



**MINNESOTA**

PROFESSIONAL EDUCATOR

LICENSING AND STANDARDS BOARD

# Professional Educator Licensing and Standards Board (PELSB) Presentation

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2023

# Professional Educator Licensing and Standards Board (PELSB)

## 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 stakeholder engagement.



# Governance (11 Board Members, 21 Staff)

Board (11 Members)

Executive Director

Licensing & Operations Manager

Director of Education Policy

Licensing & Operations

Board Administration

Teacher Prep. & Policy

1 Supervisor  
4 Licensing Executives  
1 Renewal Specialist  
1 Portfolio Specialist  
3 Customer Service

1 Communications Specialist  
1 Rulemaking Specialist  
1 Ethics Specialist  
1 Ethics Support Staff

2 Education Specialists  
1 Compliance Specialist  
1 Grants Specialist

# Jurisdiction & Scope of Work (2022)

## TEACHER PREPARATION

38 Total Providers  
756 Total Programs

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## EDUCATOR LICENSURE & COMPLIANCE

112,860 Licensed Teachers  
9,608 New Licenses Issued  
4,119 Permissions Granted  
26,514 Renewals Processed

12

## BOARD WORK

13 Meetings Held  
1 Retreat

3

## EDUCATOR ETHICS

63 Actions Taken (2022)

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## RULEMAKING

3 Active Projects

1

## GRANT ADMINISTRATION

Nearly \$4 million awarded to 46 Teacher Mentorship grantees

Nearly \$1 million awarded to 8 Collaborative Urban and Greater MN Educators of Color grantees

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# Tiered Licensure

	Tier 1	Tier 2	Tier 3	Tier 4
Term	1 year	2 years	3 years	5 years
Renewals	Limited to 3	Limited to 3	Unlimited	Unlimited
Assignment	Tied to district (job offer required)	Tied to district (job offer required)	None	None
BA required	Yes, unless CTE	Yes, unless CTE	Yes, unless CTE	Yes, unless CTE
Testing	No	No*	Content & pedagogy	Basic skills
Requirements	District must: Attempt to Hire + Affirm Knowledge & Skills	Master's Degree or Enrolled in Preparation or 2 of 5 criteria*	Completed preparation or portfolio or out-of-state license or 3 years on a Tier 2*	Completed preparation + 3 years teaching in Minnesota + No improvement plan*

\*More details

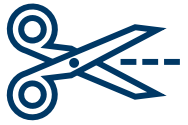
# Pathways to Professional Licensure

<b>Pathways to Professional Licensure</b>	<b>November 2022</b>
<b>Licensure via Portfolio</b>	1,754
<b>Tier 2 to Tier 3 based on three years on a Tier 2 license</b>	99
<b>Completion of a Minnesota Teacher Preparation Program</b>	40,950
<b>Completion of an Out-of-State Teacher Prep Program</b>	11,489
<b>Other</b>	444

# Board Actions to Remove Barriers to Licensure (2022)



- Allow out-of-state teachers to use their out-of-state tests for a Tier 3 license



- Removed posting requirements for our-of-field permissions the 2022-23 academic year



- Restructured staffing and support for the licensure via portfolio process

# Race and Ethnicity of Licensed Teachers and Permission Holders (2021 – 2022)

Race/Ethnicity	Teachers	Tier 1	Tier 2	Tier 3	Tier 4	OFPs	IPPs
American Indian or Alaskan Native	773	23	45	117	588	22	1
Asian	1,685	83	161	354	1,087	59	3
Black, Not of Hispanic Origin	1,451	115	259	313	764	44	5
Hawaiian/Pacific Islander	63	4	9	14	36	4	0
Hispanic	1,664	72	249	387	956	78	8
Multiple Categories	1,025	20	81	162	762	22	5
White, Not of Hispanic Origin	95,420	714	2,338	11,936	80,432	2,702	456
No Race/Ethnicity Provided	10,779	112	131	1,295	9,241	84	15
Total BIPOC Teachers	6,661	317	804	1,347	4,193	229	22
Total Teachers	112,860	1,143	3,273	14,578	93,866	3,015	456

Note: A teacher who holds an out-of-field permission or innovative permission must also hold a license.



## Percentage of Teachers on Each Tier, Disaggregated by Race/Ethnicity (2021 – 2022)

Race/Ethnicity	Percent of Tier 1	Percent of Tier 2	Percent of Tier 3	Percent of Tier 4	Percent of All Licenses
American Indian or Alaskan Native	2.01%	1.37%	0.80%	0.63%	0.68%
Asian	7.26%	4.92%	2.43%	1.16%	1.49%
Black, Not of Hispanic Origin	10.06%	7.91%	2.15%	0.81%	1.29%
Hawaiian/Pacific Islander	0.35%	0.27%	0.10%	0.04%	0.06%
Hispanic	6.30%	7.61%	2.65%	1.02%	1.47%
Multiple Categories	1.75%	2.47%	1.11%	0.81%	0.91%
White, Not of Hispanic Origin	62.47%	71.43%	81.88%	85.69%	84.55%
No Race/Ethnicity Provided	9.80%	4.00%	8.88%	9.84%	9.55%
<b>Total BIPOC Teachers</b>	<b>27.73%</b>	<b>24.56%</b>	<b>9.24%</b>	<b>4.47%</b>	<b>5.90%</b>
<b>Total Teachers</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Proportion of Teachers on Each Tier, Disaggregated by Race/Ethnicity (2021 – 2022)

