



2017 REPORT OF TEACHER SUPPLY AND DEMAND

IN MINNESOTA'S PUBLIC SCHOOLS

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Report to the Legislature

as required by Minnesota Statutes,

Section 127A.05, Subdivision 6

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ESTIMATED COST OF PREPARING THIS REPORT

This report provides information, which is maintained and published as Minnesota Rules by the Office of the Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported here does not include the cost of gathering the data and is limited to the estimated cost of actually analyzing the data, determining recommendations, and preparing this report document.

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DISCLAIMER

The information presented in this report contains the numbers and percentages that were available in the Fall of 2016. The numbers are correct to the best of our knowledge. However, there remains a possibility that data need to be updated to correct for errors in reporting or data entry. Those who identify errors in the data are encouraged to notify the relevant data coordinator at Minnesota Department of Education.

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Purpose and Executive Summary

Every two years, the Educator Licensing Division of the Minnesota Department of Education (MDE) is tasked with producing a report on the supply and demand of teachers. By statute, that report must contain data collected by surveying Minnesota public school districts, charter schools, and teacher preparation institutions. ([Minn. Stat. § 127A.05 subd. 6](#))

The commissioner of education shall survey the state's school districts and teacher preparation programs and report to the education committees of the legislature by February 1 of each odd-numbered year on the status of teacher early retirement patterns, the access to effective and more diverse teachers who reflect the students under section [120B.35, subdivision 3](#), paragraph (b), clause (2), enrolled in a district or school, the teacher shortage, and the substitute teacher shortage, including patterns and shortages in subject areas and the economic development regions of the state. The report must also include: aggregate data on teachers' self-reported race and ethnicity; data on how districts are making progress in hiring teachers and substitutes in the areas of shortage; and a five-year projection of teacher demand for each district, taking into account the students under section [120B.35, subdivision 3](#), paragraph (b), clause (2), expected to enroll in the district during that five-year period.

Data Sources

The findings are based on analyses of data from the following:

- the database of special permissions maintained by MDE
- Minnesota Automated Student System (MARSS), Minnesota Financial Reports (MFRs), licensure database, and Staff Automated Reporting system (STAR), all housed at MDE
- Board of Teaching (BOT) Rule Exception Report.

Data also were collected through two surveys:

- (1) Survey of Minnesota's public school districts and charter schools; 435 responses were received from 397 school districts, charter schools, special education districts, and special education cooperatives. 74 percent of the 537 reporting districts and charter schools responded to the survey.
- (2) Survey of Minnesota's teacher preparation institutions; 44 responses were received from 24 of 34 teacher preparation institutions (71% response rate).

The findings based on data from these surveys and agency-mandated data collection systems are considered accurate and reliable.

Key Findings

Minnesota Teachers and Student Enrollment

- The number of full-time teachers in Minnesota has increased by 5.8 percent in the last six years. During this same span of time, student enrollment increased by 3.8 percent.
- The population of white students is decreasing, while Native American, Asian/Pacific Islander, African American, and Hispanic enrollment is increasing.
- The number and percentage of students that qualify for special education services, free/reduced lunch, and those with limited English proficiency has increased in the last several years.
- Nearly all economic development regions have experienced an increase in the number of students who are Native American, Asian/Pacific Islander, African American, and Hispanic.
- The percentage of newly licensed white teachers has decreased in the last three years, while the percentage of newly licensed black teachers has increased slightly.
- Teachers of color make up 4.23 percent of Minnesota teachers and 7.7 percent of newly licensed teachers in 2015-16.
- All economic development regions are experiencing increased American Indian/Alaskan Native, Hispanic, and Black student enrollment, while 11 of 13 of the economic development regions are experiencing growth in Asian/Pacific Islander student enrollment. The number of white students has decreased in all but two of the economic development regions.
- District and charter school survey results indicate that there is access to effective teachers that reflect the student population for white students, but not for Black, Asian/Pacific Highlander, American Indian/Alaskan Native, or Hispanic student populations.

Retention

- The number of teachers reported as leaving their positions has increased 46 percent since 2008-09. The largest number of teachers leave because of retirement, personal reasons, or because they have taken a position in another district.
- The number of reported teacher retirements has increased since 2008-09 (although the percentage has decreased).
- The average percentage of teachers leaving the profession after 1 year is 15.1 percent and over a quarter of the teachers leave the profession after 3 years (25.9%).
- Public school officials were asked to respond to questions regarding barriers to retaining qualified teachers. Survey data indicates that hiring officials at district and charter schools believe that the two largest barriers of those listed are a competitive job market and teacher salary. A relatively low perceived barrier for retaining teachers is teacher support.

Hiring

- Survey responses from district and charter school hiring officials perceived difficult to fill positions correspond closely to the federal shortage list.
- Hiring official survey responses indicate the limited number of applicants for job openings is a larger barrier to hiring qualified teachers than testing requirements or licensing standards.

- Districts and charters indicate that filling both short-term and long-term substitutes is more difficult than reported in the 2012 and 2014 supply and demand surveys.
- Hiring officials predict that in the next five years the most difficult staff to hire will be special education teachers, teachers with multiple licenses, math teachers and chemistry teachers. Staff predicted to be the least difficult to hire include elementary teachers, social studies teachers, and communication arts and literature (English) teachers.

Teacher Preparation

- Teacher preparation institutions indicate that they counsel students towards teacher shortage areas, teaching fields with more opportunity for jobs, and encourage ethnically diverse students into teaching, while maintaining program admission requirements.
- Institutions indicate that there they are able to place candidates in student teaching positions in local schools. More than half of the responses indicate that they are experiencing difficulty placing students in some areas.

Definitions and Acronyms Used Throughout this Report

- BOT** Minnesota Board of Teaching: A Minnesota state agency that has an independent board of directors and is responsible for setting standards and approving teacher preparation programs, and awarding special permissions to teachers, schools, or districts.
- EL** English Learners: Student in schools who are also learning to speak and write English.
- MARSS** Minnesota Automated Reporting Student System: A database maintained by MDE that stores information on each student in Minnesota, per data provided by districts each year.
- MDE** Minnesota Department of Education: Minnesota state agency that provides support to education systems and educators throughout the state, helps develop education policy for Minnesota, administers the state's education accountability systems, obtains data from districts, and submits report to the U.S. government agencies.
- STAR** Staff Automated Reporting System: District reports that are submitted twice per year listing teachers currently serving in the school and the courses they teach. For teachers who are no longer teaching in the district, STAR requests a reason for the teachers' departures.

Number of Teachers and Student Enrollment

Figure 1: Number of Minnesota Teachers

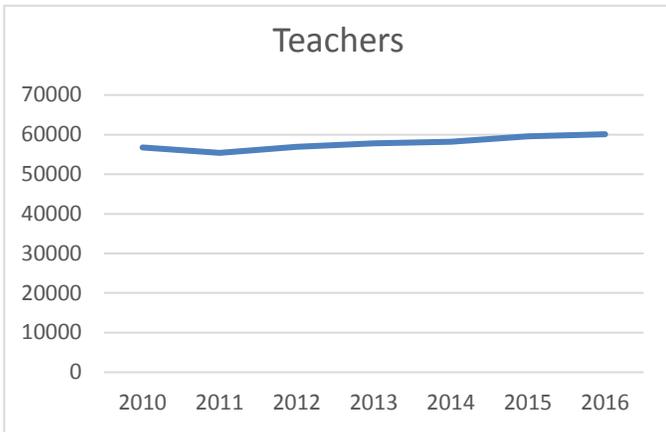


Figure 2: Minnesota Student Enrollment

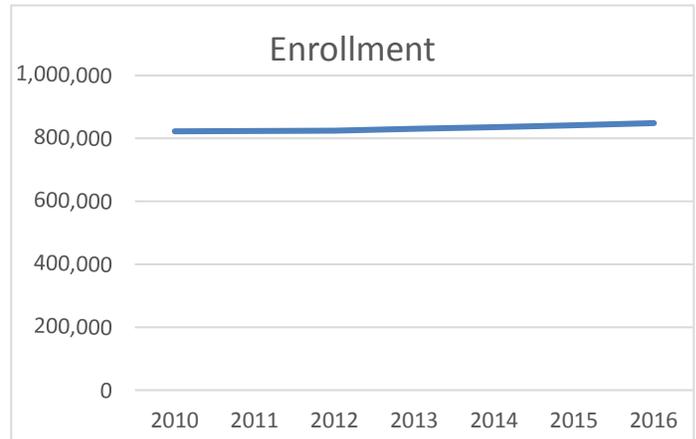


Table 1: Number of Minnesota Teacher and Student Enrollment

| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|------------|---------|---------|---------|---------|---------|---------|---------|
| Teachers | 56790 | 55388 | 56943 | 57763 | 58211 | 59574 | 60090 |
| Enrollment | 822,697 | 823,235 | 824,858 | 830,482 | 836,207 | 842,062 | 848,742 |

Note: Information from the MARSS system.

The employment data reported through the STAR system identify staff serving in a capacity that requires licensure. Staff members serving as teachers were identified from STAR employment and assignment data. For this report, a teacher is defined as a licensed staff member who has at least one teaching assignment in a specific year. Figure 1 shows the number of teachers employed in Minnesota. Figure 2 shows student enrollment for the years 2010-2016. Table 1 provides data for the number of teachers and student enrollment by year.

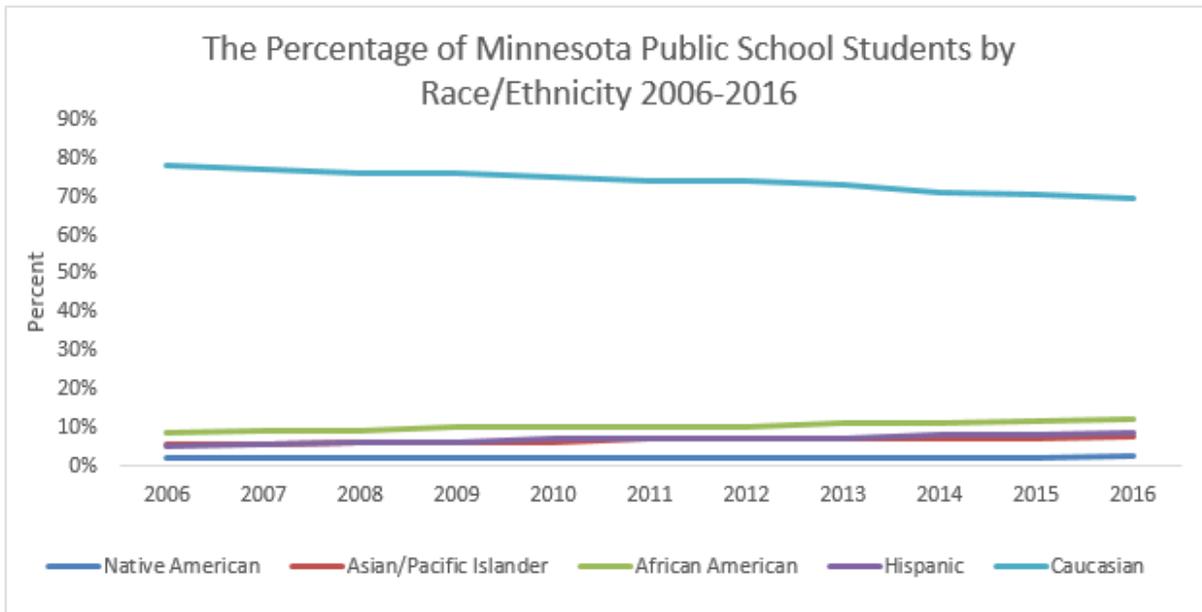
The number of teachers has increased slightly since the 2009-10 school year. Data Set 1 shows that the number of teachers increased from 56,790 in 2009-10 to 60,090 in 2015-16, a 5.8 percent increase across the seven school years. During the same period, public school enrollments increased by 3.2 percent. This increase represents a decrease in the student teacher ration from 14.4 students per teacher in 2010 to 14.1 students per teacher in 2016.

Table 2: Student Enrollment by Ethnicity

| Racial/Ethnic Group | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Native American | 17,150 2% | 17,351 2% | 17,423 2% | 17,714 2% | 17,858 2% | 18,103 2% | 18,375 2% | 18,944 2% | 19,275 2% | 19,768 2% | 20,516 2% |
| Asian/Pacific Islander | 47,610 6% | 48,865 6% | 49,984 6% | 51,268 6% | 52,320 6% | 53,928 7% | 55,442 7% | 57,190 7% | 59,477 7% | 61,108 7% | 63,049 7% |
| African American | 70,794 9% | 74,985 9% | 77,157 9% | 78,624 10% | 79,756 10% | 82,234 10% | 84,307 10% | 88,196 11% | 92,356 11% | 97,015 12% | 102,068 12% |
| Hispanic | 44,352 5% | 47,387 6% | 49,730 6% | 52,573 6% | 55,132 7% | 56,728 7% | 58,353 7% | 60,189 7% | 67,294 8% | 70,370 8% | 73,370 9% |
| Caucasian | 647,457 78% | 639,655 77% | 630,489 76% | 622,233 76% | 617,631 75% | 612,242 74% | 608,381 74% | 605,963 73% | 597,805 71% | 593,801 71% | 589,739 69% |

Note: Information from the MARSS system. Due to rounding total percentages may not equal 100%.

Figure 2: Percentage of Minnesota Public School Students by Race/Ethnicity 2006-2016



Note: Information from the MARSS system.

Table 2 provides yearly student enrollment by specific ethnic group. Figure 3 is a graphical representation of data from Table 2. Since 2006, there has been a noticeable change in demographics in student enrollment. The population of Caucasian students is decreasing, while Native American, Asian/Pacific Islander, African American, and Hispanic enrollment is increasing.

Figure 4: Student Enrollment Special Populations

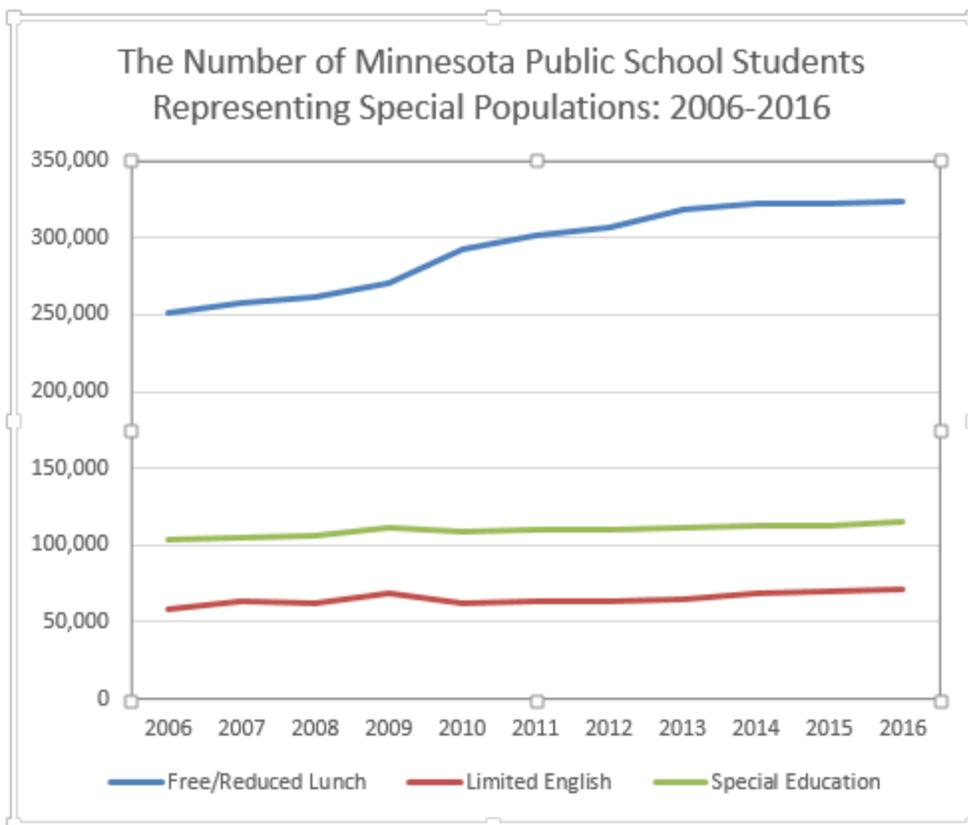


Table 3: Student Enrollment Data for Special Populations

| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|--------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Free/Reduced Lunch | 251,820 | 257,196 | 262,056 | 270,247 | 292,794 | 301,974 | 307,527 | 318,129 | 322,000 | 323,009 | 323,531 |
| Limited English | 58,974 | 63,364 | 62,626 | 68,083 | 62,589 | 63,608 | 63,984 | 65,083 | 68,512 | 70,462 | 71,481 |
| Special Education | 103,911 | 105,336 | 106,637 | 112,057 | 108,258 | 109,894 | 110,567 | 111,221 | 112,273 | 113,111 | 115,192 |

Note: Information from the MARSS system.

Figure 4 above is a visual representation the enrollment for the special populations of students that qualify to receive free/reduced-price lunch, limited English students, and students that qualify for special education services. Table 3 includes actual enrollment data of the students identified in Figure 4.

The population of students that qualify for free or reduced lunch prices has increased by 28 percent in the last 10 years. English Learners and students who qualify for special education services have increased at a smaller rate, 21 percent and 11 percent, respectively.

The percentage of each identified special population has increased in the last 10 years. Students qualifying for free or reduced-price lunches from 30 percent to 38 percent of the total enrollment. The number of English Learners has increased from 7.2 percent to 8.4 percent and the number special education students has increased form 12.6 percent to 13.5 percent of the total enrollment.

