



MINNESOTA

PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

A photograph of a modern classroom with wooden desks, chairs, a chalkboard, and a large window overlooking a city skyline. A dark blue rounded rectangle is overlaid on the center of the image.

PELSB Updates Presentation

Dr. Yelena Bailey

Executive Director

Mission & Vision

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 community partner engagement.



A group of diverse children in a classroom are gathered around a desk, looking at a laptop screen. A young girl in the foreground is smiling and looking at the screen. Other children are leaning in, also looking at the screen. The background shows a classroom setting with a map on the wall and a window. A blue circular graphic with a green border is overlaid on the left side of the image, containing the text "Reading Audit Update".

Reading
Audit
Update

Reading Standards – Program Level

- Teacher Preparation Programs Audited
 - Elementary Education – 8710.3200
 - Special Education – 8710.5000 through 8710.5850
 - Early Childhood – 8710.3000
 - *English Language Learners – 8710.4400 (rulemaking)*
- National Expert Review of Standards
- Implementation Gap?

Multi-Step Audit Process



Reading Audit Update

All programs compliant by **June 30, 2026**

- 133 Programs Audited
- 118 Fully Compliant
- 15 Remaining (In Review)

89%

Reading Rubric

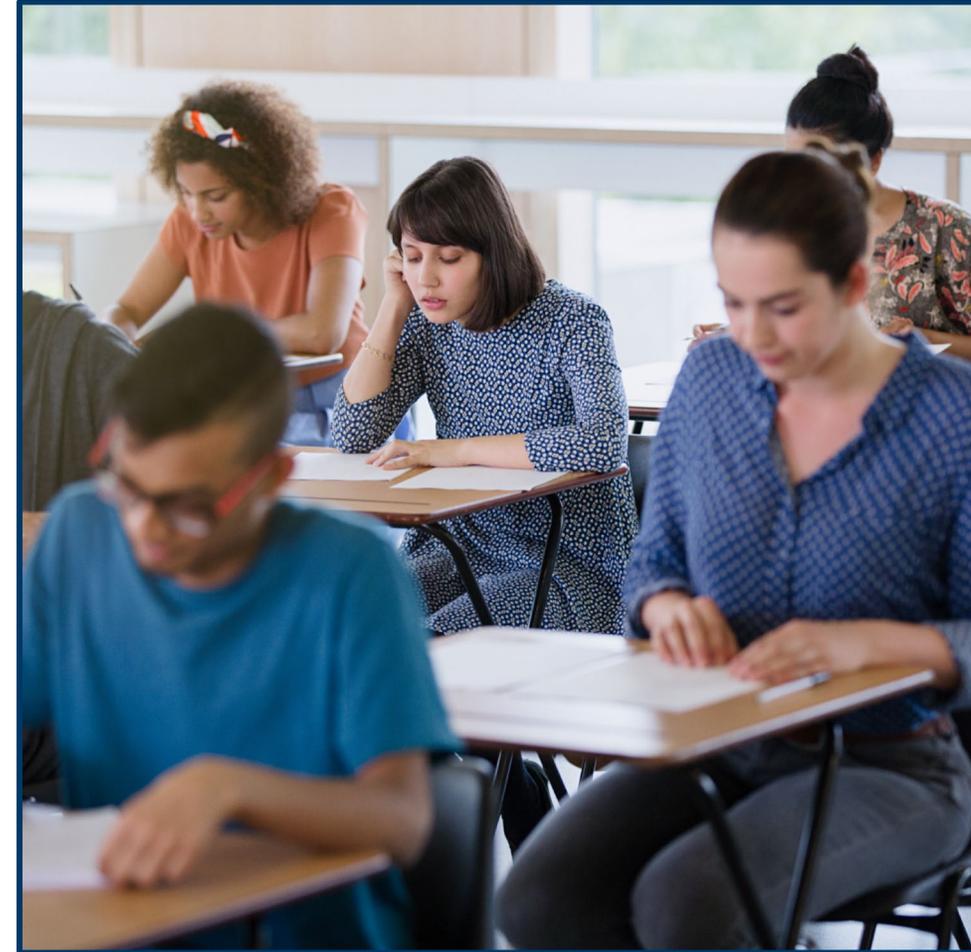
This evaluation tool is intended for use in determining whether a Teacher Preparation Provider meets the Administrative Rule 8705.1010 Subpart 1(B)

Standard 2. The unit must ensure each program provides effective instruction on: (6) evidence-based best practices in reading, including instruction on phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Instruction on reading must enable the candidate to teach reading in the candidate's licensure field;

A detailed description of how the unit addresses each domain in the tool (which are aligned to the reading specific standards found in Administrative Rule 8710.3100) should be included with the Unit's Continuing Approval Self-Study. As with all parts of the self-study, evidence supporting the unit's written report should be provided.