Race/Ethnicity	Percent of Tier 1	Percent of Tier 2	Percent of Tier 3	Percent of Tier 4	Percent of All Licenses
American Indian or Alaskan Native	2.98%	5.82%	15.14%	76.07%	100.00%
Asian	4.93%	9.55%	21.01%	64.51%	100.00%
Black, Not of Hispanic Origin	7.93%	17.85%	21.57%	52.65%	100.00%
Hawaiian/Pacific Islander	6.35%	14.29%	22.22%	57.14%	100.00%
Hispanic	4.33%	14.96%	23.26%	57.45%	100.00%
Multiple Categories	1.95%	7.90%	15.80%	74.34%	100.00%
White, Not of Hispanic Origin	0.75%	2.45%	12.51%	84.29%	100.00%
No Race/Ethnicity Provided	1.04%	1.22%	12.01%	85.73%	100.00%
Total BIPOC Teachers	4.76%	12.07%	20.22%	62.95%	100.00%
Total Teachers	1.01%	2.90%	12.92%	83.17%	100.00%

# Tiered Licensure Data (2021 – 2022)

Region	Description	Total Number	Percent on Tier 1	Percent on Tier 2	Percent on Tier 3	Percent on Tier 4	Percent on All Tiers
1	Northwest	1,291	1.55%	4.26%	10.92%	83.27%	100.00%
2	Headwaters	1,425	0.84%	4.21%	12.07%	82.88%	100.00%
3	Arrowhead	4,033	0.52%	2.58%	10.66%	86.24%	100.00%
4	West Central	3,311	0.94%	3.05%	11.54%	84.48%	100.00%
5	North Central	2,540	0.79%	2.87%	9.80%	86.54%	100.00%
6E	Southwest Central	1,505	1.20%	3.65%	12.36%	82.79%	100.00%
6W	Upper Minnesota Valley	720	1.25%	4.58%	10.83%	83.33%	100.00%
7E	East Central	2,171	1.11%	2.44%	9.35%	87.10%	100.00%
7W	Central	6,779	0.58%	1.96%	10.83%	86.64%	100.00%
8	Southwest	2,219	1.26%	4.24%	12.84%	81.66%	100.00%
9	South Central	3,377	0.80%	2.37%	13.06%	83.77%	100.00%
10	Southeast	7,418	0.58%	2.94%	11.80%	84.69%	100.00%
11	7-County Twin Cities	44,544	0.88%	3.53%	11.79%	83.80%	100.00%
	<b>Total</b>	<b>81,333</b>	<b>0.84%</b>	<b>3.24%</b>	<b>11.59%</b>	<b>84.33%</b>	<b>100.00%</b>

# Proportion of Teachers of Color & Indigenous Teachers (TOCIT) Compared to Students of Color & Indigenous Students (SOCIS), by Economic Development Region (EDR)

Region	Description	Teachers of Color & Indigenous Teachers		Students of Color & Indigenous Students	
		Number	Percent	Number	Percent
1	Northwest	15	1.44%	3198	23.56%
2	Headwaters	51	4.41%	11027	78.43%
3	Arrowhead	99	3.10%	10951	25.99%
4	West Central	53	2.01%	8605	24.33%
5	North Central	34	1.73%	5823	22.74%
6E	Southwest Central	13	1.10%	4970	30.82%
6W	Upper Minnesota Valley	13	2.22%	1688	23.21%
7E	East Central	22	1.33%	4515	17.87%
7W	Central	111	2.10%	17382	21.81%
8	Southwest	37	2.16%	7837	37.38%
9	South Central	66	2.59%	8375	24.62%
10	Southeast	137	2.41%	23409	30.31%
11	7-County Twin Cities	3,189	9.68%	240283	50.15%
<b>TOTAL</b>		<b>3,840</b>	<b>6.24%</b>	<b>348,063</b>	<b>40.0%</b>

# Teacher Candidate Demographics

Race/Ethnicity	Candidates Enrolled in Minnesota Teacher Preparation Programs	
	Number	Percentage
White	9,964	79.74%
African American or Black	842	6.74%
Hispanic/Latinx	485	3.88%
Asian	407	3.26%
Multiracial	344	2.75%
American Indian or Alaska Native	59	0.47%
Hawaiian or Pacific Islander	14	0.11%
BIPOC Candidates	2,142	17.14%
Total Unduplicated Candidates	12,495	100.00%

# Rulemaking Projects

## Licensure

- Tiered Licensure
  - Permissions
- Licensure via Portfolio
- Related Services licensure requirements
  - Short-call substitute teaching license
- Lifetime Substitute License (for retired teachers)
  - Renewal

## Teacher Preparation

- Approval
  - Reporting
- Continuing Improvement
  - Student teaching requirements
  - Teacher educator qualifications
- School Counseling Programs (Active)

## Teacher Standards

- Pedagogy (Active)
- Health Education (Active)
- Physical Education (Active)
  - Developmental Adapted Physical Education (DAPE) (Active)
- Adult Basic Education (Active)
  - Parent & Family Education (Active)
- Early Childhood Special Education (ECSE) (Active)

# Rulemaking Process



## Timeline

- How large is the project?
- What issues are being addressed?



## Rules Development

- Board Subcommittee
- Review relevant statutes
- Research
- Release a draft early in process
- Stakeholder engagement (below)



## Stakeholder Engagement

- Listening sessions
- Public comment at board meetings
- Formal comment periods
- Hearings
- Respond to comments

# Contact Us



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# Short Call Substitute Teachers

## Issues

- Not being able to prioritize sub apps
  - Sub qualifications

## Board Actions

- Rulemaking to change short call sub period from 15 to 20 days
  - Hiring temp workers to increase licensing capacity

## Proposed Solutions

- Remove BA requirement for ESPs and those with AAs who receive district training