Figure 5: Minnesota Economic Development Regions

Text Box 2. Economic Development Regions as Defined by the Minnesota Department of Employment and Economic Development

Many reports produced by the state of Minnesota present findings aggregated into multicounty regions. The regions align fairly well with the educational service cooperatives that previously provided support to schools and districts. Presenting findings by region—rather than by county or district—helps to preserve continuity with previous teacher supply-and-demand reports published by MDE and provides a simpler view of trends throughout the state. The regions and associated counties are as follows:

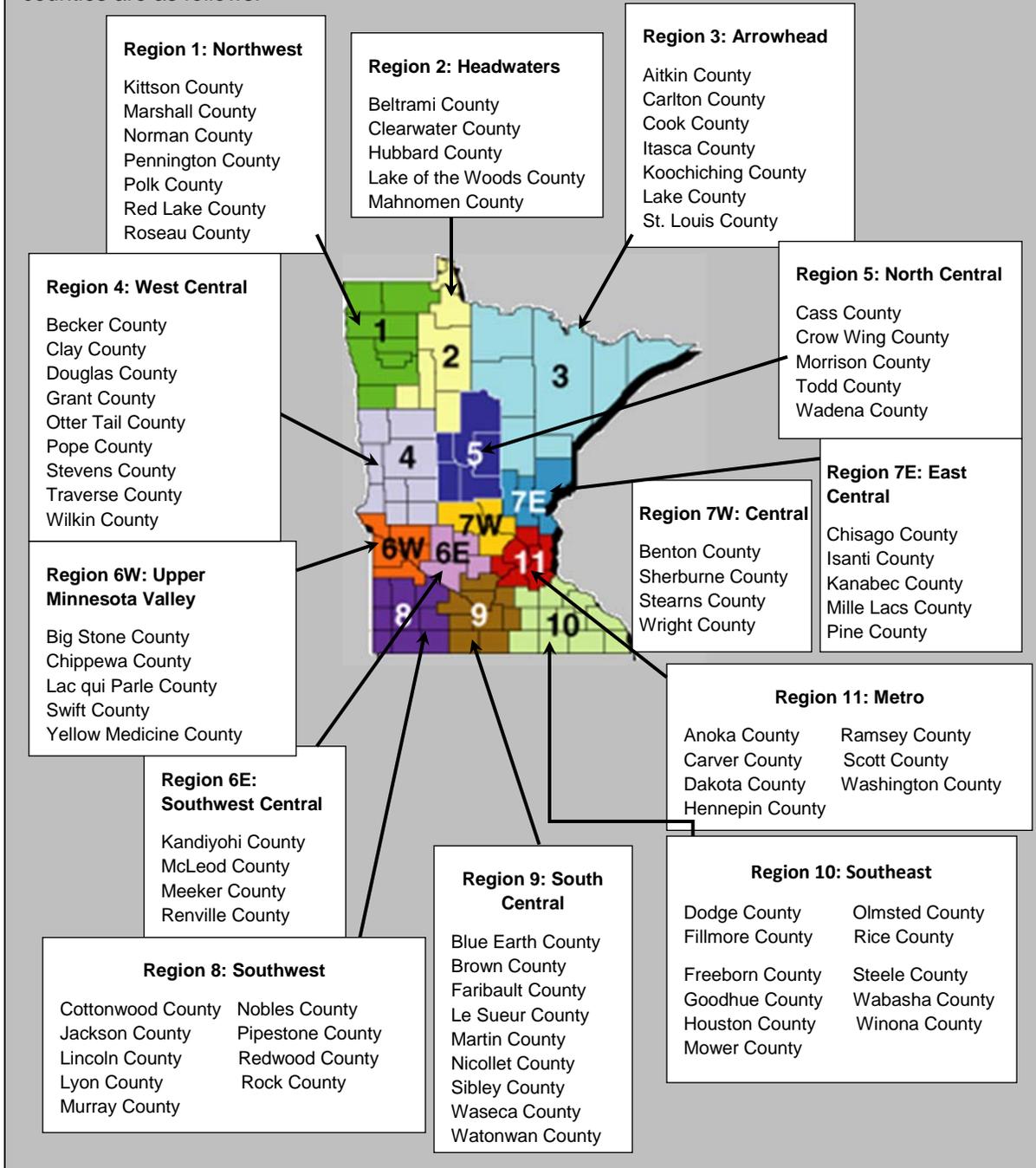


Table 4: Student Enrollment by Economic Development Region

| Region | 2013-14 | 2014-15 | 2015-16 | Change from 2013-14 |
|-----------------------------|---------|---------|---------|---------------------|
| 01: Northwest | 13,828 | 13667 | 13797 | -0.2% |
| 02: Headwaters | 13,389 | 13431 | 13557 | 1.3% |
| 03: Arrowhead | 43,207 | 43328 | 43134 | -0.2% |
| 04: West Central | 31,862 | 32271 | 33006 | 3.6% |
| 05: North Central | 24,801 | 24886 | 24996 | 0.8% |
| 06E: Southwest Central | 15,974 | 15792 | 15882 | -0.6% |
| 06W: Upper Minnesota Valley | 7,116 | 7104 | 7087 | -0.4% |
| 07E: East Central | 26,023 | 25571 | 25361 | -2.5% |
| 07W: Central | 74,427 | 75952 | 76926 | 3.4% |
| 08: Southwest | 18,937 | 19161 | 19479 | 2.9% |
| 09: South Central | 32,428 | 32070 | 32295 | -0.4% |
| 10: Southeast | 74,959 | 75658 | 76185 | 1.6% |
| 11: Metro | 459,307 | 463171 | 467037 | 1.7% |

Note: Information from the MARSS system.

Table 4 provides student enrollment data for the last three years. Seven of the 13 identified regions have experienced increased enrollment since 07-08. The largest percentage growth was in the West Central Economic Development region; however, the largest number of increase was in the metro.

Table 5: The Number of Teachers by Economic Development Region

| Region | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | Change in Number of Teacher From 2009-10 to 2015-16 |
|------------------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|-----------------------------------------------------|
| Total | 56,790 | 55,388 | 56,943 | 57,763 | 58,211 | 59574 | 60090 | 3,300 (5.8%) |
| 01: Northwest | 1,127 | 1,108 | 1,114 | 1,125 | 1,122 | 1,095 | 1,099 | -28 (-2.5%) |
| 02: Headwaters | 1,083 | 1,056 | 1,092 | 1,075 | 1,085 | 1,092 | 1,089 | 6 (0.5%) |
| 03: Arrowhead | 3,093 | 3,014 | 3,074 | 3,066 | 3,071 | 3,097 | 3,161 | 68 (2.2%) |
| 04: West Central | 2,301 | 2,279 | 2,305 | 2,330 | 2,366 | 2,400 | 2,442 | 141 (6.1%) |
| 05: North Central | 1,807 | 1,804 | 1,795 | 1,791 | 1,800 | 1,895 | 1,898 | 91 (5.0%) |
| 06E: Southwest Central | 1,174 | 1,159 | 1,171 | 1,152 | 1,159 | 1,172 | 1,168 | (-6) (-5.1%) |
| 06W: Upper MN Valley | 561 | 541 | 542 | 532 | 530 | 579 | 588 | 27 (4.8%) |
| 07E: East Central | 1,716 | 1,674 | 1,691 | 1,681 | 1,702 | 1,758 | 1,781 | 65 (3.8%) |
| 07W: Central | 4,644 | 4,608 | 4,695 | 4,746 | 4,782 | 4,911 | 4,968 | 324 (7.0%) |
| 08: Southwest | 1,601 | 1,578 | 1,603 | 1,609 | 1,610 | 1,614 | 1,622 | 21 (1.3%) |

| Region | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | Change in Number of Teacher From 2009-10 to 2015-16 |
|-------------------|---------|---------|---------|---------|---------|---------|---------|-----------------------------------------------------|
| 09: South Central | 2,626 | 2,575 | 2,638 | 2,676 | 2,666 | 2,428 | 2,438 | (-188) (-7.1%) |
| 10: Southeast | 5,073 | 5,033 | 5,214 | 5,294 | 5,337 | 5,498 | 5,515 | 442 (8.7%) |
| 11: Metro | 29,984 | 28,959 | 30,009 | 30,686 | 30,981 | 32,035 | 32,321 | 2,337 (7.8%) |

Note: Prepared from STAR System

Table 5 shows the number of teachers in each economic development region for the past seven years.

In general, the number of teachers in each region has reflected student enrollment. In regions where student enrollment has decreased while the number of teacher has increased, the student-to-teacher ratio ranges from 12.1 students per teacher to 14.2 students per teacher. The state average is 14.1 students per teacher. It should be noted that this only reflects the number of students in the region and does not take into account any specific needs of the student population within the region.

Table 6: Newly Licensed Teachers by Race/Ethnicity

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|-----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| American Indian or Alaskan Native | 0.3% | 0.4% | 0.5% | 0.5% | 0.3% | 0.4% | 0.6% | 0.4% |
| Asian or Pacific Islander | 2.4% | 2.5% | 3.0% | 2.9% | 3.0% | 2.5% | 2.5% | 2.8% |
| Black (Not of Hispanic Origin) | 1.7% | 1.7% | 1.7% | 1.7% | 0.9% | 1.6% | 2.8% | 2.6% |
| Hispanic | 1.7% | 1.8% | 0.9% | 1.2% | 1.6% | 1.4% | 2.0% | 1.9% |
| White (Not of Hispanic Origin) | 93.9% | 92.9% | 93.7% | 93.5% | 93.6% | 93.7% | 91.1% | 91.2% |
| Unknown | 0.0% | 0.7% | 0.3% | 0.3% | 0.6% | 0.4% | 0.9% | 1.1% |

Note: Prepared from STAR System

Table 6 shows the percent of newly licensed teachers with regard to ethnicity. The percentage of newly licensed white teachers has declined in the past three years. The percentage of black teachers rose in 2013-14 to 2014-15, but did decreased slightly in 2015-16. The percentage of newly licensed American Indian or Alaskan Native, Asian or Pacific Islander, and Hispanic teachers remain largely the same over the past several years.

Table 7: Total Number of Teachers by Race/Ethnicity

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|--------|--------|--------|--------|--------|--------|
| Native American | 237 | 218 | 229 | 244 | 253 | 249 |
| Asian/Pacific Islander | 717 | 701 | 760 | 829 | 933 | 973 |
| Hispanic | 475 | 474 | 485 | 523 | 590 | 629 |
| African American | 587 | 544 | 567 | 563 | 661 | 690 |
| Caucasian | 54,679 | 53,380 | 54,755 | 55,509 | 57,017 | 57,432 |

Note: Prepared from STAR System

The count of teachers indicated in Table 7 above does not include teachers with unknown race/ethnicity.

Table 8: Percentage of Teachers by Race/Ethnicity

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|--------|--------|--------|--------|--------|--------|
| Entire state | 56790 | 55388 | 56943 | 577763 | 58211 | 60090 |
| American Indian | 0.42% | 0.39% | 0.40% | 0.04% | 0.43% | 0.41% |
| Asian/Pacific Islander | 1.26% | 1.27% | 1.33% | 0.14% | 1.60% | 1.62% |
| Hispanic | 0.84% | 0.86% | 0.85% | 0.09% | 1.01% | 1.05% |
| Black | 1.03% | 0.98% | 1.00% | 0.10% | 1.14% | 1.15% |
| White | 96.28% | 96.37% | 96.16% | 9.61% | 97.95% | 95.58% |

Note: Prepared from STAR System

The percent of teachers indicated in Table 8 above does not include teachers with unknown race/ethnicity.

Table 9: The Race and the Ethnicity of Teachers in Minnesota and Economic Development Regions within the State, 2009-10 to 2015-16**Region: Statewide**

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|--------|--------|--------|--------|--------|--------|
| Native American | 237 | 218 | 229 | 244 | 253 | 249 |
| Asian/Pacific Islander | 717 | 701 | 760 | 829 | 933 | 973 |
| Hispanic | 475 | 474 | 485 | 523 | 590 | 629 |
| African American | 587 | 544 | 567 | 563 | 661 | 690 |
| Caucasian | 54,679 | 53,380 | 54,755 | 55,509 | 57,017 | 57,432 |

Region 01: Northwest

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Native American | 3 | 3 | 2 | 2 | 1 | 1 |
| Asian/Pacific Islander | 0 | 0 | 0 | 0 | 1 | 1 |
| Hispanic | 1 | 2 | 2 | 3 | 2 | 3 |
| African American | 0 | 0 | 0 | 2 | 4 | 2 |
| Caucasian | 1,122 | 1,102 | 1,109 | 1,117 | 1,084 | 1,090 |

Region 02: Headwaters

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Native American | 50 | 45 | 47 | 43 | 41 | 40 |
| Asian/Pacific Islander | 1 | 1 | 2 | 2 | 4 | 4 |
| Hispanic | 3 | 3 | 2 | 3 | 2 | 1 |
| African American | 1 | 1 | 1 | 1 | 0 | 0 |
| Caucasian | 1,028 | 1,005 | 1,038 | 1,026 | 1,045 | 1,044 |

Region 03: Arrowhead

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|-------|-------|-------|-------|------|------|
| Native American | 23 | 23 | 28 | 28 | 36 | 38 |
| Asian/Pacific Islander | 6 | 5 | 7 | 9 | 10 | 9 |
| Hispanic | 11 | 13 | 12 | 15 | 18 | 20 |
| African American | 3 | 3 | 3 | 5 | 5 | 5 |
| Caucasian | 3,047 | 2,968 | 3,017 | 3,006 | 3025 | 3082 |

Region 04: West Central

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|-------|-------|-------|-------|------|------|
| Native American | 8 | 6 | 5 | 5 | 6 | 7 |
| Asian/Pacific Islander | 7 | 5 | 9 | 10 | 10 | 11 |
| Hispanic | 1 | 1 | 1 | 1 | 3 | 3 |
| African American | 1 | 0 | 0 | 0 | 0 | 1 |
| Caucasian | 2,284 | 2,266 | 2,290 | 2,313 | 2378 | 2420 |

Region 05: North Central

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|-------|-------|-------|-------|------|------|
| Native American | 5 | 5 | 5 | 4 | 8 | 10 |
| Asian/Pacific Islander | 3 | 3 | 3 | 2 | 4 | 3 |
| Hispanic | 4 | 4 | 3 | 3 | 3 | 3 |
| African American | 0 | 0 | 0 | 0 | 1 | 1 |
| Caucasian | 1,793 | 1,790 | 1,784 | 1,780 | 1872 | 1875 |

Region 06: Arrowhead

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|-------|-------|-------|-------|------|------|
| Native American | 23 | 23 | 28 | 28 | 36 | 38 |
| Asian/Pacific Islander | 6 | 5 | 7 | 9 | 10 | 9 |
| Hispanic | 11 | 13 | 12 | 15 | 18 | 20 |
| African American | 3 | 3 | 3 | 5 | 5 | 5 |
| Caucasian | 3,047 | 2,968 | 3,017 | 3,006 | 3025 | 3082 |

Region 06E: Southwest Central

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Native American | 0 | 0 | 0 | 0 | 0 | 1 |
| Asian/Pacific Islander | 0 | 0 | 0 | 0 | 1 | 1 |
| Hispanic | 2 | 1 | 1 | 1 | 2 | 2 |
| African American | 0 | 0 | 0 | 0 | 0 | 0 |
| Caucasian | 1,170 | 1,158 | 1,170 | 1,150 | 1,169 | 1,164 |

Region 06W: Upper Minnesota Valley

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|------|------|------|------|------|------|
| Native American | 1 | 1 | 1 | 1 | 2 | 1 |
| Asian/Pacific Islander | 0 | 0 | 0 | 1 | 1 | 1 |
| Hispanic | 3 | 3 | 3 | 2 | 3 | 4 |
| African American | 0 | 0 | 0 | 0 | 0 | 0 |
| Caucasian | 556 | 536 | 538 | 528 | 573 | 582 |

Region 07E: East Central

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Native American | 1 | 0 | 2 | 1 | 0 | 0 |
| Asian/Pacific Islander | 2 | 2 | 2 | 3 | 5 | 5 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 1 |
| African American | 1 | 1 | 1 | 1 | 1 | 2 |
| Caucasian | 1,710 | 1,670 | 1,686 | 1,675 | 1,752 | 1,769 |

Region 07W: Central

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|-------|-------|-------|-------|------|------|
| Native American | 8 | 7 | 8 | 9 | 5 | 6 |
| Asian/Pacific Islander | 15 | 17 | 21 | 26 | 24 | 30 |
| Hispanic | 11 | 11 | 12 | 17 | 16 | 20 |
| African American | 10 | 8 | 8 | 8 | 11 | 13 |
| Caucasian | 4,598 | 4,564 | 4,644 | 4,682 | 4850 | 4892 |

Region 08: Southwest

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Native American | 3 | 3 | 2 | 3 | 2 | 2 |
| Asian/Pacific Islander | 2 | 2 | 3 | 3 | 6 | 4 |
| Hispanic | 8 | 5 | 4 | 3 | 3 | 5 |
| African American | 0 | 0 | 0 | 0 | 0 | 0 |
| Caucasian | 1,581 | 1,563 | 1,588 | 1,598 | 1,609 | 1,609 |

Region 09: South Central

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Native American | 2 | 2 | 2 | 1 | 1 | 1 |
| Asian/Pacific Islander | 8 | 6 | 8 | 11 | 8 | 8 |
| Hispanic | 8 | 7 | 6 | 8 | 8 | 9 |
| African American | 3 | 2 | 1 | 1 | 2 | 2 |
| Caucasian | 2,603 | 2,556 | 2,605 | 2,654 | 2,406 | 2,412 |

Region 10: Southeast

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Native American | 3 | 4 | 2 | 3 | 2 | 3 |
| Asian/Pacific Islander | 20 | 19 | 19 | 21 | 22 | 22 |
| Hispanic | 21 | 22 | 21 | 22 | 25 | 24 |
| African American | 8 | 7 | 12 | 13 | 15 | 14 |
| Caucasian | 5,021 | 4,981 | 5,146 | 5,233 | 5,432 | 5,444 |

Region 11: Metro Twin Cities

| Race/Ethnicity | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|--------|--------|--------|--------|--------|--------|
| Native American | 130 | 119 | 125 | 144 | 149 | 139 |
| Asian/Pacific Islander | 653 | 641 | 686 | 741 | 837 | 874 |
| Hispanic | 402 | 402 | 418 | 445 | 505 | 534 |
| African American | 560 | 522 | 541 | 532 | 622 | 650 |
| Caucasian | 28,166 | 27,221 | 28,140 | 28,747 | 29,830 | 30,049 |

Note: Prepared from STAR System

Table 10: Student Enrollment by Race/Ethnicity by Economic Development Region

| Data Year | Economic Development Region | American Indian | Asian | Hispanic | Black | White | Total Students |
|-----------|-----------------------------|-----------------|-------|----------|-------|-------|----------------|
| 11-12 | 1 | 357 | 191 | 908 | 197 | 12438 | 14091 |
| 12-13 | 01 | 379 | 194 | 839 | 227 | 12367 | 14006 |
| 13-14 | 01 | 388 | 194 | 924 | 272 | 12246 | 14024 |
| 14-15 | 01 | 401 | 212 | 949 | 280 | 12015 | 13857 |
| 15-16 | 01 | 438 | 212 | 1038 | 368 | 11950 | 14006 |
| 11-12 | 2 | 4111 | 102 | 186 | 213 | 8778 | 13390 |
| 12-13 | 02 | 4191 | 99 | 188 | 215 | 8831 | 13524 |
| 13-14 | 02 | 4396 | 104 | 224 | 239 | 8743 | 13706 |
| 14-15 | 02 | 4526 | 107 | 230 | 240 | 8660 | 13763 |
| 15-16 | 02 | 4627 | 120 | 211 | 259 | 8680 | 13897 |
| 11-12 | 3 | 3070 | 542 | 542 | 1395 | 38282 | 43831 |
| 12-13 | 03 | 3228 | 530 | 558 | 1439 | 38156 | 43911 |
| 13-14 | 03 | 3303 | 539 | 723 | 1474 | 37902 | 43941 |
| 14-15 | 03 | 3400 | 518 | 724 | 1509 | 37891 | 44042 |
| 15-16 | 03 | 3432 | 516 | 770 | 1570 | 37560 | 43848 |
| 11-12 | 4 | 962 | 296 | 1221 | 699 | 28579 | 31757 |
| 12-13 | 04 | 1042 | 325 | 1235 | 766 | 28862 | 32230 |
| 13-14 | 04 | 1096 | 347 | 1461 | 813 | 28790 | 32507 |
| 14-15 | 04 | 1202 | 352 | 1536 | 950 | 28954 | 32994 |
| 15-16 | 04 | 1337 | 390 | 1666 | 1120 | 29208 | 33721 |
| 11-12 | 5 | 1508 | 216 | 575 | 321 | 22769 | 25389 |
| 12-13 | 05 | 1547 | 196 | 596 | 336 | 22551 | 25226 |
| 13-14 | 05 | 1552 | 214 | 712 | 367 | 22460 | 25305 |
| 14-15 | 05 | 1620 | 212 | 727 | 408 | 22463 | 25430 |
| 15-16 | 05 | 1674 | 202 | 817 | 421 | 22465 | 25579 |
| 11-12 | 06E | 69 | 141 | 2259 | 471 | 13152 | 16092 |
| 12-13 | 06E | 88 | 142 | 2280 | 580 | 13087 | 16177 |
| 13-14 | 06E | 85 | 167 | 2461 | 627 | 12877 | 16217 |
| 14-15 | 06E | 74 | 167 | 2517 | 699 | 12556 | 16013 |
| 15-16 | 06E | 106 | 179 | 2655 | 840 | 12349 | 16129 |
| 11-12 | 06W | 188 | 89 | 475 | 84 | 6576 | 7412 |
| 12-13 | 06W | 181 | 104 | 493 | 94 | 6477 | 7349 |
| 13-14 | 06W | 186 | 102 | 557 | 91 | 6289 | 7225 |
| 14-15 | 06W | 187 | 119 | 640 | 107 | 6188 | 7241 |
| 15-16 | 06W | 191 | 134 | 618 | 132 | 6146 | 7221 |
| 11-12 | 07E | 750 | 354 | 416 | 360 | 24696 | 26576 |
| 12-13 | 07E | 776 | 350 | 432 | 370 | 24503 | 26431 |
| 13-14 | 07E | 813 | 325 | 544 | 362 | 24269 | 26313 |
| 14-15 | 07E | 841 | 313 | 556 | 348 | 23966 | 26024 |
| 15-16 | 07E | 876 | 337 | 578 | 418 | 23556 | 25765 |
| 11-12 | 07W | 530 | 1561 | 2457 | 3242 | 66580 | 74370 |
| 12-13 | 07W | 515 | 1571 | 2566 | 3491 | 66547 | 74690 |
| 13-14 | 07W | 545 | 1640 | 2952 | 4008 | 67104 | 76249 |

| Data Year | Economic Development Region | American Indian | Asian | Hispanic | Black | White | Total Students |
|-----------|-----------------------------|-----------------|-------|----------|-------|--------|----------------|
| 14-15 | 07W | 568 | 1688 | 3123 | 4693 | 67236 | 77308 |
| 15-16 | 07W | 694 | 1679 | 3247 | 5293 | 67417 | 78330 |
| 11-12 | 8 | 402 | 903 | 2256 | 520 | 15014 | 19095 |
| 12-13 | 08 | 421 | 922 | 2433 | 538 | 14815 | 19129 |
| 13-14 | 08 | 448 | 965 | 2678 | 591 | 14617 | 19299 |
| 14-15 | 08 | 451 | 995 | 2909 | 662 | 14516 | 19533 |
| 15-16 | 08 | 456 | 1047 | 3137 | 763 | 14454 | 19857 |
| 11-12 | 9 | 117 | 438 | 3091 | 1096 | 28370 | 33112 |
| 12-13 | 09 | 130 | 468 | 3078 | 1250 | 28160 | 33086 |
| 13-14 | 09 | 127 | 455 | 3432 | 1286 | 27269 | 32569 |
| 14-15 | 09 | 125 | 453 | 3563 | 1403 | 27280 | 32824 |
| 15-16 | 09 | 148 | 498 | 3684 | 1596 | 27185 | 33111 |
| 11-12 | 10 | 443 | 2816 | 6194 | 4301 | 61836 | 75590 |
| 12-13 | 10 | 467 | 2920 | 6429 | 4786 | 61579 | 76181 |
| 13-14 | 10 | 453 | 3131 | 7179 | 5076 | 61078 | 76917 |
| 14-15 | 10 | 451 | 3186 | 7490 | 5398 | 60472 | 76997 |
| 15-16 | 10 | 501 | 3328 | 7755 | 5886 | 60159 | 77629 |
| 11-12 | 11 | 6282 | 48427 | 39045 | 72945 | 292022 | 458721 |
| 12-13 | 11 | 6387 | 50022 | 40290 | 75680 | 290858 | 463237 |
| 13-14 | 11 | 6307 | 52022 | 44882 | 78692 | 284588 | 466491 |
| 14-15 | 11 | 6422 | 53540 | 46885 | 81898 | 282268 | 471013 |
| 15-16 | 11 | 6547 | 55230 | 48642 | 85063 | 279610 | 475092 |

Note: Prepared from MARSS data.