Rubric Team

Caroline Maguire, PhD ~ University of Minnesota
Lucy L Payne, PhD ~ University of St Thomas
Catherine Kelly, PhD ~ Concordia University, St. Paul
Lisa Krall, PhD ~ Bemidji State University
Cody Lewis, EdD ~ St Cloud State University
Judy Livingston, MA ~ Mahtomedi School District
Lisa Ortmann, PhD ~ Gustavus Adolphus College
Jonell Pacyga, EdD ~ University of Northwestern
Abbey Payeur, PhD ~ University of St. Thomas
Joan Sax-Bendix, EdD ~ Winona State University
Lisa Silmser, EdD ~ Anoka Hennepin School District
Renee Ullom, EdD ~ Southwest Minnesota State University



Domains



Domain 1: Foundational Teacher Knowledge

Reading Instruction Research and History,
Linguistic Foundations

Domain 2: Components of Literacy Instruction

Phonological and Phonemic Awareness,
Phonics, Fluency, Vocabulary, Oral Language
Development, Background Knowledge,
Comprehension, Genre/Text Structure,
Language Structure/ Syntax

Domain 3: Assessment

Types and Purpose of Assessment, Data Analysis and Use

Domain 4: Literacy Environment

Motivation and Engagement, Grouping Practices, Culturally Relevant and Sustaining Literacy Practices





Domain 5: Meeting Individual Needs

Differentiation/Tier 2 Learning Needs, Characteristics of Dyslexia/ Other Struggling Readers, Multilingual Learners, Accelerated Readers

Domain 6: Clinical Experiences

Elementary, Early Childhood Education, Special Education

Domain 5: Meeting Individual Needs

	Does Not Meet	Meets (Check all indicators where sufficient evidence is provided by the program. Bold any indicators that were absent.)		
Differentiation/ Tier 2 Learning Needs	Program is: <ul style="list-style-type: none"> Missing multiple components from the “meets” category 	<p>The program covers:</p> <ul style="list-style-type: none"> Multi Tiered Systems of Support (MTSS) Framework Identification of typical progress/growth of readers Identification of outliers in need of intervention. Process of reflection on knowledge, and gaps in knowledge, regarding differentiation and learning needs. <p>The program ensures:</p> <p>Candidate assessments demonstrate understanding of when and how:</p> <ul style="list-style-type: none"> to consult with literacy specialists to assist with instructional decisions. to communicate effectively with families to support student learning. 		
		Meets with Concern		
		<p>The program, as planned, includes all elements in the “meets” category.</p> <ul style="list-style-type: none"> However, evidence is lacking that the program is able to achieve its planned goals for all candidates. 		
		Exemplary		
		<p>In a clinical experience, the program provides evidence that:</p> <ul style="list-style-type: none"> Candidates work with a literacy specialist (e.g., Literacy Coach, Interventionist, Title I, SPED). Candidates observe/participate in a school level MTSS meeting. 		
Reviewer Rating	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Meets with Concern	<input type="checkbox"/> Meets	<input type="checkbox"/> Exemplary

External Reviewers

Sonja Brandt, PhD ~ University of North Dakota

Lauren Brannan, PhD ~ Alabama State Department of Education

Yvonne Cannon, PhD ~ Mayville State (ND)

Terri Conrad, EdD ~ Hunt Institute

Ashley Hommert, MS ~ Illinois State Board of Education

Anne Ittner, PhD ~ Hamline University

Heidi Johnson, MS ~ Anoka Hennepin School District

Melissa Jones-Bromenshenkel, PhD ~ Eastern Illinois University

Carrie Pfeifer, EdD ~ Bethany Lutheran College

Delaney Strukely ~ Illinois State Board of Education

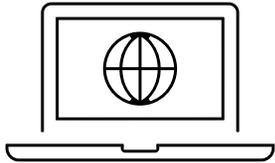
Final Touches



- Textbook Alignment - Summer 2026
- Building into existing review structures
- Informing and revising review process
- Continuous improvement AND compliance
- Fostering an environment of collaboration and best practices



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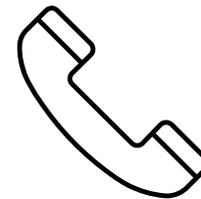
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