator Workforce Data Dashboard provides a wealth of data about educators (teachers, school counselors, school nurses, speech language pathologists, school social workers, and school psychologists). The dashboard has been organized into three main areas: Educator Preparation and Pathways, Tiered Licensure and Permissions, and Educator Workforce.

- **Educator Preparation and Pathways** (data coming soon) will provide data on the pathways to licensure and preparation programs.
- **Tiered Licensure and Permissions** provides data on who holds an active educator license in Minnesota, regardless of whether the educator is working.
- **Educator Workforce** provides data on educators who are working in MN public schools, as provided by the [Staff Automated Report \(STAR\)](#).

**MINNESOTA PROFESSIONAL EDUCATOR LICENSING AND STANDARDS BOARD**

On July 1, 2018 Minnesota began using a Tiered Licensure System which consists of four tiered license levels.

The tier level a person receives depends on their qualifications, meaning a person does not start at Tier 1 and move up to Tier 4.

A visual summarization of the qualifications for each tier level can be found on the [Tiered Licensure Infographic](#).

**Educator Preparation and Licensure Pathways**

- [Teacher Preparation Programs Yearly Report](#)

**Tiered Licensure and Permissions**

- [Current Teacher Licensure and Permission Live Data](#)
- [Licensure and Permission Yearly Comparison](#)
- [2023-2024 Licensure Fields](#)
- [2023-2024 Educator Demographics](#)

**Educator Workforce**

- [2023-2024 Teacher Years of Experience](#)
- [Staff Automated Report Summary: Statewide Yearly Comparison](#)
- [2024-2025 Licensure Compliance](#)

84%

# Teacher Preparation Data Report

## Quality and Structure Survey Summary

Most teacher preparation alumni would recommend their respective licensure programs to a prospective student. In fact, at a slightly higher rate in AY2023-2024 than in AY2022-2023. While it is true that overall average medians for the Program and Structure Survey slightly decreased during this time, the range of these scores still exceed 80.00% for each aspect measured. Even these lower scores are above average. Survey results from K-12 supervisors document median scores ranging from 3.41 to 3.67 on a 4-point scale. Bottom line, this is positive news about the quality and structure of teacher preparation in Minnesota.



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# Board Metrics

## Executive Committee

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## Board Goals

- **Grow, support, and diversify Minnesota's educator workforce**
- **Retain and support existing educators**
- **Ensure licensure requirements and standards meet the current and emerging needs of Minnesota's E-12 students and schools**
- **Ensure PELSB is seen and utilized as a resource for and partner with education groups across all sectors of education**

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**Metrics are one way of measuring progress towards board goals, but do not represent all of the work being done in that area.**

## Draft Metrics

Grow, support, and diversify Minnesota’s educator workforce	Retain and support existing educators
<ul style="list-style-type: none"><li>• Number and quality of supports to increase of teachers of color</li><li>• Increased participation in mentorship and induction programs (gathered through survey data)</li><li>• Increased use of alternative pathways</li><li>• Teacher satisfaction rates (gathered through survey data)</li><li>• Induction rates</li></ul>	<ul style="list-style-type: none"><li>• Teacher satisfaction rates (gathered through survey data)</li><li>• Number of teachers moving up tiers</li><li>• Lower attrition rates</li></ul>

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**Metrics are one way of measuring progress towards board goals, but do not represent all of the work being done in that area.**

## Draft Metrics

Ensure licensure requirements and standards meet the current and emerging needs of Minnesota’s E-12 students and schools	Ensure PELSB is seen and utilized as a resource for and partner with education groups across all sectors of education
<ul style="list-style-type: none"><li>• Successful rulemaking projects</li><li>• Meaningful, clear renewal requirements</li></ul>	<ul style="list-style-type: none"><li>• Board retreat attendance</li><li>• Board and staff participation in community partner events</li><li>• Increased communications to the public on licensing and pathways</li></ul>

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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
Great Lakes CoP	Ed Policy	Yelena Bailey & Erin Doan	8/19-8/20
Educator Workforce (MDE/PELSB/OHE)	Ed Policy	Erin Doan	8/2/2025
InTASC Committee	Teaching Standards	Yelena Bailey	9/9/2025
NASDTEC Central Region	Policy	Yelena Bailey & Erin Doan	9/10/2025
MDE Work Group: Dev Delay Age Limit	Sped Policy	Erin Doan	9/16/2025
Special Ed Advisory Group	Sped Licensure	Justin Hoelscher, Yelena Bailey & Erin Doan	9/17/2025

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## **Save the Date: October 10<sup>th</sup> NASDTEC Presentation**

**After the October 10<sup>th</sup> board meeting, NASDTEC's Executive Director will provide an in-person presentation on the Interstate Mobility Teacher Compact.**

**Community Partners are encouraged to attend.**



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# Chair Reports

**Dr. Lucy Payne, Chair**

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# The meeting is adjourned.

**Upcoming Meetings:**  
October 10, 2025

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