Table 11: District's perceived access to effective teachers that reflect the student population

| Answer Options | Yes | Somewhat | No | No students of this ethnicity | Unknown | Response Count |
|--------------------------------|-----|----------|-----|-------------------------------|---------|----------------|
| Black, not of Hispanic origin | 26 | 65 | 213 | 30 | 34 | 368 |
| Asian/Pacific Highlander | 26 | 51 | 166 | 83 | 40 | 366 |
| Hispanic | 31 | 72 | 195 | 32 | 35 | 365 |
| American Indian/Alaskan Native | 29 | 43 | 188 | 66 | 41 | 367 |
| White, not of Hispanic origin | 303 | 23 | 14 | 10 | 17 | 367 |

School district and charter school hiring officials were asked if they have access to effective and diverse teachers that reflect the student population. This was an additional legislative survey requirement added in 2016. The responding officials indicated strongly that there was access to effective and diverse teachers for white students but did not have access to effective and diverse teachers for the other identified ethnicities.

Table 12: District perceptions regarding how well teachers are prepared to teach specific students

| Answer Options | Prepared | Mostly Prepared | Somewhat Prepared | Not Prepared | Unknown | Response Count |
|------------------------------------------|----------|-----------------|-------------------|--------------|---------|----------------|
| Homeless Students | 78 | 92 | 126 | 45 | 27 | 368 |
| Students receiving free or reduced lunch | 180 | 102 | 66 | 7 | 13 | 368 |
| Student in or previously in foster care | 125 | 93 | 104 | 25 | 21 | 368 |
| Immigrant Students | 39 | 68 | 106 | 99 | 56 | 368 |
| Refugee Students | 32 | 45 | 81 | 139 | 71 | 368 |
| English Language Learners | 62 | 77 | 125 | 72 | 32 | 368 |

School district and charter school hiring officials were asked if teachers are prepared to teach specific types of students such as homeless students, students receiving free or reduced-price lunch, students in or previously in foster care, immigrant students, refugee students and English language learners. Responses indicate that officials believe that teachers are more prepared to teach students receiving free or reduced-price lunches and students in or previously in foster care than in other identified groups of students. Hiring officials reported that teachers are less prepared to teach refugee students and immigrant students.

Section: Teacher Retention

Table 13: The Number of Teachers Leaving by Reason for Leaving: 2008-09 to 2014-15

| Reason for Leaving | 2008-09 | 2009-10 | 2010-11 | 2011-2012 | 2012-13 | 2013-2014 | 2014-2015 |
|-----------------------------------------------------------------|-------------|-------------|-------------|------------|-------------|------------|------------|
| Total | 4,471 | 4,649 | 4,772 | 5,437 | 5,899 | 6,035 | 6,546 |
| Retirement | 1,158 (26%) | 1,188 (26%) | 1,478 (31%) | 1334 (25%) | 1,512 (26%) | 1264 (21%) | 1422 (22%) |
| Personal reasons | 909 (20%) | 992 (21%) | 915 (19%) | 1254 (23%) | 1,280 (22%) | 1433 (24%) | 1625 (25%) |
| Not offered reemployment for reasons other than staff reduction | 700 (16%) | 691 (15%) | 631 (13%) | 642 (12%) | 776 (13%) | 683 (11%) | 772 (12%) |
| Staff reduction | 667 (15%) | 601 (13%) | 574 (12%) | 444 (8%) | 350 (6%) | 289 (5%) | 438 (7%) |
| Educator in another district | 464 (10%) | 436 (9%) | 533 (11%) | 874 (16%) | 1,044 (18%) | 1109 (18%) | 1058 (16%) |
| Unknown/other | 388 (9%) | 573 (12%) | 469 (10%) | 665 (12%) | 722 (12%) | 1018 (17%) | 967 (15%) |
| Educator outside of Minnesota | 101 (2%) | 98 (2%) | 115 (2%) | 148 (3%) | 116 (2%) | 140 (2%) | 139 (2%) |
| Other educational occupation | 43 (1%) | 51 (1%) | 40 (1%) | 62 (1%) | 74 (1%) | 78 (1%) | 110 (2%) |
| Death | 41 (1%) | 19 (<1%) | 17 (<1%) | 14 (<1%) | 25 (<1%) | 21 (<1%) | 15 (<1%) |

Note: Prepared from the STAR System

Table 13 shows the number of teachers leaving school districts or charter schools. This information is reported by school districts. Notably, there has been a 46 percent increase in the number of teachers reported leaving districts since 2008-09. Also the number of teachers leaving for personal reasons and educators becoming employed in another district has increased over the last six years.

There has been a 46 percent increase in the number of teachers reported leaving their positions since 2008-09. The only categories that have not sustained an increase in the number of teachers leaving are staff reduction and death. The number of staff leaving because of reductions has decreased by 34 percent since 2008-09.

Table 14: The Number of Teachers Retained by Cohort

| Cohort Year | Number of First-Year Teachers | Return to Teaching 2009–10 | Return to Teaching 2010–11 | Return to Teaching 2011–12 | Return to Teaching 2012–13 | Return to Teaching 2013–14 | Return to Teaching 2014–15 | Return to Teaching 2015–16 |
|-------------|-------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 2009–10 | 2,459 | | 2,031 | 1,885 | 1,764 | 1,681 | 1,635 | 1,572 |
| | | | -17.41% | -23.34% | -28.26% | -31.64% | -33.51% | -36.07% |
| 2010–11 | 2,209 | | | 1,815 | 1,706 | 1,620 | 1,612 | 1,542 |
| | | | | -17.84% | -22.77% | -26.66% | -27.02% | -30.19% |
| 2011–12 | 2,406 | | | | 2,052 | 1,873 | 1,832 | 1,749 |
| | | | | | -14.71% | -22.15% | -23.86% | -27.31% |
| 2012–13 | 2,907 | | | | | 2,452 | 2,343 | 2,176 |
| | | | | | | -15.65% | -19.40% | -25.15% |
| 2013–14 | 2,877 | | | | | | 2,571 | 2,366 |
| | | | | | | | -10.64% | -17.76% |
| 2014–2015 | 3,199 | | | | | | | 2,747 |
| | | | | | | | | -14.13% |
| 2015–2016 | 3,087 | | | | | | | |

Note: Prepared from the STAR

Table 14 identifies the numbers of new teachers in the school years 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, and 2015-16 cohorts and the number of those who left their positions in the first five years. On average, 15.1 percent of teachers were not teaching in Minnesota after their first year, 21.07 percent left teaching within two years of entering the profession, 25.9 percent left the profession after three years, 28.7 percent left within four years and 31.9 percent left within five years of entering the profession.

Table 15: Perceived Barriers to Retaining Qualified Teachers

| Answer Options | Not a barrier | Small barrier | Large barrier |
|-------------------------------------------------------------|---------------|---------------|---------------|
| a. Teacher licensing standards | 113 | 154 | 109 |
| b. Teacher testing requirements. | 126 | 143 | 107 |
| c. Teacher Salary | 44 | 165 | 167 |
| d. Teacher support (Administrative, Prof. Dev., Mentorship) | 169 | 170 | 37 |
| e. Competitive Job Market | 33 | 158 | 185 |

Table 15 above is survey data that indicates that hiring officials at district and charter schools believe that the two largest barriers of those listed are a competitive job market and teacher salary. A relatively low perceived barrier for retaining teachers is teacher support.

Section: Hiring

Special Permission Definitions

A **personnel variance** is a special permission granted to fully licensed teachers to serve in positions for which they are not licensed. To assign a licensed classroom teacher “out-of-field” or “out-of-grade level,” the school district or charter school must apply for a personnel variance to the Minnesota Board of Teaching. Personnel variances may be granted to the school district or charter school for an individual for no more than three years. The personnel variance special permission was created with the intent that within three years, a licensed teacher would have the time to become fully licensed in that content area.

An **appeal variance** is issued when a district may need or desire to continue employment of an individual who has been granted three personnel variances and is in the process of completing all requirements for a profession license but needs one additional year to meet the standards for the license. This is approved by the executive secretary of the Minnesota Board of Teaching

A **discretionary variance** is issued when a district demonstrates hardship such as when three personnel variances and an appeal variance have been exhausted. This is approved by the entire Minnesota Board of Teaching.

A **temporary limited license** is a special permission granted to an individual who is not fully licensed when the school superintendent or administrative designee has indicated that no acceptable fully licensed teacher is available for the assignment. According to the Minnesota Board of Teaching, the individual must possess at least a bachelor’s degree with a major or minor in the field of a full-time or part-time assignment. Temporary limited licenses are valid for one school year and may be renewed for up to three school years.

A **waiver** is a special permission granted by the Minnesota Board of Teaching for one or more licensed individuals to teach out of their area(s) of licensure to accommodate experimental (innovative) programs by delivering content in a unique way or for purposes of implementing a state approved alternative program. The waiver may also be used for an assignment for which there is no appropriate licensure. A waiver request can only be granted in one year increments. Experimental **program waivers** were granted by core subjects for the first time in 2005-06 to align with federal No Child Left Behind requirements.

A **non-licensed community expert** status is a special permission granted to allow a school district to hire an individual who is not a licensed teacher, but has a specific area of expertise that is related to the teaching assignment.

A **three-year, non-renewable license** allows a professionally licensed individual to teach out-of-field in a subject as they work towards full licensure. A district only needs to apply for this license once and does not need to advertise for the position after the first year. The special permission was issued for the first time during the 2006-2007 school year.

The following data is survey data taken from the Supply and Demand Survey completed by district and charter hiring officials. Licensure areas included on the 2016 Federal Shortage Report are indicated with an (*). District not able to fill a vacancy may have needed to use a Board of Teaching Special Permission.

Table 16: Art

| Answer Options | Easy | Somewhat difficult | Very difficult | Could not fill all vacancies | N/A No positions in this district or charter school | N/A No vacancies for this position |
|----------------|------|--------------------|----------------|------------------------------|-----------------------------------------------------|------------------------------------|
| Dance* | 13 | 20 | 11 | 5 | 191 | 180 |
| Orchestra | 11 | 15 | 7 | 2 | 201 | 184 |
| Band | 39 | 58 | 24 | 1 | 70 | 228 |
| Music vocal | 41 | 64 | 30 | 8 | 64 | 213 |
| Theatre* | 15 | 21 | 13 | 5 | 155 | 211 |
| Visual arts | 27 | 55 | 27 | 4 | 71 | 236 |

*Denotes Licensure area included on the Federal Shortage Report.

Table 17: Special Education

| Answer Options | Easy | Somewhat difficult | Very difficult | Could not fill all vacancies | N/A No positions in this district or charter school | N/A No vacancies for this position |
|-------------------------------------------|------|--------------------|----------------|------------------------------|-----------------------------------------------------|------------------------------------|
| Academic and behavioral strategist * | 14 | 46 | 72 | 17 | 99 | 159 |
| Autism spectrum disorders* | 11 | 43 | 115 | 37 | 40 | 161 |
| Blind or visually impaired* | 2 | 6 | 50 | 12 | 124 | 213 |
| Career and technical with disabilities | 4 | 13 | 33 | 4 | 129 | 224 |
| Deaf or hard of hearing* | 3 | 15 | 45 | 12 | 106 | 226 |
| Developmental/adapted physical education* | 15 | 36 | 42 | 12 | 59 | 243 |
| Developmental disabilities* | 13 | 56 | 100 | 22 | 28 | 188 |
| Emotional behavior disorders* | 16 | 65 | 130 | 54 | 10 | 132 |
| Physical and health disabilities* | 11 | 27 | 56 | 11 | 50 | 252 |
| Special education director | 32 | 31 | 34 | 1 | 66 | 243 |
| Speech-language pathologist* | 15 | 47 | 85 | 23 | 31 | 206 |
| Special education early childhood* | 15 | 40 | 78 | 16 | 65 | 193 |
| Specific learning disabilities* | 18 | 72 | 89 | 35 | 21 | 172 |

*Denotes Licensure area included on the Federal Shortage Report.

Table 18: Early Childhood and Elementary Education

| Answer Options | Easy | Somewhat difficult | Very difficult | Could not fill all vacancies | N/A No positions in this district or charter school | N/A No vacancies for this position |
|-------------------------------------------|------|--------------------|----------------|------------------------------|-----------------------------------------------------|------------------------------------|
| Early childhood education | 36 | 81 | 44 | 16 | 72 | 153 |
| K-6 elementary | 124 | 131 | 31 | 3 | 41 | 72 |
| K-8 world languages* | 12 | 29 | 37 | 12 | 117 | 195 |
| Reading specialist/ interventionist (K-6) | 34 | 50 | 26 | 7 | 88 | 197 |
| Math specialist / interventionist (K-6) | 28 | 31 | 27 | 7 | 113 | 196 |
| Computer / keyboarding (K-6)* | 7 | 30 | 14 | 8 | 120 | 223 |
| Bilingual / bicultural education (K-6) | 8 | 13 | 19 | 3 | 174 | 185 |
| Immersion education (K-6) | 6 | 8 | 12 | 5 | 190 | 181 |
| English as a second language (K-6)* | 15 | 41 | 62 | 15 | 112 | 157 |

*Denotes Licensure area included on the Federal Shortage Report.

Table 19: Middle Grades

| Answer Options | Easy | Somewhat difficult | Very difficult | Could not fill all vacancies | N/A No positions in this district or charter school | N/A No vacancies for this position |
|-----------------------------------------------------|------|--------------------|----------------|------------------------------|-----------------------------------------------------|------------------------------------|
| 5-8 communication arts and literature (English) | 55 | 75 | 30 | 3 | 52 | 185 |
| 5-8 mathematics* | 27 | 73 | 50 | 10 | 53 | 187 |
| 5-8 science* | 18 | 75 | 46 | 12 | 53 | 196 |
| 5-8 social studies | 69 | 53 | 11 | 2 | 54 | 211 |
| Agriculture (middle-level)* | 6 | 17 | 20 | 5 | 153 | 199 |
| Business (middle-level)* | 3 | 15 | 22 | 7 | 130 | 223 |
| Family and consumer science (middle-level)* | 6 | 13 | 23 | 10 | 122 | 226 |
| Reading specialist/ interventionist (middle-level)* | 20 | 27 | 18 | 1 | 115 | 219 |
| Computer/keyboarding (middle-level)* | 7 | 23 | 19 | 6 | 104 | 241 |
| Industrial arts (middle-level) | 5 | 17 | 39 | 10 | 110 | 219 |
| Bilingual/bicultural education (middle-level)* | 7 | 9 | 10 | 5 | 182 | 187 |
| Immersion education (middle-level) | 4 | 9 | 5 | 3 | 202 | 177 |
| English as a second language (middle-level)* | 11 | 36 | 48 | 10 | 123 | 172 |

*Denotes Licensure area included on the Federal Shortage Report.

Table 20: High School

| Answer Options | Easy | Somewhat difficult | Very difficult | Could not fill all vacancies | N/A No positions in this district or charter school | N/A No vacancies for this position |
|-----------------------------------------------------|------|--------------------|----------------|------------------------------|-----------------------------------------------------|------------------------------------|
| Agriculture* | 7 | 15 | 28 | 8 | 139 | 200 |
| Business* | 10 | 22 | 33 | 8 | 103 | 221 |
| Chemistry* | 4 | 29 | 57 | 16 | 61 | 230 |
| Communication arts and literature (English) | 46 | 57 | 42 | 3 | 57 | 192 |
| Earth and space science | 12 | 34 | 25 | 15 | 66 | 245 |
| Family and consumer science* | 7 | 17 | 27 | 10 | 110 | 226 |
| Life sciences | 14 | 49 | 32 | 8 | 52 | 242 |
| Mathematics* | 23 | 67 | 69 | 8 | 48 | 182 |
| Physics* | 4 | 22 | 53 | 15 | 61 | 242 |
| Social studies | 76 | 51 | 9 | 0 | 50 | 211 |
| Reading specialist / interventionist (high school)* | 15 | 20 | 13 | 2 | 145 | 202 |
| Computer / keyboarding * | 3 | 16 | 14 | 5 | 109 | 250 |
| Industrial arts* | 3 | 15 | 46 | 15 | 94 | 224 |
| Bilingual/bicultural education (high school) | 4 | 10 | 12 | 4 | 182 | 185 |
| Immersion education (high school) | 2 | 5 | 4 | 1 | 207 | 178 |
| English as a second language (high school)* | 9 | 27 | 38 | 18 | 136 | 169 |

*Denotes Licensure area included on the Federal Shortage Report.

Table 21: Languages

| Answer Options | Easy | Somewhat difficult | Very difficult | Could not fill all vacancies | N/A No positions in this district or charter school | N/A No vacancies for this position |
|-------------------------|------|--------------------|----------------|------------------------------|-----------------------------------------------------|------------------------------------|
| American Sign Language* | 1 | 9 | 14 | 3 | 227 | 141 |
| Arabic | 0 | 1 | 2 | 3 | 258 | 131 |
| Chinese | 1 | 1 | 13 | 3 | 242 | 135 |
| French | 3 | 9 | 5 | 1 | 231 | 146 |
| German | 2 | 3 | 6 | 4 | 219 | 161 |
| Greek | 0 | 0 | 0 | 0 | 262 | 133 |
| Hebrew | 0 | 0 | 1 | 0 | 260 | 134 |
| Italian | 0 | 0 | 0 | 0 | 261 | 134 |
| Japanese | 0 | 0 | 3 | 0 | 256 | 136 |
| Latin | 0 | 1 | 3 | 1 | 258 | 132 |
| Norwegian | 0 | 0 | 0 | 0 | 262 | 133 |
| Ojibwa | 1 | 3 | 1 | 6 | 246 | 138 |
| Polish | 0 | 0 | 0 | 0 | 262 | 133 |
| Russian | 0 | 0 | 0 | 0 | 260 | 135 |
| Spanish | 13 | 38 | 41 | 19 | 92 | 192 |
| Swedish | 0 | 0 | 1 | 0 | 261 | 133 |

*Denotes Licensure area included on the Federal Shortage Report.

