MISSION

Ensuring all Minnesota students have high quality educators in their schools

VISION

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

ABOUT

The Professional Educator Licensing and Standards Board (PELSB) was created by the state legislature in 2017, when the legislature combined the work of the Board of Teaching (BOT) and the Minnesota Department of Education’s Licensing Division.

PELSB is tasked with:

- Licensing teachers, including related services providers, in Minnesota;
- Establishing and maintaining teacher licensure standards and requirements;
- Establishing and enforcing the Teacher Code of Ethics; and
- Approving and overseeing teacher preparation providers (“units”) and programs to prepare candidates for licensure in Minnesota.
The Professional Educator Licensing and Standards Board is governed by 11 board members, comprised of:

- Five teachers,
- One teacher educator,
- One superintendent,
- One principal,
- One human resources director,
- One administrator of a cooperative unit who oversees a special education program,
- One member of the public.

Board members are appointed by the governor for a four-year term and, in most cases, can be reappointed twice.

PELSB holds monthly board meetings to review unit and program approvals and licensing and discipline actions, as well as to discuss other emerging issues. These meetings are open to the public. PELSB sets its “regular meeting schedule” at the beginning of each fiscal year. Board meetings are typically held on the second Friday of every month starting at 9:30 a.m. PELSB can also schedule “special board meetings” by providing notice at least three days prior to the meeting. All upcoming meetings can be found on PELSB’s calendar.

PELSB has several committees, comprised of two to three board members, which meet on a regular basis to discuss a variety of topics and issues, including:

- The Executive Committee, which serves as a steering committee for conducting Board business and setting meetings agendas;
- The Legislative Committee, which is responsible for keeping the Board informed of legislation that may affect the Board’s work and for helping prepare a legislative platform each year;
- The Operations Committee, which is responsible for maintaining the Board's Bylaws;
- The Licensure Committee, which is responsible for reviewing all licensure applications and permissions that may result in a denial or license other than desired (i.e., lower tier);
- The Teacher Preparation Committee (TPC), which is responsible for reviewing recommendations submitted to the Board regarding unit and program approval, as well as discretionary variance requests from teacher preparation providers;
- The Discipline Committee, which is responsible for reviewing complaints and results of investigations alleging or implying a teacher has violated the Code of Ethics or some other law; and
- The Increase Teacher of Color and Indigenous Committee, which is responsible for researching and recommending policies and strategies to the Board that would help increase the number of teachers or color and Indigenous teachers in Minnesota.

Most of the committee meetings are open to the public. The agenda will note if there is public comment available.

Finally, the Board also has a Standards & Rules Advisory Committee, comprised entirely of stakeholders (though, Board staff and typically one board member are in attendance and participate in discussions). The Advisory Committee meets at least quarterly and discusses emerging issues and provides feedback on possible statutory and rule changes.

More information about upcoming committee meetings is available on PELSB’s calendar.
In 1973, the Minnesota Legislature established the Teacher Standards and Certification Commission. While its name was changed to the Teacher Standards and Certification Commission in 1975 and then the Board of Teaching in 1976, the essential responsibilities have remained the same.

From 1976 through 2017, the Board of Teaching was responsible for establishing and maintaining licensure standards and requirements for teacher preparation programs and teachers in the state. The Board of Teaching worked with the Minnesota Department of Education’s Licensing Division to issue licenses to Minnesota teachers.

During the 2017 First Special Session, the state legislature enacted major reforms to teacher licensure in Minnesota. Notably, the Professional Educator Licensing and Standards Board was established and a tiered licensure system was created. The tiered licensure system includes four tiers of licensure and establishes several different avenues by which an individual can become a licensed teacher. To obtain a Tier 4 license, which is the highest tiered license, a candidate must complete an approved teacher preparation program.
Tiered licensure in Minnesota

**Tier 1 Requirements**
- Bachelor’s degree
- Minnesota approved teacher preparation program enrollment
- Master’s degree in content area
- Two of the following:
  - Completed teacher preparation program
  - Eight upper division credits in subject area, teaching in subject specific
  - Teacher with two years of experience teaching in subject area

**Tier 2 Requirements**
- Bachelor’s degree
- Minnesota approved teacher preparation program enrollment
- Master’s degree in content area
- Two of the following:
  - Completed teacher preparation program
  - Eight upper division credits in subject area
  - Teacher with two years of experience teaching in subject area

**Tier 3 Requirements**
- Bachelor’s degree
- Minnesota approved teacher preparation program enrollment
- Master’s degree in content area
- One of the following:
  - Completion of a different approved teacher preparation program (bilingual or alternative, if applicable)
  - Completion of a program from another state that includes both specific subject matter courses and teaching experience equivalent to requirements of Tier 3
  - Teacher with two years of teaching experience

**Tier 4 Requirements**
- Bachelor’s degree
- Minnesota approved teacher preparation program enrollment
- Master’s degree in content area
- Completion of preparation program
- Three years teaching experience in Minnesota
- Passing scores on board-approved skills exam

*Candidate must complete all Tier Requirements, have completed a preparation program or certify, including a pass score on an approved skills exam and passing a state board-approved skills exam in addition. The most recent satisfactory evaluation must be received by the school district prior to an appointment.*

Image credit: Education Minnesota
Minn. Stat. 122A.05 – 122A.093: Laws governing the Professional Educator Licensing and Standards Board

Minn. Stat. 122A.091: Laws governing reporting requirement

Minn. Stat. 122A.092: Laws governing teacher preparation providers and programs

Minn. Stat. 122A.2451: Laws governing alternative preparation providers and programs

Minn. Stat. 122A.15 – 122A.33: Laws governing teacher licensure

Minn. R. chapter 8705: Rules governing teacher preparation


Minn. R. 8710.2000: Standards of Effective Practice

Minn. R. 8710.2100: Code of Ethics

Minn. R. 8710.3000 – 8710.6400 and 8710.8000 – 8710.09010: License-specific content standards