**Note: World Languages and Cultures are included on the Federal Shortage Report.

Table 22: Related Education

| Answer Options | Easy | Somewhat difficult | Very difficult | Could not fill all vacancies | N/A No positions in this district or charter school | N/A No vacancies for this position |
|------------------------------|------|--------------------|----------------|------------------------------|-----------------------------------------------------|------------------------------------|
| Adult basic education | 9 | 32 | 16 | 4 | 161 | 173 |
| Driver and traffic safety | 14 | 18 | 15 | 7 | 143 | 198 |
| Health | 26 | 43 | 22 | 5 | 64 | 235 |
| Library media specialist* | 18 | 30 | 28 | 10 | 104 | 205 |
| Parent and family education* | 13 | 44 | 57 | 20 | 100 | 161 |
| Physical education | 77 | 57 | 16 | 4 | 38 | 203 |

*Denotes Licensure area included on the Federal Shortage Report.

Table 23: Career and Technical Education

| Answer Options | Easy | Somewhat difficult | Very difficult | Could not fill all vacancies | N/A No positions in this district or charter school | N/A No vacancies for this position |
|-----------------------------------|------|--------------------|----------------|------------------------------|-----------------------------------------------------|------------------------------------|
| Communication technology careers* | 3 | 9 | 14 | 5 | 183 | 178 |
| Construction careers* | 4 | 8 | 18 | 14 | 165 | 183 |
| Creative design careers | 1 | 3 | 4 | 5 | 216 | 163 |
| Hospitality service careers | 1 | 2 | 5 | 2 | 229 | 153 |
| Manufacturing careers* | 2 | 2 | 13 | 7 | 206 | 162 |
| Medical careers* | 2 | 6 | 6 | 6 | 221 | 151 |
| Transportation careers | 1 | 1 | 4 | 4 | 236 | 146 |

*Denotes Licensure area included on the Federal Shortage Report.

Table 24: Administrative

| Answer Options | Easy | Somewhat difficult | Very difficult | Could not fill all vacancies | N/A No positions in this district or charter school | N/A No vacancies for this position |
|-------------------------------------|------|--------------------|----------------|------------------------------|-----------------------------------------------------|------------------------------------|
| Community education director | 13 | 17 | 12 | 2 | 102 | 245 |
| Coordinator of work-based learning* | 4 | 18 | 26 | 6 | 132 | 205 |
| Principal | 47 | 60 | 17 | 0 | 23 | 244 |
| Assistant principal | 40 | 24 | 8 | 0 | 139 | 180 |
| Superintendent | 17 | 35 | 14 | 2 | 47 | 276 |
| Assistant superintendent | 2 | 4 | 2 | 0 | 203 | 180 |
| Human resources director | 11 | 22 | 5 | 1 | 129 | 223 |
| Athletic director | 25 | 17 | 15 | 0 | 82 | 252 |
| Finance director / manager | 12 | 26 | 23 | 1 | 36 | 293 |

*Denotes Licensure area included on the Federal Shortage Report.

Table 25: Licensed Related Services

| Answer Options | Easy | Somewhat difficult | Very difficult | Could not fill all vacancies | N/A No positions in this district or charter school | N/A No vacancies for this position |
|----------------------|------|--------------------|----------------|------------------------------|-----------------------------------------------------|------------------------------------|
| School counselor | 33 | 52 | 23 | 2 | 76 | 205 |
| School nurse | 15 | 46 | 69 | 8 | 59 | 194 |
| School psychologist* | 8 | 33 | 63 | 15 | 72 | 200 |
| School social worker | 21 | 53 | 34 | 7 | 71 | 205 |

*Denotes Licensure area included on the Federal Shortage Report.

Table 26: The number of Initial Licenses/Endorsements issued

| License | Total Issued FY14 | Total Issued FY15 | Total Issued FY16 |
|-----------------------------------------|-------------------|-------------------|-------------------|
| Agriculture Education | 31 | 24 | 25 |
| Theatre Arts | 9 | 4 | 4 |
| Dance | 1 | 6 | 3 |
| American Sign Language | 1 | 0 | 1 |
| English as a Second Language | 239 | 219 | 276 |
| Family and Consumer Science | 16 | 16 | 19 |
| Technology | 13 | 22 | 11 |
| Mathematics | 432 | 322 | 346 |
| Chemistry | 82 | 82 | 93 |
| Physics | 32 | 38 | 35 |
| Science 5-8 | 153 | 184 | 199 |
| Business | 25 | 35 | 18 |
| Computer Keyboarding and Technology | 18 | 25 | 17 |
| Teacher/Coordinator Work Based Learning | 66 | 55 | 46 |
| Parent and Family Education | 23 | 17 | 29 |
| Speech-Language Pathologist | 122 | 133 | 128 |
| Emotional Behavior Disorders | 364 | 275 | 251 |
| Learning Disabilities | 448 | 408 | 311 |
| Autism Spectrum Disorders | 374 | 721 | 386 |
| Developmental/Adapted PE | 63 | 31 | 61 |

| License | Total Issued FY14 | Total Issued FY15 | Total Issued FY16 |
|------------------------------------|-------------------|-------------------|-------------------|
| Deaf or Hard of Hearing | 13 | 6 | 8 |
| Blind or Visually Impaired | 6 | 9 | 8 |
| Early Childhood Special Education | 108 | 84 | 103 |
| Developmental Disabilities | 207 | 183 | 172 |
| Academic and Behavioral Strategist | 140 | 211 | 393 |
| Communication Tech Careers | 2 | 4 | 4 |
| Construction Careers | 2 | 10 | 2 |
| Medical Careers | 2 | 2 | 1 |
| School Psychologist | 45 | 59 | 53 |
| Library Media Specialist | 31 | 38 | 51 |
| Short Call Substitute | 1,262 | 1,403 | 1,374 |
| World Languages and Cultures* | 229 | 194 | 187 |

*Specific World Languages are included in the appendix.

The table above shows licensure areas included on the federal shortage list and have been identified as difficult to hire areas by hiring officials. The number of initial licenses/endorsements include all Minnesota and other state applicants. Also there is a notable increase in the number of academic and behavioral strategist licenses during the last three years. The number of licenses in world language and cultures has declined during the past three years. There is a noticeable spike in the number of autism spectrum disorders licenses issued in FY2015, which is in part a result of the Board of Teaching's review process that allowed for licensed special education teachers to add ASD endorsement.

Table 27: Substitute Teachers:

| Answer Options | Easy | Somewhat difficult | Very difficult |
|----------------------------------|------|--------------------|----------------|
| Short-term substitute | 32 | 154 | 185 |
| Long-term substitute (> 15 days) | 23 | 136 | 214 |

Ninety-one (91) percent of respondents indicated that filling short-term substitute positions was either somewhat or very difficult to fill. Ninety-four (94) percent of the respondents indicated long-term positions were somewhat or very difficult to fill.

Table 28: Short-Term Substitute Survey Trend

Percentage of Districts or Charter Schools Indicating Challenges in Finding Short-Term Substitute Teachers.

| District and Charter School Responses | 2012 Survey | 2014 Survey | 2016 Survey |
|---------------------------------------|-------------|-------------|-------------|
| Easy | 35 | 10 | 9 |
| Somewhat Difficult | 43 | 43 | 41 |
| Very Difficult | 22 | 47 | 50 |

Table 29: Long-Term Survey Trend

Percentage of Districts or Charter Schools Indicating Challenges in Finding Long-Term Substitute Teachers.

| District and Charter School Responses | 2012 Survey | 2014 Survey | 2016 Survey |
|---------------------------------------|-------------|-------------|-------------|
| Easy | 25 | 8 | 6 |
| Somewhat Difficult | 52 | 43 | 37 |
| Very Difficult | 24 | 49 | 57 |

In the 2014 *Supply and Demand Report* it was noted the increase in responses of very difficult to fill both long-term and short-term substitute positions. This trend continues as the percentage of respondents indicate both short-term and long-term substitute teaching positions are difficult to fill.

Perceived Hiring and Retention Barriers

School district hiring officials were asked to respond to questions regarding barriers to hiring and retaining qualified teachers. The tables below show the responses of those hiring officials responding to this question. These school officials reported in Table 30 largest barrier to hiring qualified teachers is the number of applicants that applying for openings. Table 31 provides responses from school officials regarding barriers to retaining qualified teachers and those responding indicated that the current competitive job market is the largest barrier and followed closely by teacher salary.

Table 30: Perceived Barriers to Hiring Qualified Teachers.

| Answer Options | Not a barrier | Small barrier | Large barrier |
|--------------------------------------|---------------|---------------|---------------|
| a. Teacher licensing standards | 57 | 160 | 159 |
| b. Teacher testing requirements. | 71 | 148 | 157 |
| c. Number of applicants for openings | 22 | 87 | 267 |

Table 30, (above) is survey data that indicates that hiring officials believe that the largest barrier of those listed, is the number of applicants applying for positions. Testing requirements and licensing standards are also viewed as barriers to hiring teachers.

Table 31: Perceived Barriers to Retaining Qualified Teachers

| Answer Options | Not a barrier | Small barrier | Large barrier |
|-------------------------------------------------------------|---------------|---------------|---------------|
| a. Teacher licensing standards | 113 | 154 | 109 |
| b. Teacher testing requirements. | 126 | 143 | 107 |
| c. Teacher Salary | 44 | 165 | 167 |
| d. Teacher support (Administrative, Prof. Dev., Mentorship) | 169 | 170 | 37 |
| e. Competitive Job Market | 33 | 158 | 185 |

Table 31 above is survey data that indicates that hiring officials at district and charter schools believe that the two largest barriers of those listed are a competitive job market and teacher salary. A relatively low perceived barrier for retaining teachers is teacher support.

Five-year Hiring Predictions

School district and charter school hiring officials were asked to predict how easy or difficult it will be to hire various positions in the next five years. Elementary, social studies, and communication arts and literature (English) positions were predicted as being comparatively easier to fill position as were administrative positions and licensed support staff.

Figure 6: Expected Level of Difficulty in Hiring Teachers within the Next Five Years

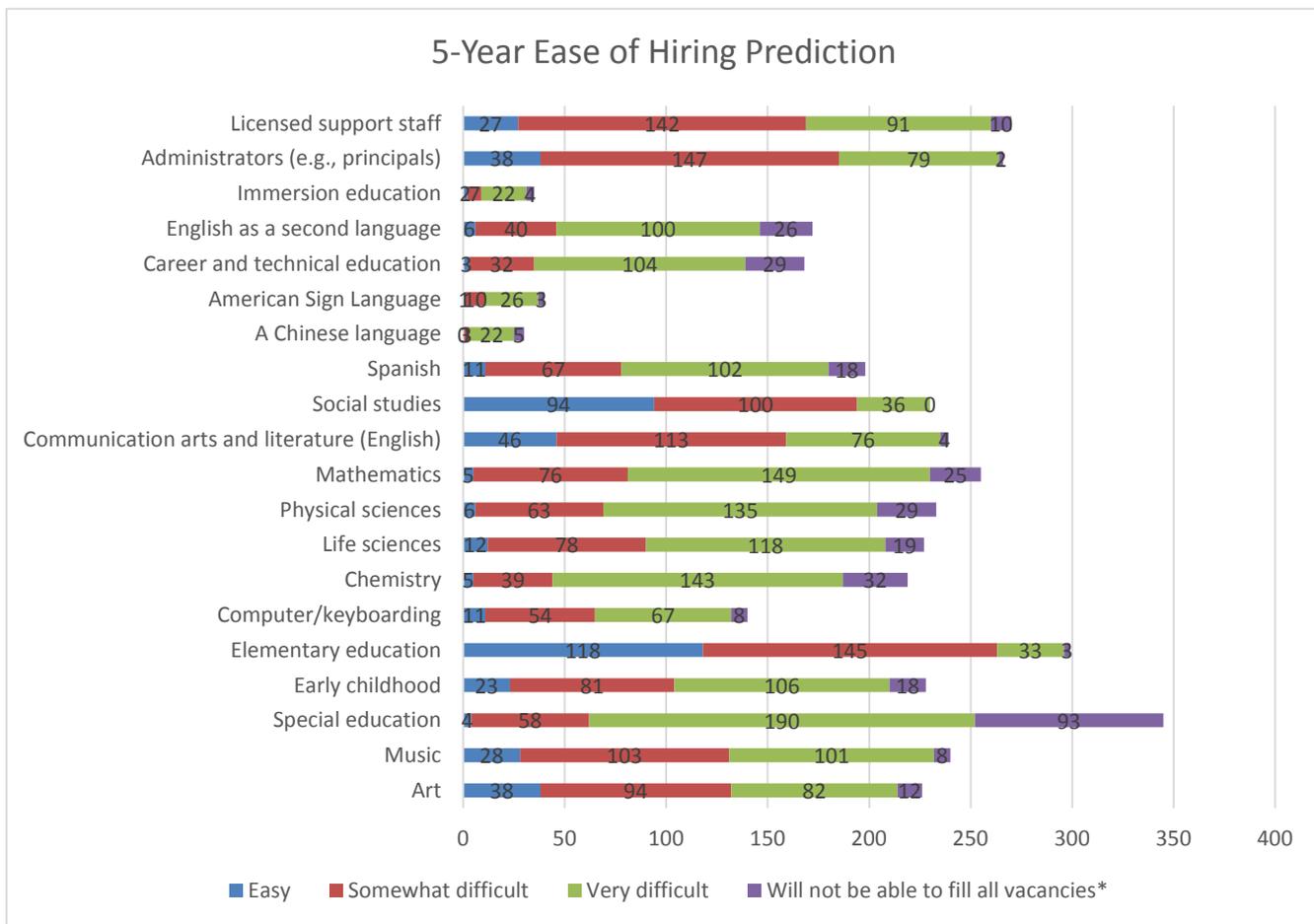


Table 32: Expected Level of Difficulty in Hiring Teachers within the Next Five Years

| Answer Options | Easy | Somewhat difficult | Very difficult | Will not be able to fill all vacancies* |
|---------------------------------------------|------|--------------------|----------------|-----------------------------------------|
| Art | 38 | 94 | 82 | 12 |
| Music | 28 | 103 | 101 | 8 |
| Special education | 4 | 58 | 190 | 93 |
| Early childhood | 23 | 81 | 106 | 18 |
| Elementary education | 118 | 145 | 33 | 3 |
| Computer/keyboarding | 11 | 54 | 67 | 8 |
| Chemistry | 5 | 39 | 143 | 32 |
| Life sciences | 12 | 78 | 118 | 19 |
| Physical sciences | 6 | 63 | 135 | 29 |
| Mathematics | 5 | 76 | 149 | 25 |
| Communication arts and literature (English) | 46 | 113 | 76 | 4 |
| Social studies | 94 | 100 | 36 | 0 |
| Spanish | 11 | 67 | 102 | 18 |
| American Sign Language | 1 | 10 | 26 | 3 |
| Career and technical education | 3 | 32 | 104 | 29 |
| English as a second language | 6 | 40 | 100 | 26 |
| Immersion education | 2 | 7 | 22 | 4 |
| Administrators (e.g., principals) | 38 | 147 | 79 | 2 |
| Licensed support staff | 27 | 142 | 91 | 10 |
| Staff with multiple licenses | 5 | 68 | 177 | 44 |

Section: Teacher Preparation

An online survey was recreated to capture the views of representatives of Minnesota teacher preparation institution on impediments to teacher preparation. Open-ended responses to challenges that teacher preparation institutions face in preparing teacher are included in the appendix of this report.

Table 33: Recruitment and Admissions

| Answer Options | Disagree | Tend to Disagree | Tend to Agree | Agree |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------|---------------|-------|
| - My institution seeks out potential candidates interested in teaching in state-identified shortage areas. | 1 | 8 | 11 | 18 |
| - The faculty and non-faculty advisors in my institution counsel potential teacher candidates toward teaching fields in which more teaching positions are available. | 0 | 3 | 20 | 15 |
| - My teacher preparation institution makes a concerted effort to recruit teacher candidates from racial or ethnic minority groups into our programs. | 0 | 5 | 13 | 20 |
| - My institution adjusts admissions criteria based on demand for teachers in various licensure fields. | 14 | 16 | 4 | 4 |
| - Criteria for admission into my teacher preparation institution are less challenging for those seeking to teach in state-identified areas of shortage. | 27 | 8 | 0 | 3 |

Table 34: Student Teaching

| Answer Options | Disagree | Tend to Disagree | Tend to Agree | Agree |
|-------------------------------------------------------------------------------------------------------------------------------|----------|------------------|---------------|-------|
| - My institution is able to place teacher candidates into student teaching positions in nearby schools. | 0 | 2 | 10 | 25 |
| - Local schools are not offering student teaching opportunities for candidates in state-identified areas of teacher shortage. | 12 | 16 | 7 | 2 |
| - My institution has difficulty finding student teaching opportunities for candidates in some areas. | 6 | 10 | 14 | 7 |

While institutions indicate they are able to place candidates in student teaching positions in local schools, more than half of the responses indicate that they are experiencing difficulty placing student in some areas. Table 35, below identifies licensure areas that are difficult to find placements for student teaching.

Table 35: Licensure Fields Identified as difficult to find student teaching placements

| Licensure Area | Number of Institutions (Out of 20 responding) |
|--------------------------------------|-----------------------------------------------|
| World Languages (Spanish and French) | 7 |
| Science | 6 |
| All Secondary | 4 |
| English as Second Language | 4 |
| Social Studies | 3 |
| Communication Arts and Literature | 3 |
| Math | 2 |
| Immersion | 1 |
| Theatre | 1 |
| Business | 1 |
| Technology | 1 |
| Physical Education | 1 |
| Art | 1 |
| Music | 1 |

Note: Table contains number of teaching fields mentioned in open-ended responses from teacher preparation institutions, fall 2016.

Table 36: Job Placements

| Answer Options | Disagree | Tend to Disagree | Tend to Agree | Agree |
|-----------------------------------------------------------------------------------------------------------------|----------|------------------|---------------|-------|
| - Program completers from my institution are able to find positions within Minnesota schools. | 0 | 0 | 19 | 18 |
| - Program completers in some teacher licensure areas are experiencing difficulty in finding teaching positions. | 7 | 15 | 13 | 2 |

Institutions indicate that completers are able to find positions in Minnesota and 41 percent (those responses indicating tend to agree or agree to question 10 above) of the responders believe that some program completers are experiencing difficulty in finding teaching positions. Table 37 below show licensure areas that institutions have difficulty placing.

Table 37: Difficult Licensure Areas as indicated by Teacher Preparation Institutions

| Licensure Areas | Number of Institutions (of 14 responding) |
|------------------------------|----------------------------------------------|
| Elementary | 5 |
| Social Studies | 10 |
| English - Communication Arts | 5 |
| PE/Health | 6 |

Note: Table contains number of teaching fields mentioned in open-ended responses from teacher preparation institutions, fall 2016.

Appendix A: Special Permissions

The information below is taken from the 2015-16 Minnesota Board of Teaching Rule Exception report.

2015-16 Permissions Granted by Licensure Field

| ACTIVITY | FTE All Variances | Temporary Limited (Appeal and Discretionary included) License FTE not collected | Non-licensed Community Expert | FTE Non-licensed Community Expert | Non Renewable License FTE not collected |
|--------------------------------|-------------------|---------------------------------------------------------------------------------|-------------------------------|-----------------------------------|-----------------------------------------|
| AGRICULTURAL EDUCATION | 3.55 | 5 | 4 | 2.43 | 1 |
| VISUAL ARTS | 15.55 | 16 | 24 | 15.75 | 2 |
| COMMUNICATION ARTS/LITERATURE | 38.75 | 28 | 8 | 2.72 | 2 |
| READING LEADER | 0.14 | 0 | 0 | 0 | 0 |
| READING | 23.22 | 0 | 4 | 3.01 | 2 |
| THEATRE ARTS | 4.99 | 16 | 16 | 2.09 | 0 |
| DANCE AND THEATRE | 0.5 | 2 | 3 | 2.55 | 0 |
| DANCE | 2.3 | 7 | 26 | 5.84 | 0 |
| LATIN | 2.4 | 7 | 1 | 1 | 0 |
| GREEK | 0.1 | 1 | 0 | 0 | 0 |
| AMERICAN SIGN LANGUAGE | 15.5 | 6 | 16 | 12.26 | 0 |
| ARABIC | 0.6 | 2 | 22 | 14.06 | 0 |
| CHINESE | 2.7 | 4 | 23 | 16.3 | 0 |
| ESL | 71.92 | 36 | 16 | 13.53 | 23 |
| FRENCH | 5.2 | 6 | 1 | 0.5 | 0 |
| GERMAN | 2 | 4 | 7 | 4.14 | 0 |
| HEBREW | 0 | 0 | 1 | 0.8 | 0 |
| JAPANESE | 2.6 | 0 | 1 | 0.4 | 0 |
| SPANISH | 19.63 | 26 | 25 | 16.68 | 1 |
| OJIBWE | 0.98 | 0 | 0 | 0 | 0 |
| DAKOTA | 0 | 0 | 1 | 0.25 | 0 |
| BILINGUAL/BICULTURAL EDUCATION | 0.95 | 0 | 17 | 13.52 | 0 |
| HMONG | 1.75 | 0 | 0 | 0 | 0 |
| HEALTH EDUCATION | 21.25 | 5 | 1 | 0.25 | 9 |
| PHYSICAL EDUCATION | 17.88 | 10 | 17 | 11.35 | 1 |
| FAMILY AND CONSUMER SCIENCES | 19.91 | 3 | 7 | 4.5 | 2 |
| TECHNOLOGY | 18.1 | 2 | 11 | 6.68 | 3 |
| MATHEMATICS | 37.69 | 40 | 18 | 10.46 | 12 |
| VOCAL AND CLASSROOM MUSIC | 9.41 | 10 | 15 | 5.42 | 0 |
| INSTR(BAND/ORCH) AND CLASSROOM | 2.6 | 7 | 4 | 0.99 | 1 |
| LIFE SCIENCES | 14.01 | 18 | 8 | 3.02 | 1 |
| CHEMISTRY | 22.91 | 12 | 6 | 2.06 | 1 |
| EARTH SCIENCE | 3.36 | 1 | 3 | 1.25 | 0 |
| PHYSICS | 17.31 | 6 | 2 | 0.8 | 0 |
| SCIENCE 5-8 | 32.7 | 23 | 11 | 6.98 | 3 |
| SCIENCE 5-8 | 0 | 3 | 0 | 0 | 0 |

| ACTIVITY | FTE All Variances | Temporary Limited (Appeal and Discretionary included) License FTE not collected | Non-licensed Community Expert | FTE Non-licensed Community Expert | Non Renewable License FTE not collected |
|--------------------------------------|-------------------|---------------------------------------------------------------------------------|-------------------------------|-----------------------------------|-----------------------------------------|
| BUSINESS | 18.4 | 16 | 0 | 0 | 0 |
| COMPUTER KEYBOARD AND TECHNOLOGY | 24.05 | 0 | 9 | 5.18 | 4 |
| SOCIAL STUDIES -ALL- | 26.2 | 15 | 12 | 6.34 | 2 |
| AMERICAN INDIAN LANGUAGE AND CULTURE | 0 | 0 | 1 | 1 | 0 |
| TEACHER/COORDINATOR WORK BASED | 22.45 | 0 | 9 | 6 | 10 |
| ELEMENTARY EDUCATION | 92.99 | 92 | 177 | 161.05 | 6 |
| PRE-PRIMARY | 8.75 | 1 | 1 | 0.01 | 0 |
| EARLY CHILDHOOD EDUCATION | 22.24 | 9 | 14 | 5.66 | 1 |
| ADULT BASIC EDUCATION | 0.1 | 0 | 2 | 1.3 | 0 |
| PARENT AND FAMILY EDUCATION | 10.79 | 3 | 19 | 4.35 | 5 |
| COUNSELOR OR TEACHING INTERN | 0 | 5 | 0 | 0 | 0 |
| SPEECH/LANGUAGE PATHOLOGIST | 1.6 | 31 | 0 | 0 | 0 |
| EMOTIONALLY/BEHAVIORALLY DISOR | 188.43 | 53 | 76 | 63.45 | 58 |
| LEARNING DISABILITIES | 134.73 | 24 | 33 | 23.24 | 46 |
| AUTISM SPECTRUM DISORDERS | 148.33 | 21 | 43 | 28.99 | 21 |
| DEVELOPMENTAL/ADAPTED PHYSICAL | 22.78 | 0 | 1 | 0.25 | 1 |
| PHYSICAL AND HEALTH DISABILITI | 2.65 | 0 | 2 | 1.5 | 2 |
| DEAF OR HARD OF HEARING | 7.18 | 14 | 1 | 1 | 6 |
| BLIND OR VISUALLY IMPAIRED | 11.55 | 1 | 0 | 0 | 0 |
| SPECIAL ED/EARLY CHILDHOOD | 68.23 | 13 | 7 | 4.6 | 28 |
| DEVELOPMENTAL DISABILITIES | 74.21 | 4 | 9 | 7.36 | 16 |
| ACADEMIC AND BEHAVIORAL STRATEGIST | 48.08 | 25 | 40 | 34.23 | 18 |
| DRIVERS EDUCATION | 0 | 0 | 0 | 0 | 2 |
| COMMUNICATIONS TECHNOLOGY CARE | 20.46 | 5 | 8 | 6.63 | 0 |
| CONSTRUCTION CAREERS | 30.3 | 2 | 7 | 4.41 | 2 |
| MANUFACTURING CAREERS | 19.07 | 0 | 3 | 1.9 | 0 |
| MEDICAL CAREERS | 8.69 | 7 | 7 | 3.78 | 2 |
| CREATIVE DESIGN CAREERS | 2.5 | 0 | 0 | 0 | 0 |
| EARLY CHILDHOOD CAREERS | 1.75 | 0 | 0 | 0 | 0 |
| HOSPITALITY SERVICE CAREERS | 0.65 | 2 | 2 | 0.41 | 0 |
| TRANSPORTATION CAREERS | 14.08 | 3 | 4 | 2.41 | 0 |
| NON LICENSURE AREA | 0 | 0 | 47 | 33.85 | 0 |
| SCHOOL COUNSELOR | 4.6 | 5 | 0 | 0 | 0 |
| SCHOOL PSYCHOLOGIST | 0 | 69 | 0 | 0 | 0 |
| SCHOOL SOCIAL WORKER | 1 | 0 | 0 | 0 | 0 |
| LIBRARY MEDIA SPECIALIST | 45.66 | 3 | 5 | 4 | 34 |
| SHORT CALL SUBSTITUTE TEACHER | 0 | 6120 | 0 | 0 | 0 |
| EXPERIMENTAL PROGRAM-ENGLISH | 0 | 0 | 0 | 0 | 0 |
| EXPERIMENTAL PROGRAM-READ & LANG | 0 | 0 | 0 | 0 | 0 |
| EXPERIMENTAL PROGRAM-MATH | 0 | 0 | 0 | 0 | 0 |

| ACTIVITY | FTE All Variances | Temporary Limited (Appeal and Discretionary included) License FTE not collected | Non-licensed Community Expert | FTE Non-licensed Community Expert | Non Renewable License FTE not collected |
|-------------------------------------|-------------------|---------------------------------------------------------------------------------|-------------------------------|-----------------------------------|-----------------------------------------|
| EXPERIMENTAL PROGRAM-SCIENCE | 0 | 0 | 0 | 0 | 0 |
| EXPERIMENTAL PROGRAM-FOREIGN LANG | 0 | 0 | 0 | 0 | 0 |
| EXPERIMENTAL PROGRAM –CIVIC & GOV | 0 | 0 | 0 | 0 | 0 |
| EXPERIMENTAL PROGRAM-ECONOMICS | 0 | 0 | 0 | 0 | 0 |
| EXPERIMENTAL PROGRAM-GEOGRAPHY | 0 | 0 | 0 | 0 | 0 |
| EXPERIMENTAL PROGRAM-HISTORY | 0 | 0 | 0 | 0 | 0 |
| EXPERIMENTAL PROGRAM-VISUAL & MUSIC | 0 | 0 | 0 | 0 | 0 |
| EXPERIMENTAL PROGRAM-NON CORE | 0 | 0 | 0 | 0 | 0 |
| Total Count | | 6850 | 861 | | 334 |
| Total Unduplicated Count | | 5717 | 742 | | 313 |
| Total FTE Count | 1515.06 | NA | | 594.97 | NA |

Five-year Special Permission Data

| Permission Type | SY 11-12 | SY 12-13 | SY 13-14 | SY 14-15 | SY 15-16 |
|------------------------|----------|----------|----------|----------|----------|
| Variance | 1,515 | 1,645 | 1,582 | 1,739 | 2,184 |
| Appeal Variance | 34 | 32 | 42 | 64 | 72 |
| Discretionary Variance | 26 | 46 | 55 | 64 | 56 |
| Community Expert | 367 | 399 | 466 | 658 | 861 |
| Waiver | 2,510* | 2,745* | 2,416* | 2,790* | 3,164* |
| Limited | 4,702** | 4,747** | 4,819** | 5,764** | 6,850** |
| Non-Renewable | 221 | 232 | 249 | 258 | 334 |

* Experimental program waivers are granted by core subjects to align with federal No Child Left Behind requirements. The unduplicated count of waivers granted in 11-12 was 584; 12-13 was 624; 13-14 was 616; 14-15 was 663; and 15-16 was 710.

** The number of limited short-call substitute licenses are included under Limited permissions. In 11-12 4,144 were limited short-call substitute licenses; in 12-13 4,205 were limited short-call substitute licenses; in 13-14 4,329 were limited short-call substitute licenses; in 14-15 5,136 were limited short-call substitute licenses; and in 15-16 6,120 were limited short-call substitute licenses.

Five-year Special Permission FTE Data

| Permission Type | SY 11-12 | SY 12-13 | SY 13-14 | SY 14-15 | SY 15-16 |
|------------------------|----------|----------|----------|----------|----------|
| Variance | 854.47 | 962.89 | 1,001.81 | 1,150.21 | 1,436.95 |
| Appeal Variance | 16.52 | 16.12 | 16.47 | 33.59 | 42.88 |
| Discretionary Variance | 15.02 | 29.98 | 33.52 | 34.77 | 35.23 |
| Community Expert | 260.23 | 282.53 | 280.20 | 421.64 | 594.97 |
| Waiver | 427.35 | 470.30 | 444.51 | 512.45 | 553.40 |
| Limited | NA* | NA* | NA* | NA* | NA* |
| Non-Renewable | NA* | NA* | NA* | NA* | NA* |

All FTE data listed in this report is provided by school districts when applying for permission.

*FTE data is not collected for limited and non-renewable licenses.

Appendix B: World Language Licenses

The table below are original standard world language licenses that were issued in Minnesota. This number includes Minnesota completers and completers outside of Minnesota.

| Language | FY 2014 | FY 2015 | FY 2016 |
|------------------------|---------|---------|---------|
| Hebrew | 0 | 0 | 1 |
| German | 18 | 7 | 14 |
| French | 27 | 27 | 26 |
| Chinese | 15 | 22 | 14 |
| Arabic | 1 | 3 | 6 |
| American Sign Language | 1 | 0 | 1 |
| Greek | 1 | 0 | 0 |
| Latin | 5 | 3 | 4 |
| Hmong | 0 | 0 | 0 |
| Dakota | 0 | 0 | 0 |
| Ojibwa | 0 | 0 | 0 |
| Swedish | 0 | 0 | 0 |
| Spanish | 158 | 130 | 120 |
| Russian | 2 | 1 | 1 |
| Polish | 0 | 0 | 0 |
| Norwegian | 0 | 0 | 0 |
| Japanese | 1 | 1 | 0 |
| Italian | 0 | 0 | 0 |

Appendix C: MACTE survey policy suggestions from teacher preparation institutions

The comments below are in response to this question: Please use the space below to offer comments on this survey or insights on teacher supply and demand in Minnesota, including suggestions for policies or programs that might improve recruiting, admission and preparation of teacher candidates in shortage areas.

Supply and demand can be conceptualized at the district, state, and national level. At each level, the realities are quite different. I would be careful about using national trends to interpret what is happening in Minnesota and I would be careful about using Metro Area trends to interpret what is happening outstate (and vice-versa). Each regional context needs to be understood within its own demographic and regional boundaries. Teacher education broadly is moving toward more site-based or context-specific approaches to teacher education which could help with solving localized areas or supply and demand. This is a move something akin to a move back to normal school models of teacher education. The tough issue that we face with this trend is that teachers of color will still not penetrate the rural areas.

Scholarship funding that supports candidates in all teacher education fields is needed.

The difference in standards between what is required of a teacher licensure candidate prepared outside Minnesota and a Minnesota prepared candidate continues to be disturbing. Candidates graduating from our institution are held to the rigor of the Minnesota Board of Teaching Standards while out-of state teacher licensure candidates are not. We would like to see all teacher candidates held to the high standards of the Minnesota Board of Teaching.

There is a need for policy and financial support for programs that provide teacher candidates the opportunity to fully engage in their preparation through incentives (scholarships, loan forgiveness, etc.) and through in-depth, skilled mentoring, coaching, and practice that results in a demonstrated level of preparation and confident by the candidates at the completion of the program. This level of mentoring, coaching and support, in turn, needs to continue as they enter the profession and beginning their first years of employment.

Unrealistic accountability demands on teachers and on students need to be removed (i.e. amount and type of testing, 'one-size fits all' expectations). There needs to be a return to and respect for the fact that we are educating individuals whose academic, social, and emotional needs differ greatly. It is ironic that at a time when we know more than ever about teaching and learning that we find ourselves as a profession often paralyzed to do the work in an effective manner.

loan forgiveness

scholarships

student teaching as an internship with pay

It is important to continue to explore the possibility of getting ESSA money from the districts to support pipeline programs and other initiatives with teacher preparation.

Induction is a priority for improving the profession for pre-service and in-service teachers. We will be better able to recruit candidates into work spaces when these resources are available.

More flexibility and shorter turn-around time for approval of programs that are designed to meet an immediate need in school districts would be helpful. It now takes a minimum of two years to get new programs through (because of institutional deadlines as well).

When an opportunity evolves (e.g. money becomes available, legislation, district need, community support and institutional grants), we need a fast track process in the MNBOT.

Legislative support is needed for awarding student teaching stipends to pre-service teachers of color and American Indian teachers. Rigid testing requirements need to also be dismantled. Teacher preparation programs also need to step up when it comes to actively recruiting pre-service teachers of color and American Indian teachers. The lack of this type of recruitment only serves to reproduce White supremacy in teacher preparation programs. Hence, the average tenure of a teacher is 3 years, as most of our graduating teachers are not prepared to serve their students, especially students from marginalized communities.

Incentives are needed to attract individuals to teach in shortage areas. Using a semester of paid mentoring with a licensed special education teacher, for example, would provide support for new teachers in that field. Financial and support initiatives would be welcomed.

My only comment is to ask the question why anyone would go into education (Math and Science) with the increased demands of the field, the increasing difficult working conditions, the lack of support from the public, and low pay?

Our state needs more persons involved in teacher licensure and teacher education to weigh in on policy decisions. It is a dangerous precedent to have non-teacher education persons, with limited understanding of the challenges of teacher education, deciding how teacher training will be shaped in the next few years.

State and federal mandates should include funding in support of the shortage areas that are identified. Teaching needs to be promoted, educators encouraged, rather than targeted, and students motivated to be leaders in this profession.

1. STEM support for 2 + 2 programs with financial stipends for students to enter and complete the programs.
2. Student teaching stipends for all candidates. The Student Teaching requirement is tantamount to institutional slavery in that the state receives great benefit at no cost. With pressure to make this year-long like in a medical setting, the financial pressure is compounded (as is the slave labor).
3. Eliminate the basic skills tests. No other profession has to prove they can read, write, or do math and yet they all need to be able to do these things. This test shows the highest level of racial and language discrimination. College course work and preparation program courses and student products can assure sufficient skills just as they do for doctors, nurses, engineers, accountants, police officers, etc. The policy of having the test is another example of institutional racism and acts to both discourage and limit our pool of candidates and diverse candidates in particular.
4. Start a campaign at the state legislature to recognize and reward the great achievements of teachers in Minnesota who provide year after year of stellar national test scores and improving Minnesota scores. Stop the teacher and education questioning and bashing and replace that with appreciative inquiry and celebration for what we are doing well! Ask us what we are doing well and report that, instead of looking for what you think we might not be doing the way you think you want it to be done.
5. The teacher preparation accountability system has been massively revised to permit institutions to use both input and output data to self-assess and make individual recommendations for continuous improvement. Each institution is different with different students, faculty, resources, and systems. Let them micro-manage, within that system, how they improve. The legislature seem to be trying to micro-manage the improvements with large scale policies that do not match or respect the systems to which their policies apply.
6. When crafting legislation, take care to make the requirements for a fully licensed teacher equivalent. As the policies stand now, it is much easier to get a license from out of state than from a Minnesota teacher preparation program who must follow state accountability guidelines for accreditation of their programs. If a tiered licensure system allows someone to teach forever in a sub-license status by taking a few content courses, there will be no need to seek a full teaching license. If the pay is also equal, there is even less need. This will drastically cut recruitment, admission, and eventual licensing. If the system is tiered, the pay should be tiered as well as the length of time that one may teach without a full license. Minnesota's high quality of education, which is a key attraction for business and industry, will deteriorate quickly if a tiered system does not created an incentive to move to full licensure. Otherwise, why bother?
7. Special Education - attracting and maintaining teachers is challenging because of the case loads and extreme paperwork issues. Streamlining the paperwork would require complex legislation but worth examination. In addition to looking at that streamlining, why not support additional teachers with smaller case loads to a SPED teacher can manage the work and help the students. Then, you would have less burnout and wouldn't lose the teachers who are already scarce. Instead of trying to constantly replace the burned out SPED teachers, support the ones we have, while we grow more who will enter a career that is manageable.

Easier for ALL teachers to become teachers. Reduce the number of standardize tests which eliminates some people to become teachers.

Reporting requirements make it increasingly difficult for small programs. Providing the necessary data can be onerous. Many students who attend our expensive, private institution see teaching as not paying well enough to off-set their investment in higher education.

Bureaucracy and reporting are disproportionately hard on small programs.

I see that with the number of Community Experts in special education that soon it will be hard to find a fully licensed teacher to host a student teacher in special education....perhaps the student teaching requirement of being placed with a fully licensed cooperating teacher might need to be adjusted.

Our schools must be given the resources to pay teachers more and to offer meaningful professional development. In addition, the profession needs to be respected and trusted by our state legislature. When we promote teaching as a profession, we will see more students choose teaching.

The science standards for middle school endorsement are so extensive it makes it challenging for both elementary and secondary candidates to add the middle school endorsement. It would be helpful to minimize the additional requirements for middle level endorsement - especially for candidates who are successfully completing a secondary science license.

I know you've heard this before, but I would like to emphasize how important it is for licensure applicants from out of state to be held to the same expectations as students in Minnesota's teacher prep programs are. I really think that if the legislature can act responsibly, properly fund prospective teachers, or at least be a little more aggressive with student loan repayments, we'll see more talented students seek education for their career.

It would be an advantage to match our state requirements to those of other states - a national standard would be best, but probably unattainable.

It is difficult for institutions to advise students from surplus areas to teacher shortage areas. The financial stability of programs on campus are dependent on enrollments in programs so it is difficult for faculty to advise students to consider other options.

The profession of teaching needs to be marketed by entities beyond the institutions. Potential candidates need to develop an understanding of the value of teaching as a career at an early age. It should be part of school curriculum and perhaps should be viewed as one of the CTE areas.

I think statewide support of programs that have a heavy clinical emphasis that live in IHE and district partnerships (e.g., residency models) would help our state meet the teacher labor market demand. Policies that allow for teachers to be compensated for mentoring teacher candidates and that allow for teacher candidates to receive funding (either stipends or scholarships) would support the growth of these types of programs. Funding for IHE costs not covered by reduced tuition and funding for LEAs providing financial support to teacher candidates would also support the state in addressing shortage areas.

Recognize licensure from all other states if the candidate completed a teacher education program and has at least five years of successful teaching experience - without further testing required (coursework particular to the state is fine)

Make the edTPA required for licensure - do away with all other testing requirements. Licensure based on EdTPA + teacher education preparation either undergrad, or postbac.

Create pipeline "grow your own" programs with para professionals. Use their time in the classroom as fulfilling the student teaching requirements. Offer evening teacher prep coursework with scholarship incentives.

Keep us posted on shortage areas and issues arising

I think that as the demographics of the state and therefore of teacher candidates change to include more first generation and underrepresented students, the issue of financial need will increase. Today's college students cannot invest so much time into their studies without funding. They need scholarships, fellowships, and paid internships which have been hard to find for education candidates.

Teacher recruitment begins in elementary school. The K-12 school experience and public perception of the status of teaching have a major impact on determining the pool of eligible candidates. Teaching is not a very attractive profession for the majority of students graduating from high school and those who are interested face pretty strong headwinds getting to the finish line. If we don't elevate the status of teaching, we will not draw the best, the brightest and the most compassionate to the field of education. The highest need areas are either perceived to be the most challenging (Special Ed , ELL) or the most competitive with business and industry (STEM). In either scenario, we need to find incentives to level the playing field.

Testing requirements must be adjusted for ELL

Lobby for higher pay for teachers in all areas.

Institutions need to have the ability to train teachers rather than focus on meeting a series of standards and reporting constraints.

Our students need to be tested on what they learned in college. The basic skills exams hinder students from getting licensed on content that should be covered pre-college. This information is not, and should not, be covered as a part of their teacher preparation.

Appendix D: MACTE open-ended responses to challenges to teacher preparation.

Below are the open-ended responses to the survey question: Are there institutional or public policy-related factors you believe present challenges for your institution's capacity to prepare teachers in teacher shortage areas over the next 10 years? Examples might include a shortage of faculty, testing requirements for licensure, program accountability expectations, the need for scholarships, resource constraints, public support, etc. If yes, please describe.

Institutional costs are a barrier which would suggest having scholarships for teachers.

If shortage areas include teachers of color, then teacher educators of color are still a very limited population in Minnesota.

We are still in the throws of a national decline in people interested in being a teacher, so the public discourse about teaching and teachers is still not in sync with being able to attract people into the teaching workforce.

1. Scholarship funding is needed. Candidates get discouraged by the cost.
2. Some teacher candidates get discouraged by the Basic Skills testing and exit the program. We believe that the new option of granting a one-year license while testing is completed is alleviating this issue.
3. Teacher candidates see optional programs for teaching that don't require as much rigor as the Minnesota Board of Teaching requires and they wonder about their investment.
4. Recruitment and retention of non-white students continues to be challenging. Candidates see other majors as better choices because of all of the issues in public education. Potential teacher education candidates are choosing more lucrative and what appear as easier majors.

testing requirements for licensure

national perspective around teaching profession (i.e. teacher education programs have low admission requirements and antiquated preparation programs, teaching is an 'easy' profession, educators are not meeting student needs, ...)

need for scholarships to support long-term student teaching and to support financial hardships of teacher candidates (who need to step away from employment in order to engage in field and student teaching experiences)

challenges with recruiting and retaining faculty and students of color

1. Need more scholarships
2. Need to improve state testing options and resources. Example: MTLE Basic Skills were difficult for candidates with English as another language
3. Need support/turnaround time to meet Increased compliance expectations (CAEP and MNBOT). These institutions are requiring significant time and effort that diminish resources we traditionally allocated to teaching, advising, program improvement, induction support and school partnership work.
4. Teachers need more support to work in the political environment for the teacher education profession (induction, compensation, resources, work/life balance)

Shortage of faculty and staff due to budget constraints

NES testing requirements are racially/ethnically biased and classed. In turn, these tests do what they are designed to do, which is to keep students of color and American Indian teachers out of the teaching profession.

Unpaid labor, via full-time student teaching, places an undue burden on students of color and American Indian teachers and first generation White students, as many are not able to quit full time employment in order to student teach full time.

Much more funding support is needed at the legislative level to provide stipends for student teachers of color and American Indian teachers, as only 4% of the State's teachers are of color or American Indian teachers.

Yes. The public narrative has made our important profession less appealing for young people to consider. The demands go up and up for our traditional programs--and so do the costs both for the institution and the candidates.

There are too many content standards required for each individual license area making it hard for programs to provide the kind of flexibility needed to meet candidates' (and their future students') needs. There should be state support provided for candidates completed student teaching.

Challenges are faced in areas of changing testing requirements, changing standards, need for scholarships or teaching incentives in shortage areas.

Faculty who can teach with the rising State expectations

The increased testing requirements for students

The increased number of standards in the curricula

The lack of public support for teachers

The lack of pay for public teachers

The Federal government's intrusion into the system

the need for scholarships

public and legislative support for the PROFESSION of teaching

on going changes to licensure statutes and rules

PERCA every two years

There are institutional and public policy related factors that present challenges for our institution. We are experiencing losses of institutional funding in the form of scholarships, for the attraction and retention of underrepresented students. The diminished funding makes it difficult to attract students to Duluth, as the existing cultural barriers to their tenure in this city are thereby exacerbated.

Further, the difficulty of meeting testing requirements limits our ability to meet teacher shortage areas. A student is actually in a better position to enter these shortage areas if they pursue non-traditional licensure options or, go to school out of state with the goal of eventually returning.

Testing requirements for licensure have continued to create barriers for licensing candidates. The constant changes and biased tests mean that candidates of color or second language candidates are disproportionately unable to pass the tests - exactly the candidates who are needed to diversify our teacher force. We do not believe in lowering standards, but know that the tests indicate racial bias in the questions and the administration procedures. The tests must be untimed and analytics for racial, ethnic, and language bias must be available and transparently shared to insure that we are not systematically restricting licensure in a discriminatory way. Systemic racism is not something that Minnesota wants to see in our licensing of teachers or anywhere.

If Minnesota adopts the federal program accountability requirement that forces institutions of higher education to collect value added student achievement data from the schools where our candidates are eventually employed, this will create a major barrier to producing teachers. First, the value added measure is grossly, statistically invalid. There are no reliable studies that indicate that one can correlate student achievement scores back to the training institution. There are not even any studies that you can correlate the student data to the teacher in the setting in which they are teaching. Using this data to rank or rate or publicly communicate quality of teacher preparation programs is not just a miscommunication but lying with statistics that the public will think are valid. Second, public school do not have the legal right to release teacher related data or student achievement data at the specificity level to examine the statistical modeling for errors. This would mean that you can't see how a teacher impacts specific student. In any statistical modeling of value added, three years of data are required and the federal plan will try to make extrapolations from one year, further compounding the error of the statistical model. Third, if the data is not available or not legal to collect and this becomes an accountability procedure, teacher preparation programs will not be approved. This seems to be counter-productive to our need for more teachers.

Many of our students are first generation college students who work part time to pay for their college and living expenses, in addition to taking out large loans. We also seek to attract diverse candidates who may also have economic constraints. Student teaching full time is a huge financial burden since they cannot work during that time and without funds/scholarships, these students find that the cost is prohibitive. The profession does not provide a large enough living wage to pay back huge student loans. If we really appreciate the value that is added to the classroom by having a student teacher (especially under our co-teaching models which many teacher preparation programs are using), then we should pay our student teachers, just as we pay interns in the medical profession. They are contributing to the health of our education systems and to student learning. Supporting that with some financial stipend is needed to attract candidates to enter the profession.

Public support for teaching is also a barrier. If we continue to underpay teachers and claim their profession is a service and anyone can do it with a few credits in a content area, then why would anyone want to be a teacher. Add to this lack of regard/respect and pay the notion that teachers should not be afforded due process in negotiations or termination proceedings and a candidate can see the profession as very unattractive. Continued statements by some legislators that teacher preparation programs let anyone in and everyone out add to the public perception of low quality justifying low pay. The statistics about who is admitted (average GPA of 3.4) and who is recommended for licensure (average GPA of 3.6) does not support this misinformation. Public recognition for the high achievement and the fact that after 4 years of concentrated effort the achievement gap is narrowing should be credited to teachers and their hard work. Minnesota has the some of the highest NAEP scores (if not the highest) in the nation consistently. Teacher pay and respect from legislative testimony and legislation does not match the great benefit that is provided. Stop the teacher and teacher candidate bashing or the teacher shortage will be guaranteed to increase. We can't convince anyone to join the teaching force much less stay there without the pay and respect they deserve.

Need for scholarships for low income candidates

Testing requirements for licensure in states. Need a change in current teacher's morale and get kids excited to become a teacher. Need a mind change in school systems. More positive news about teachers.

My department only prepares elementary education candidates which is not a shortage area right now.

We are a small program and do not offer teaching licenses in many of the shortage areas.

As a small program, we do not offer licensure in many shortage areas.

The testing requirements can limit the pool of candidates entering education. I would like to see consideration for sub licensing be less demanding. In some states, you do not need to have a teaching license. It might be nice to have our institutions able to allow our teacher candidates to be subs while getting their clinical hours. It would allow them to earn some money during their educational career.

A shortage of qualified faculty who have both the degrees and years of teaching experience.

1. Amount of testing required (edTPA, MTLE)
2. Cost of assessment
3. Trying to demonstrate student learning
4. Evaluating teacher candidates on how much their students learn
5. Large class sizes
6. Low compensation for teachers

Testing requirements inhibit candidates from diverse backgrounds from successfully completing licensure in some areas and I see this continuing to be a problem.

Salaries for teachers are notably low, lack of scholarship opportunities to draw in the brightest and the best. They are drawn away from us by the lure of higher pay and larger grants.

I would say the top barrier for preparing teachers in teacher shortage areas is the funding for teacher candidates (e.g., the need for scholarships). Second is the challenge of creating programs that are nimble enough to meet the needs of districts while also adhering to program accountability expectations and high quality programing.

In the area of Math and Science we have a NOYCE grant that supports candidates' tuition, books, fees so that contributes to our abilities to address these teacher shortage areas.

In special education, we have an undergraduate program in the Twin Cities and many who enroll are paraprofessionals. While we offer the program online and/or hybrid to provide flexibility for them, it is a hardship for these candidates to take a leave from their paraprofessional position to complete practicum and student teaching. This relates to several types of barriers such as program accountability expectations related to documentation of field experiences across levels (even though they may have worked in the schools for many years). Also, if the legislature was truly concerned about teacher shortage they would allocate funds for these individuals who are experienced in the schools.

Costs of all necessary tests is prohibitive for many teacher candidates - get rid of the Basic Skills tests, and content tests - Let's use only Ed TPA!!!

Licensure requirements for Adapted PE are completely unreasonable!

Licensure requirements for Science Education are also problematic. Candidates should be able to be licensed in general science and add on specialized areas rather than needing to following, Biological Science, Physical Science, Earth Science - etc. each as separate licensure areas. Again for small districts, the shortage of science teachers is exacerbated by these crazy requirements.

Basic Skills tests prevent the entrance of highly qualified candidates, especially from diverse background, from coming into the profession.

Student Teaching placements should be offered either as paid internships, or as first year teaching jobs with a high level of mentoring.

Shortage of content expert faculty positions in secondary content or some P-12 content licensure areas.

I think there is a great need for more scholarships and funding for increasing diversity in all fields, but especially in the sciences and mathematics. Less out of our control would be issues related to compensation, but important for the state to consider none-the-less.

Ability to effectively market toward these licenses

Internally, we lack faculty expertise in Special Education and E.L.L. and our institution does not offer a physics major.

Externally, the high need areas that we do have programs for are high need areas outside of education too. So the competition for those students is fierce and pay, working conditions and public disparagement of the teaching profession make teaching a tough sell. Additionally, mounting student debt casts a long shadow for professions that do not promise financial rewards. Mitigating student debt for education majors would provide significant incentive.

Testing requirements for licensure, scholarships, public perception of the teaching field, lack of state support (legislature) for teachers.

Testing requirements

Finances

Adjustments for non-English speakers in testing

Getting students to enter teaching in areas where they can make much more money in other fields (math, science, etc.)

There are several barriers for us. First, our institution enrolls a very diverse student body, most of whom are high financial need. Over 1/3 of our students at the university are first generation college students or students of color and our institution enrolls the highest proportion of Pell-grant eligible students in the UM system. Therefore, the teacher education students also have high financial need which sometimes prevents them from going into teaching at all (due to the reality or perception of low salaries coupled with challenging working conditions). High financial need also is an issue for candidates as they cannot focus as in-depth on their teacher preparation work and field experiences due to their need to work paying jobs. Second, in some of the teaching areas the state standards in the content are numerous and difficult to meet in the curriculum. The majors are very full in terms of credits and it takes students longer for completion. This makes it difficult to do teaching license and it also makes collaboration with the university content faculty difficult as they are frustrated with program review responsibilities for teacher licensure, which is not their primary allegiance, concern, or responsibility. Finally, our rural location presents a problem. Rural schools have trouble hiring teachers in shortage subjects which then means that there are fewer mentor/cooperating teachers for candidates. We often have trouble finding field placements, both for student teaching as well as for earlier field experiences. In addition, the licensure structure for the sciences is problematic for us. There are few to no full time teachers of Physics or Chemistry and this is rare even in Biology. Rural science teachers often teach multiple science fields. So a candidate seeking a grade 9-12 license in a single field will be very difficult to place for student teaching in our area--we would not be able to meet the requirement of having at least 12 consecutive weeks with full time experience in the scope and field of license. A license that is multi-field for science would be very helpful. And, of course, the institutional barriers within our own campus system of curriculum approval are always challenging, but there isn't much the state can do to help in that regard.

Testing requirements for licensure.

The number of standards required by programs.

The preparedness of faculty (to have a master's in their content area and a year of teaching experience in their licensure field)

The need for scholarships

Resource constraints

Appendix E: Districts and charter school survey responses indicating perceived barriers to hiring qualified teachers

Supply of competent Special Education Teachers (all license areas) and secondary Math and Science teachers extremely limited.

Too few teacher candidates have inadequate preparation and experience for culturally diverse, urban and high FRP school environments.

Salary competitiveness with traditional school districts is a challenge for our charter school.

Being an online school, we have a difficult time finding teachers who have experience teaching in an online environment.

We provide services for level 4 students for member districts. Its difficult to take on additional students and fill the need due to minimum availability of applicants.

Salaries, not enough quality applicants (even if they are qualified)

Specifically, the ABS special education license is too restrictive. It is an extremely versatile license at first glance, but the inability to provide services when students have profound needs seems nonsensical.

We need to find another solution for school nurse licensing or there needs to be a better effort to inform nursing students in college/university programs of the licensure option. This is an area that is nearly impossible for districts to fill.

Math, and science to a lesser extent, are areas that are nearly impossible to fill due to public school pay scales.

Not many qualified teachers that are a "good fit" with the school culture

We have a hard time finding teachers for Special Education as well as EL. Substitutes are hard to come by in this area.

Location (SW MN)

Union Constraints on salary/benefits

The license requirements in the Science areas is the biggest barrier. Teachers have the knowledge and skill to teach various categories of science, but the license and college course work force a teacher to pick one hole to fit into for a license.

Teachers should be able to teach grades 7-12 in an academic discipline - so please bring back the license to match this realization. You are destroying the courses we can offer in a small school.

Very limited pool of teachers to choose from. Quality of instructor is also a factor.

Difficulty in hiring special education teachers.

Few high quality applicants available

Our rural locations across northern Minnesota can make it a challenge for us to attract and recruit a large talent pool. We do a lot of work to get one or two solid candidates to select from, and some positions go unfilled or filled by special permissions due to being unable to locate talent for our area.

Challenges of keeping up morale due to increasing health care costs. Unfunded or underfunded mandates

Pay scale after over time becomes an issue because, as a charter, we cannot compete with veteran pay rates. So, we have routinely lost teachers to higher paying positions in nearby larger districts after 4-5 years.

We are not able to pay our teachers what they would make it a bigger district, this is causing us to have a difficult time hiring for positions that are in high demand.

Many of the teachers coming out of traditional teacher preparation programs are not prepared to teach in a project based school or classroom. As a result, may new teachers are difficult to hire or need lots of additional training.

Finances, location

Our inability to attract Teachers of Color

Licensing, particularly with regard to individuals with out of state BA/BS degrees and licenses. We do not understand what the Board of Teaching is doing. We are in the business of trying to hire competent, healthy human beings who love kids to teach. Sometimes the licensing shenanigans preclude us from doing that and we settle for candidate number 2 or 3 because of the hoops candidates relocating have to go through with the Board.

Teachers are not coming to us with the rigorous instructional skills we demand of our instructional staff. New teachers should not only intimately know standards and benchmarks for their areas of expertise but should also come out of college with knowledge and application of rigorous instruction. Usually we don't see these people coming out of

college...save Gustavus and Concordia Moorhead. These are the places where we have gotten our best teachers recently.

Licensing restrictions are the largest issue we have on top of a limited number of candidates for the open positions.

We are a project based charter school, serving an at risk population. It's important to hire the right person, licensing being only one factor.

Additional duties required of teachers with minimal to no compensation. Teaching from a cart (traveling between classrooms due to lack of classrooms.)

Location, Salary, applicants

Small schools do not generate enough revenue to be able to offer competitive salaries. Young teachers often lack the fortitude or desire to deal with the issues that are prevalent in students and families of today. The teachers seem to leave the field even more quickly than they enter it.

Location

A huge barrier for us is not being able to fund health insurance benefits and we also do not offer many paid sick days.

Salary

Number of available applicants for certain positions, especially in math, sciences and special ed. Do, in part, to status of teachers in society. Pay and benefits are competitive, in general, so that is not an issue except in math, sciences and technology where non-teaching rates of pay easily exceed teacher salary (but have a less attractive work schedule and work pressure).

Small rural community

We live in a remote area. Unless someone has roots to here or a neighboring town, it is difficult for us to find any teachers. This results in needing to hire community experts. We also recently had a community experts variance denied this year, which puts us in a huge dilemma. This specific situation is someone with years of military and business background. He retired from the military, and doesn't need to work, however, he has a passion for helping out students and has been a huge asset to our district. We know his time is limited (because of his age), but he has really helped out when we were not able to find a licensed teacher in his subject.

I believe our main barrier is being in rural northwestern Minnesota.

Location is a huge barrier. We are a very rural district, with small population in general. Not many new teachers want to move to this area.

Very few programs for teachers in dance, theatre, and musical theatre to get a traditional teaching license.

Teacher preparation programs are not adequately preparing people for careers in teaching.

Increases in state funding do not coincide with expected increases in teacher salaries.

Difficulty for out-of-state teachers to obtain MN teaching license.

Teacher licensure for engineering

We are a small school district in a very remote area,

The teaching shortage is critical for our state and nation. The bottom line is that people can't afford to go to college, run up their debt and then get paid our teacher wage.

As a charter school, we are unable to remain totally competitive with large school districts as we are unable to obtain funding through levies. Currently, our culture and supportive environment have allowed us to maintain the quality teachers. Overall, the salary ranges for teachers is low for what they do and for a unique environment as ours, we need highly adaptable teachers that can successfully meet the needs of our students and work with many professionals and service providers.

If we can hire licensed teachers, we have been fortunate that they generally stay with the District for at least a few years. Our biggest challenges have to do with finding licensed teachers. It has been somewhat challenging to work with the Board of Teaching to approve variances, community expert, etc when we have individuals who would consider teaching. Finding teachers for less than full time positions (i.e. HS Physics, Elem Keyboarding, etc.) are impossible. There just aren't many teaching candidates out there and those that are graduating move/stay in the Twin Cities rather than moving to south central MN. During the last round of negotiations we raised the starting salary for BA Step 1 to \$40,000 to attract teachers for vacancies. This was over a \$5000 increase for that step, and this impacted the entire schedule. The District has invested a lot in hiring and retaining teachers but we are still finding it difficult.

we are a rural community and this is a barrier to moving to a remote location for a position; fewer individuals are getting FACs licensure or CTE; we only have a need for a part time position in some areas, so can not provide a living wage for part-time teachers in remote communities

How much aid the schools receive. Not enough teachers for special education opens. The schools not graduating enough teacher limiting the amount of speech teachers. Not having Blind and Vision classes.

Delay in posting the position/few applicants due to accepting positions elsewhere.

Very few applicants due to very specific license requirements. For example, P/HD license has only 1 or 2 MN Schools that offer licensure courses. Small university programs, small applicant pool.

Cost of recruitment ads.

Location of District/Rural communities.

Amount of travel required for certain positions.

Lack of quality candidates. We may have quantity in applicants but lack quality of applicants.

Location--we are located between and among larger districts. Our staff typically commute to our district to work and then when there's an opening for them closer to home, we lose them.

More competitive job market.

Less teachers being produced at universities.

Shortage of available teachers in rural areas in the subjects of math and science.

There are not enough special education teacher candidates to fill positions statewide.

There are definitely a limited number of applicants for most licensed positions and even other non-licensed positions, and sometimes there are no applicants for the tougher to fill positions. Sometimes there are no applicants without a great deal of calling and recruitment on the part of our principals and/or superintendent.

Geographic location

As a Charter School it is difficult to compete against districts that are able to raise additional funds through levies and referendums.

Larger Districts in the area offering more salary and neighboring state (South Dakota) offering a more competitive salary.

It is very difficult to attract and retain new teachers in rural districts.

The Department of Education and the Board of Teaching don't communicate a consistent answer to a question posed to each department. This confusion has cost my school a candidate due to that confusion.

After talking to legislators it is apparent that legislative intent is not always followed when Department of Education or Board of Teaching make rules for implementation.

Specific subject teaching restrictions on science teachers. We need a comprehensive science licensure which includes physics, chemistry, life science, environmental sciences, etc.

The increased requirements for licensure in areas such as Speech (MA requirement) had limited the pool of qualified applicants. Licensing requirements for other areas are also being considered for additions - this will naturally decrease the supply of candidates available.

Our location on the far western part of the state is a barrier.

We do not have trouble keeping teachers once hired - we have some trouble finding teachers in special education

Geographic location - outstate

Fairmont Area Schools is located in south central Minnesota along the Iowa border. We are a community of 11,000 located in a county of 20,000 residents. Our area is heavy agricultural.

It takes a special person who is willing to live in rural Minnesota 2.5 hours from the metro area

The lack of affordable and safe housing is a challenge in Fairmont.

There is a severe teacher shortage in many core areas such as elementary and secondary language arts.

Fairmont's starting salary is \$40,000. We provide full single coverage health insurance of \$8,600. We are a Q-Comp school.

Fairmont has hired 62 new teachers in the past six years out of our teaching staff of 123 or just over one-half. Some were new teachers, but many are experienced teachers.

Public opinion of education in general

Distance from Twin Cities

Distance from colleges

Distance from larger cities (Grand Forks - 1.25 hours, Fargo 3 hours, Bemidji 2 hours)

Not as many of our high school graduates going into education.

Not many students graduating from programs we need teachers (FACS, Career Tech, Math, etc.)

Teachers moving to Minnesota from out of state having a difficult time getting a MN license.

Location. Northern Minnesota is not a draw for many new hires especially with the shortage and market.

Matching pay lane/step with other districts

Awarding support staff increased hourly wage for prior experience (we don't do)

We want to hire more teachers of color and are having a difficult time finding local candidates. Because we have to finance our facilities, we have less money to work with in offering competitive starting salaries.

We live in a small town with not many things to offer compared larger towns so it is difficult to attract people if we are unable to have things for them to do outside of work.

Filling positions that are less than 1.0 FTE, or combined positions that require more than one area of licensure is terribly difficult.

We are a "3rd-ring" district - not a Minneapolis or St. Paul, but not an out-state district either. Geographically, we are close to several larger districts (like Minnetonka and Wayzata). Those districts have a higher pay scale and we are always trying to keep our contracts competitive.

Charter Schools can not pay the same as bigger Public School Districts; therefore it is harder to retaining effective teachers.

Locating licensed blind/visually impaired and deaf/hard of hearing certified teachers

our remote location

Our district on any given year, struggles to hire special education teachers, school nurses, school psychologists, physics and chemistry teachers. We have struggled to find FACS and Industrial technology teachers as well. It is difficult to retain these teachers as it is such a competitive market for them that districts end up bidding for them.

In outstate Mn, in a smaller community, teachers are asked to wear a lot more 'hats' than in a larger urban district.

The high needs students we serve make our positions very stressful. The number and quality of educational service providers for the highest needs students need to be funded so they can increase to meet the needs of school districts.

Housing is a barrier for our district. Most of our teachers drive between 30-60 minutes. We have a lower salary schedule than surrounding districts.

private sector doesn't have to work with unions.....unions are (in general) very difficult to find)

Geography is a problem. People are not willing to consider rural areas. It is virtually impossible to get applicants. Rural schools have been experiencing this for years and now the problem is extending into larger population areas.

We are located in a remote, rural part of Minnesota that makes us less attractive than the metro or larger populated areas. Many of the applicants that we do try and hire get an offer elsewhere that is closer to the Twin Cities or Duluth areas or in a larger school district that has more to offer.

Sometimes we will have a person who has moved into our community because of a spouse being relocated for a job from a different state who has been teaching in their previous state. They have a very difficult time obtaining a Minnesota teaching license, even though they have been teaching for 10-20 years in a different state and have valuable experience. Our Board of Teaching has made it very difficult for them to transfer their license from a different state to Minnesota. It appears the opposite case when a Minnesota teacher transfers elsewhere; if they have a MN teaching license, it is a very simple process to get an out-of-state teaching license.

When the university programs that produce teachers in special education that are not licensed to teach in Setting IV programs or with students with significant disabilities, I struggle to find staff.

Additionally, when the students are required to apply for a variance to teach in the Setting IV programs, they can reach their limit early in their career.

Geographic location in smaller rural community that doesn't have the access to recreation and shopping many young teachers are looking for.

We have a limited pool if the job is not posted by April

We are a very small school in a remote location, and our salary schedule is not competitive with surrounding districts.

There are a number of barriers in the area of teacher training and licensing. There are tremendous mismatches between the types of programs being offered (or, more accurately, not offered) and needs for our district. For example, we would like to find a CTE licensed industrial technology teacher, but there are no programs currently offering such licensing in Minnesota.

On a related note, the slow movement in regards to 'alternative pathways' to teacher licenses is very frustrating, as it is delaying or completely derailing willing and able candidates from becoming teachers.

The lack of students pursuing teacher education as career. The quality exists but the quantity has diminished significantly.

rural area--no big draw to community for jobs and businesses

Licensing and Portfolio requirements are not user friendly, are not consistent and clear, and disqualify highly qualified applicants simply by bureaucratic fiat.

The same can be said for those who arrive with undergraduate and graduate degrees from universities outside of the United States including prestigious Canadian universities.

Teacher salary, because we cannot compete with Mpls and St. Paul

Location of school is far from most teachers place of residence.

High cost of health care insurance

Rural location

1. Geographic location - small, rural community an hour from shopping.
2. Several preps - one section of each elective.
3. Competition from other industries - Ag, math, or science especially.

Our district's rural location.

The pool of available teachers is very small. We used to get 100 plus applicants for an elementary position. Now we are lucky to get 4-5. For specialty areas such as math or science, there are no candidates. We are using headhunters (with huge fees) to find people. There are also no applicants for special education paraprofessional positions. Very difficult to staff our school with quality employees.

Location

rural setting isn't able to offer what an urban setting can offer employees

We cannot compete with larger districts in the area in respect to salary and benefits offered.

We are in a competitive market in southeast Minnesota. We are close to Rochester and the economy is booming. With the restrictive licensure process and testing requirements, most of our good teaching candidates are choosing different fields with less hoops to jump through and much better starting salaries.

We are currently hiring teachers who have been a product of the NCLB "testing" era. These students have been tested on everything, and it is out of control. Students entering college have told me that they do not want to be part of an educational system in which they are judged publically on the performance of the their students. Testing has taken the fun out of learning for these students and has deterred them from entering the teaching profession.

Teacher pay has always been low, so that is not the reason for the "teacher crisis" we face today. The crisis is self inflicted by the system and the damage is already done for the this generation. If we expect to turn things around we need to make some monumental changes to the educational system before it is too late. We are creating a generation of students who only prepare for standardized tests and not the real world they will face.

Pay

Our district is located centrally in between four larger districts. Therefore, when trying to fill positions (certified or non-certified) it is difficult to receive applicants because people tend to apply in the larger districts for two main reasons which is money being offered (we can't compete and offer as much) and location.

* Experience in our specific pedagogy and curriculum - highly limited pool

* Licensure in specialized areas like Hebrew and ESL

* Small school capacity to serve Fed Setting 3 and above Special Education - - challenging to get adequate support staff and specialists

It is very difficult to build a teaching pool that reflects our student population.

Competitive market.

The largest barrier we have is that there are not enough individuals pursuing careers in teaching in general, but specifically in the areas of special education, secondary math/science and foreign language.

No licensed staff to fill open positions due to parameters set for licensing

People are choosing not to go into the education field due to many factors.

testing requirements to obtain license

low pay

Public perceptions of the job have plummeted so far fewer college students are pursuing a career in teaching. The job itself is far more difficult than it was 30 years ago with raised expectations and no real investment in supporting and developing those that choose to do it. This reality means we have a much smaller pool of teachers to choose from. The profession needs to be viewed as an honorable profession in public discourse.

Because we are a small school, we need teachers with multiple license especially in science, career & technical, and special education. This is very difficult if not impossible to fill. We have had to do variances because of lack of licensure or lack of full time positions for those that may apply. This is impacting our school and our student learning.

The salary is the biggest barrier in finding and retaining quality teachers. We cannot compete with area school districts and teachers leave our school once they have a couple of years experience to go to a higher paying district.

The teacher prep programs within the state don't offer license preparation in all of the necessary fields of study.

It is very difficult for teachers who have studied abroad and obtain their degrees and licensure outside of the US to obtain licensure in Minnesota.

Our district has applied for 18 non-licensed community expert special permissions each year for the past 2 years.

1) Available funding for mentoring and on-boarding

2) Rural location

3) Burnout due to job load and difficult parents and students

4) Salaries of starting teachers

5) Competition for highly qualified teachers

6) Student loans- had two teachers turn us down because they had student loans and could not afford to live on their own.

Science: Attempting to obtain a qualified, licensed teacher with the three required areas of licensure is almost impossible. We are required to provide as a school district - 5-8 Sciences, Biology, Chemistry/Physics. Unless we find a candidate with all three licensure areas, we would have to hire a part time person for each area. We are a small charter school in rural Minnesota. Those two factors alone make it difficult to find qualified people. We end up hiring community experts and/or requesting special permissions to fill these positions. Combining the licensure or making it easier for an already licensed teacher to complete the necessary requirements would be helpful. We have a non-licensed employee on a temporary license for Science currently. She has a Bachelor's in Chemistry and Biology. However, the requirements to complete licensure are a road block. She is an excellent teacher and would make a great addition to the teaching profession.

Salary and Benefits: An increase in funding to support small charter schools such as New Century Academy would benefit our ability to offer competitive wages and benefits. This would reduce high turnover and provide consistency with instruction for our students.

There are not a lot of secondary programs (and consequently qualified applicants) in the applied fields - ag. ed./industrial tech etc. This makes finding high quality teachers very challenging.

Our location makes it a challenge to attract employees unless they are from the area. Requiring college in the school teachers to have masters in area is killing our program and driving kids out of our district to get college credit while in high school. It is a double standard to say the least. College teachers do not need a teaching license but they are getting money from the state to educate high school teachers?

Need more flexibility, we are implementing preschool and need physical education teacher to cover prep periods. This person now needs another license to be able to teach preschool, come on.

As an immersion program, it is difficult to find qualified, licensed, bilingual teachers. Many teachers have difficulty in passing the MTLE exams in English.

Competitive wage and benefit packages for teachers is a huge barrier.

Lack of good candidates - may have credentials but not good teachers.

Obtaining licensure in Minnesota for teachers from other states.

Society in general no longer respects the teaching profession. Parents do not value the importance of education when they can receive financial support from the government without working. Too many people on welfare or other government programs.

If teachers are licensed in another State they should be able to seamlessly receive their license in Minnesota without all of the testing.

geography -- greater-MN district

Few numbers of individuals entering the field of education

Colleges and Universities cutting education programs -- esp. special education

Affordable housing

Licensure issues and shortage of qualified applicants.

We are a small district with very little housing available.

We are near border states and we did not have a single out of state applicant after attending the Sioux Falls Job Fair. The constant comment was 1) South Dakota is raising salaries 2) licensing requirements are not realistic 3) testing component of time and cost was not worth it.

Neighboring states graduates are not looking to Minnesota as the MECCA of education and where to teach as their salaries are increasing, licensing requirements of teachers are less and overall bureaucracy is less. Special education requirements are so far above the federal guidelines and the amount of paperwork, rules and regulations is driving people away from these areas.

We are not that far ahead of neighboring states in starting salaries and their averages is near our level especially when you figure in tax structure.

We're looking for diversity and it's hard to come by.

Right now, our biggest barrier facing us is the moving to a new school building next year and not really able to predict enrollment and hiring the appropriate teachers in the necessary areas. Also, the applications when necessary for variances, if teachers in the necessary areas are not available.

Small rural schools do not have many applicants for any positions applying.

Salaries are not competitive with private industry. A minimum starting wage for a licensed/certified teacher should be \$50,000. We have people working at fast food restaurants making near what a starting teacher makes.

MDE and our Legislature MUST make the following changes.

1. Eliminate all the different Sped Licenses. Make a General Sped Teaching License. Students will get better service because we will attract better teachers. There is no evidence to indicate that knowing more about one specific disability makes you a better teacher than a person who genuinely cares about children and is flexible in meeting the diverse needs that any disability creates for the child.
2. Create ONE General Science License for all 7-12 subjects, analogous to Social Studies.
3. Eliminate at least 15 procedures in Sped that are taking time away from teachers being with children. Verify that you are giving back at least 30 minutes per day for every teacher based upon the paperwork you cut.
4. Eliminate at least 50% of the reporting requirements for administrators that are getting in the way of them working directly with teachers to improve their craft. You instead keep adding to the requirements of WBWF and other reports. We would best serve children and families by giving us more time to be with children and families. The last 10 years have been terrible in terms of Legislature and MDE "inventing" things that get in the way of direct service. Every bill or policy should be measured by the degree to which it frees up staff or creates more for staff to do.

Teachers licensed in other states don't qualify for MN license. Also multiple licensure is difficult to find, e.g., Physics/Chemistry.

In our situation it is the competitive market that exists in our area. We are a small school with limited enrollment. It is very difficult for us to offer competitive salaries and benefits compared to larger districts.

Small rural districts cannot compete with larger school districts in terms of compensation and benefit packages- therefore interest in the rural locations are barriers to having a large pool of highly qualified and skilled applicants apply for some positions.

Lack of university programs preparing school psychologists. Licensing standards too complex/high for school psychologists.

Lack of university programs preparing speech/language SPED teachers.

Special Education licensing requirements are crazy complex and many times not necessary.

Limited numbers of qualified/licensed staff to choose from.

too close to metro for a small district

We simply don't get applicants in the Northwest corner. Grand Forks and Fargo can beat our salaries by 10 grand easy with a much easier position (5 period/1prep) to our (6 Periods 3-5 preps). This doesn't include for our need for coaching, supervision, etc... MN has fallen behind. 20 years ago I came out of Mayville State every graduate wanted a job in MN that paid 10K more than all of ND. Now ND is passing MN is overall compensation and packages. Simply put, if it doesn't get resolved soon, MN will continue to take a dive. There is also quite a difference in rural to urban support from both the state and federal government.

Rural districts have a hard time finding specialty fields - music, art, foreign language, etc.

Science teachers with broad licensure hard to find - chemistry, physics, etc.

Testing requirements are causing young teacher to pursue other career paths.

1. We're a small rural district on the edge of larger suburban districts. After step 5 of the teacher pay schedule we cannot compete with the larger suburban districts because we don't have the tax base in addition to the negative effects of bonds/referendums on ag. land. After receiving tenured status with our district, many of our recent hires will end up taking jobs in a higher paying suburban district in addition to the time/money saved on their commute to the rural setting.

With the overwhelming academic success of rural and outstate school districts we should be receiving equitable funding to attract and retain employees.

We cannot find specific licenses like Industrial Tech. We have an individual who studied to be an elementary teacher but cannot pass the math test for his license hired in this position as a community expert. The only program in the State is in St. Cloud. Why could he not take his "content" at a local community college? His path to legitimate licensure has several barriers including testing requirements, program accessibility, etc.

We cannot find licensed EL, Media Directors, Special Ed. We hire to fill the position but are limited by the 3 year variance requirement. Program accessibility is also a significant issue for those willing to go back to school Which means we cannot develop continuity in these areas. BARRIERS!

I have a psychologist with a doctorate in clinical psychology yet the Board of Teaching requires that she gets a "school psychologist" license - pay the money for credits, etc. BARRIER!!

Competition from other schools.

1. Decreased numbers of applicants
2. Decreased number of students entering the education field
3. Teacher salaries

Licensing is the largest barrier. Also the categorical nature of special education licensing makes a difficult area to fill even more difficult.

There is a tremendous lack of candidates in virtually all content areas. We as school districts are essentially "stealing" employees from each other right now in an attempt to fill vacancies. The teacher shortage is real and is critically important to our district.

The number of "hurdles" or obstacles that stand between a student and a teaching license must be reduced or lowered. The number of teachers operating under variances is staggering and not in the best interest of our students or state.

I think overall, we are seeing a teacher shortage across the nation and in the state. Our districts are competing for the same candidate pool. There are specific areas in which we have a difficult time finding licensed teachers but have a great need. In our district, the timing in which we can hire externally has been a barrier for us. We have anywhere from 150 - 200 teacher hires in any given year and when we are hiring so late in the recruitment season, we are less likely to fill every vacancy.

Low population size reduces the number of individuals interested in living in rural areas.

Lack of numbers of college students entering the profession; colleges need to do a better job at recruiting; PELRA is a barrier because we are locked into tight constraints; collective bargaining agreements hamper the flexibility we need in hiring; funding

Specialized licensure.

Young people that are going into education are more likely to apply for positions where there is a greater opportunity for a variety of entertainment possibilities as well as higher wages that the schools in the metropolitan area are able to pay.

As a charter school, we are unable to pay our teachers comparably to those teachers in larger, traditional school districts. We are also unable to provide the same level of benefits, especially medical insurance.

Metro districts receive more funding from the state and therefore have the ability to pay higher salaries.

Location, but once they commit to our district they stay. We work very hard to retain and have given big raises. We are not going to be able to continue that as we are now experiencing declining enrollment again.

There are just not a lot of people going into education anymore. The pressure on teachers continues to grow and they can make so much more money in the private sector. We have to get teaching back to the important professional level it should be at. Education of our children is the most important job in the world and educators are not treated in the manner they should be.

Our location is good for a starting teacher but we know that once most gain experience they do move on to more populated areas. Many of our staff commute into the district.

The biggest barrier we have in hiring and retaining teachers is competitive salary and the lack of an early retirement option.

Lack of a competitive health insurance contribution.

We have a limited number of people entering the profession and there simply are not enough qualified teachers available to fill the positions.

The Achievement Gap. We are working with the "Achievement Gap" population and it's hard to find teachers that want to work with that population. Especially staff of color. I would attribute this to people of color having poor experiences in schools and therefore not wanting to work in schools. Or that the schools have failed those students entirely.

Hiring secondary science teachers with multiple licenses.

We are located in a rural area, making it difficult to find qualified individuals for the positions we have available.

We're rural. It's difficult to attract newer, younger teachers who'd like more life outside of school than is readily available in this area.

License requirements

Location

Lack of qualified applicants

We struggle to compete with the schools that are larger and have more resources to offer their new staff both in salary and benefits and in support staff, curriculum, technology, and instructional materials. As a school district and a community we fight hard to offer our students the services they need, we can't put everything into salary to compete with the school districts around us. We are competitive, but not as financially strong as most of those communities.

Many people have never heard of us. We try to get our name out and advertise, but we are very small. We are proud of our diverse and rich Ojibwa culture, our hard working agricultural community, our fun recreation community; but we have some work to do on publicity and image.

Small rural school, hard to attract quality teaching staff. We cannot pay equal salaries to urban schools, and our facilities are getting older and harder to maintain and attract people to work in.

Competition with surrounding larger districts with more competitive salary structure

Housing-geographical location (we are a small rural district - competing with larger districts near by)

Limited resources to make entry level teaching positions viable for new applicants

When teachers are seeking opportunities for additional certifications, it is difficult to find programs working with their schedules, and where the additional requirements seem excessive and overly complicated for an experienced teacher (example - having to do student teaching)

depleted workforce

Salary, but more importantly insurance/benefits

Our location is the biggest barrier. We are in very Southwest MN, and within 25 miles teachers can make a lot more in South Dakota or Iowa.

Small rural community.

We do not have all of the amenities in the area that younger teachers are looking for.

Large businesses in Rochester offer better salary and benefits.

Aging local workforce.

There are not licensed applicants in the area of EL, SPED, the SCIENCES, Career and Technical Classes, FACS.

I believe in 1978 Minnesota had the 4th highest teacher salary in the nation. Now we are near the middle of 50 states. Other states now hire many college graduates that used to stay in MN.

Young teachers no longer want to live in small towns. I first noticed this change around 1990. (I started teaching in 1970.) College graduates want to live in metropolitan areas. Outstate MN is really hurting for applications. We will get applicants after they have exhausted their close to the Twin Cities openings. Do we get the best candidates. Rural MN can no longer compete with metro area salaries.

Solutions:

1. Give small rural schools \$10,000 for each new hire for the first five years. Check to see what Wyoming does. Make this a requirement and put legislation out there that supersedes union agreements.
2. Forgive college loans up to \$10,000 per year for college graduates. They must teach in designated rural school for a minimum of five years.
3. Give \$10,000 per year scholarships to college students willing to teach special education or secondary subjects in rural schools for at least five years.

Reduce the paperwork for schools. Get rid of unfunded mandates that cause paperwork. Does the legislature understand that they and no one else has created this problem. Do they understand that that accountability means silly paperwork. Testing is OK and should be mandatory. Simplify it.

Budget constraints: our district is currently facing large budget cuts district wide which directly affects the teacher to student ratio, classroom resources, and support staff.

Inability to find qualified licensed staff members to fill vacancies: staff dynamics change when we must hire a community expert or someone who is not licensed in the field as they generally need more guidance and assistance from other staff members and administration. The inexperience of the individual can sometimes cause tension in the workplace and can change the dynamic of how the staff work as a team. Also, if we are unable to fill the vacancy at all, it means that others must take on more causing stress in the workplace.

At the high school level, finding candidates with the specific Masters Degree or 18 credits in the specific discipline to teach College in the High School Courses.

We have very few applicants for teaching positions. This is largely due to us being in a rural, isolated area of the state. This will be a huge problem for us.

I believe the total number of applicants has decreased significantly over the past ten years. The challenge of finding applicants begins at the college and university level. Students are not choosing the education field due to the requirements/testing and the media attention on teachers.

Due to our location in MN it is very difficult to attract and keep licensed teachers.

We have been able to hire effective teachers in our PBL school. Our salaries are lower than at independent districts, but our staff seems to stay because they believe in this type of environment. We offer more PTO days than at a traditional school, so that is a positive factor for staff.

Shortage of Special Education Teachers

Rural Minnesota Public Montessori School - no Montessori credentialed teachers in the marketplace - they tend to be clustered in major metropolitan areas

Charter school - unfortunate negative stigma due to negative press about charter schools

Science and special education are the two most difficult areas. Science is very difficult because we are a two-section school with only two science teachers. Therefore, a teacher must have multiple licenses to remain full-time. This makes it very difficult in hiring/retaining teachers.

We are a small district in direct competition with larger city schools that can pay better. With Spanish Immersion, the teacher license process and expectations is a barrier.

Expecting schools to do more and more with less and less is creating an unsustainable situation. Food service, transportation, support positions like counselors/social workers, and basic funding for educational supplies. Currently I'm working four jobs for the school because we don't have the funding to pay for services, it's burning people out.

Finding teachers who are familiar with Project Based Learning. Finding teachers who are willing to work in a Teacher-Powered School.

We are a smaller district on the very edge of the metro area. It's difficult to compete with the Burnsville, Lakeville, Prior Lake areas and well as our own neighbors to the east; Easter Carver County, Jordan, New Prague.

Appendix F: District and charter school hiring official survey responses to barriers for retaining qualified teachers

Salary competitiveness over time is our greatest barrier to teacher retention.

Funding.

Salaries- go to districts with higher salaries than what we can offer at this point.

The reality of the demands on teachers' time for evaluating assessments and communicating with parents can have a negative impact on their commitment to the profession. The increased need for time and attention to these areas is good for the evolution of the field of education in general, because they reflect increased attention on individual students. Unfortunately, it is extremely and increasingly demanding on teachers themselves.

Finding out after hire, that teachers may be qualified but are not a "good fit" for the culture of the school

Union Restraints

Location (SW MN)

Charter schools cannot compete with the pay scale and benefits offered at the larger districts.

The license requirements in the Science areas is the biggest barrier. Teachers have the knowledge and skill to teach various categories of science, but the license and college course work force a teacher to pick one hole to fit into for a license.

Teachers should be able to teach grades 7-12 in an academic discipline - so please bring back the license to match this realization. You are destroying the courses we can offer in a small school.

Costs involved with limited funds.

Lack of funding often results in cutting staff development dollars

Keeping up with competitive wages of the larger districts as staff get further into their careers.

finances, location

The mobility of young teachers (spouse gets hired somewhere else)

Finding Teachers of Color and being able to retain because of LIFO

None, we, at present, are a fairly sought after district for candidates so we attract. Our biggest barrier besides licensing of out of state or out of state trained candidates is placement on our salary grid to be competitive with other districts or with the district they are leaving. Candidates do not want to leave another district and take a pay cut.

Geography...not many people want to come to west central Minnesota.

Salary

Additional duties required of teachers with minimal to no compensation. Teaching from a cart (traveling between classrooms due to lack of classrooms.)

Rate of pay.

Benefits

Salary, location

Increased rules, regulations and protocols associated with elements of managing the classroom. The increasing power of students to do as they please without consequence is driving some teachers to consider other professional choices.

Must retain based upon seniority rather than ability

Our retention is pretty good, since most of our staff are all local people that do not have intentions of moving. The only barrier is if we are not able to retain our community experts due to denial of their variance.

Very few programs for teachers in dance, theatre, and musical theatre to get a traditional teaching license.

Teacher preparation programs are not adequately preparing people for careers in teaching.

Increases in state funding do not coincide with expected increases in teacher salaries.

Difficulty for out-of-state teachers to obtain MN teaching license.

Teacher Tenure law for retaining qualified teachers who have less seniority

The licensing system has been very delayed this year which has caused for some frustration among new teachers or if seeking alternative permissions.

funding to schools creates low job security so retaining new staff becomes difficult with lack of funding; tenure creates last in first out issue, so we loss good new staff while retaining less effective tenured staff

The amount of paper work for special education students. No enough support from families and school for special education students. The students are getting harder to handle.

Employees perusing other goals and dreams. For example, employees resigning to be stay at home mother, move overseas for missionary work, etc.

Travel requirements and expectations for certain positions.

Location of District/Rural communities.

We had several veteran teachers this year who left to be in a district that was closer to home and/or a district on the same schedule as their children so that they had similar breaks and days off.

Leadership--our licensed staff don't feel there's enough support and time devoted to them from the management team.

Same as above as these factors cause districts to recruit teachers from other districts.

Sped teacher with the ABS license leave because the are required to go back to college to retain thier license.

Although we are a bigger school in our area, there is still competition among the schools in our area for teachers and positions. Experience is highly sought after, so there is a great deal of change from one school to another.

Funding for the large variety of ongoing professional development needs.

We are a small school and when we train up quality teachers they are recruited by larger, and better paying, school district in the area.

Competitive Salaries.

Salary, testing

Fairmont Area Schools is located in south central Minnesota along the Iowa border. We are a community of 11,000 located in a county of 20,000 residents. Our area is heavy agricultural.

It takes a special person who is willing to live in rural Minnesota 2.5 hours from the metro area.

The lack of affordable and safe housing is a challenge in Fairmont

40% of our county does not have broadband Internet services.

Greater Minnesota needs a comprehensive infrastructure plan for safe roads and bridges and broadband.

Public opinion of education in general

Paperwork load for Sped teachers/expectations for Sped teachers.

Clear pathways for accountability and support

Prioritized outcomes and unwavering commitment to the outcomes

Time for Professional Development and ongoing support of learned tools/skills

Our work is really hard and teacher burnout is beginning to be a barrier. Other factors also include young staff starting families and unable to afford the cost of childcare. While not in the wheelhouse of the MDE, paid parental leave at the state or federal level would really help us address this issue.

If we are successful in filling positions that are less than 1.0 FTE, or combined positions that require more than one area of licensure, it proves difficult to retain these individuals.

We are a "3rd-ring" district - not a Minneapolis or St. Paul, but not an out-state district either. Geographically, we are close to several larger districts (like Minnetonka and Wayzata). Those districts have a higher pay scale and we are always trying to keep our contracts competitive.

Salaries are not competitive

our remote location

The ABS license is great for allowing us to have flexibility with staffing for special education. I am concerned about the financial cost of young teachers having to go back to get the anchor license.

Small communities may not be as attractive for younger teachers.

Housing is a barrier for our district. Most of our teachers drive between 30-60 minutes. We have a lower salary schedule than surrounding districts.

pay

Geography is a problem. People are not willing to consider rural areas. It is virtually impossible to get applicants. Rural schools have been experiencing this for years and now the problem is extending into larger population areas.

Within Special Education, the legal requirements and due process paperwork that staff need to spend a great deal of time completing, the feedback is that there is a mismatch between what they went in to the field to do and what they are doing.

NA

The fact that we are a small remote district makes it difficult to keep teachers.

Salary and health care benefits.

As a charter school, our funding does not allow us to offer salaries near what teachers are paid in several neighboring traditional public districts. We often hire teachers who are new to the profession. After we put 4-8 years into developing those teachers they will commonly leave for a \$10,000-\$20,000 salary increase in neighboring districts.

Teachers are required to have 5 years of college training while their peers are earning higher salaries with only 4 years of college. This is a problem.

Buildings and salary

High cost of health care insurance

Rural location

1. Recruiting from larger districts.
2. Jobs and careers outside education.
3. Frustration with "non-teaching" requirements - paperwork, license renewal requirements.

Our district's rural location.

Competitive salary and benefits

We also have a large native population. Many teachers new to the district do not understand the culture and have difficulty relating to students and their families.

The HLC ruling regarding concurrent enrollment and the requirements of our high school teachers will make them more attractive candidates to the private sector because of their training and education.

We need to do something about the continued denigration of being an educator. Being a teacher is now a "fall-back" career to do if other things don't work out. Less accountability and more support.

An additional barrier for retaining teachers is the lack of available housing in our community.

Parent expectations and lack of support from parents

Student behavior

Poor public perception of the profession

Difficult parents

Our district is located centrally in between four larger districts. Therefore, when trying to retain positions (certified or non-certified) it is difficult, at times, because people want to work in the larger districts for two main reasons which is money being offered (we can't compete and offer as much) and location.

* Experience in our specific pedagogy and curriculum - highly limited pool

* Licensure in specialized areas like Hebrew and ESL

* Small school capacity to serve Fed Setting 3 and above Special Education - - challenging to get adequate support staff and specialists

* Burnout due to startup complexity and low enrollment/funding

Many demands and high expectations from parents and others.

None

Our student population is 93% Sped. This is a very challenging population to work with and retention is always of concern when considering the difficult setting of our students.

Amount of salary and benefits teachers receive in comparison to corporate employment.

Low pay

Working conditions for teachers have deteriorated for many reasons. Some are locally controlled and some are macro issues that need to be addressed at the state and federal levels. As expectations shift and the assembly line model of education is no longer accepted, teachers need more time during the day structured to prep personalized curriculum, do lesson study, and work in a more personalized environment with students. Teachers also need more time to communicate with parents and community experts working with students as these are now job expectations. Freeing up teacher time from teaching requires increasing teachers or other staff for supervision.

Last - If expectations are raised (and they have indeed been raised significantly since the early 1980s), funding needs to be invested into developing the capacity of teachers to meet those expectations. Just raising the bar and then blaming those in classrooms with no time for professional development for not meeting those changed expectations creates a very negative work environment. Teachers desire to do their best so retaining them requires a commitment to continual development of their knowledge, skills, and abilities.

Our salaries do not increase like area school districts; we do not have steps and lanes.

Health insurance costs continue to rise and it makes it difficult to retain staff who find better health coverage in surrounding areas.

See Above

- 1) Special education laws and demands- always changing staff cannot keep up with changes
- 2) Lack of mental health workers for at-risk students
- 3) Lack of mental health resources and other social service assistance in the community

As a charter school, it is difficult to keep up with the salary schedule of large districts.

We are a small district in a small rural Minnesota community.

Young teachers often leave as they want to be in a larger community with more entertainment and social opportunities. Many teachers in our district commute and will find jobs in a closer community or their home community.

Competitive private industry.

Due process and paperwork requirements for Special Education Teachers

Caseloads for Special Education teachers

Poverty levels of students living in our region

Mental Health issues of student

Feeling over-whelmed or unprepared

Burn out, especially in Special Education.

We are a small district with very little housing available and somewhat lesser pay.

Retention in special education is at a crisis as you look at their requirements within Minnesota.

Diminished prestige and respect of education, lack of funding for the diverse and poverty students.

Changing direction and increased workload from Legislature/state/MDE to district to building principal to teacher. There are a lot of good ideas to help students, but has MDE looked at everything it is trying to tell districts to do and see how redundant and unrealistic it is to execute these items in a small school well. Most schools are trying to get by with the added workloads and just meet what is the minimum MDE wants. This is then reflected in the teachers who are leaving the profession.

We have a smaller staff and we're spread very thin. We have high energy and are passionate, but burn out quickly. Staff are trying to shift into other non-teacher roles after a few years.

Student enrollment numbers and state funding.

Not enough to offer in a small community for entertainment.

Can't offer as much money as larger schools.

Funding and Salaries for teachers and paras and custodians and cooks and bus drivers. You want our children with good people prove it !!!

State funding is low, which will not allow salary increases. Here is a real, true story to show my concern. I had a son graduate from college with a BA in Business Finance. He got a job that pays \$65,000 with no experience! I hire starting teachers for \$38,500. The State is not funding schools to improve this situation. I, for one, don't thin teachers are paid too much in Minnesota.

Each year, the task of finding qualified candidates interested in teaching becomes increasingly difficult. Not that long ago if you were a special education teacher, business teacher, math, science, and some others you can name your preferred location to work if as a candidate one was seeking such a position. Today, that seems to apply to all vacancies not just certain and specific disciplines.

Salary.

Increased emphasis on testing and assessing students.

Too much state control and mandates for staff assessments.

Unrealistic expectations by a few parents. All it takes is a few parents in a classroom to make a teachers' life very stressful.

A few neglectful and inattentive parents. All it takes is a few parents in a classroom to make a teachers' life very stressful.

Lack of status and respect due to people trying to make political statements and issues out of education. Too many mandates and reports placed on staff and schools due to knee-jerk reactions by legislators

Job market is so open we are finding a lot of our senior teachers leaving for other districts.

Inadequate funding is impacting salaries.

Similar to above response.

We need more funding to support a competitive annual teacher salary. With two children currently attending post-secondary education, I can't imagine them going into education and making \$35,000 and trying to pay back 4 years of college debt.

The candidate pool will continue to get leaner and weaker as this epidemic is allowed to continue.

1) pay

2) support - teachers make no money and are constantly criticised publicly by politicians and media

3) location - It is difficult to get a good pool of qualified candidates to come to the rural areas.

4) requirements - If a new SpEd teacher lands a job, she/he is expected to go back to school to get their MA/MS within the first 5 years of their career. They do not have the money in most cases for this expense.

5) absurd testing: I have a PE teacher who is LD himself. He is an outstanding PE teacher, who has moved to the community and is committed to making a career here. However, he cannot pass a writing exam. Why should he need to do so? Any writing he would do for public consumption would go through his administrator. The best he can do for now is to get a one year license. This is ridiculous.

1. Teachers leaving small districts for larger districts which typically have larger salary schedules

PELRA is a barrier because we are locked into tight constraints; collective bargaining agreements hamper the flexibility we need in hiring; funding

Metro districts receive more funding from the state and therefore have the ability to pay higher salaries.

Other districts hiring our teachers away from us, giving them a financial incentive

All of the mandates and paperwork and great pressure that is put upon teaching staff by State

There are just not a lot of people going into education anymore. The pressure on teachers continues to grow and they can make so much more money in the private sector. We have to get teaching back to the important professional level it should be at. Education of our children is the most important job in the world and educators are not treated in the manner they should be.

Colleges are not graduating teacher candidates

Unless you like a small town there is not much to keep young people in them.

Again, the lack of an early retirement benefit (Rule of 90), is causing many of our younger teachers to explore occupations outside of teacher.

Lack of health insurance contribution covering the cost of rising premiums is another factor causing teachers to explore other careers. Most teachers are seeing a pay deduct in their net pay due to rising cost of health insurance premiums.

Salary.

By putting our students needs first, we do not offer benefits to our staff, making it difficult for employees to stay.

We're rural. It's difficult to keep newer, younger teachers who'd like more life outside of school than is readily available in this area.

Paperwork

Limited variances

Rural location

Salary

We are a small rural isolated community. Many of our young talented teachers that we do get here fall in love with our school and are committed to our students. However, we are a high poverty community and do not have a lot to offer in the way of housing and entertainment. Many times they are commuting from a larger community in the area. When given the opportunity for more money and less travel they eventually get recruited away from us by a larger school with more resources than we have to offer. People who tend to move here and make their home here stay here.

Small rural school, hard to retain quality teaching staff. We cannot pay equal salaries to urban schools, and our facilities are getting older and harder to maintain and attract people to stay here.

Competition with surrounding larger districts with more competitive salary structure

Housing-geographical location (we are a small rural district - competing with larger districts near by)

Limited resources to make entry level teaching positions viable for new applicants

Work-life balance. Teachers feel overwhelmed in meeting the assessments standards. Feel they need to touch on many different topics (to prepare students for all assessment topics) but do not have time to go in depth on subject in order to foster a deep understanding/learning of that topic.

Lack of applicants

We have had a soft freeze going on for 4 years. We also have no insurance, and only offer cash in lieu. With the rising costs of health care, our teachers are electing to go to districts with better benefits.

A teacher's spouse will have better opportunities in a larger community.

Salary for starting teachers and HUGE college loans they come with.

Keeping the above mentioned teachers when larger districts can offer more competitive salaries and benefits.

Special Education Teachers - The paperwork that is required for them to complete and the time constraints. Also getting special education paraprofessionals to help support the teacher.

We have one principal for 600 kids and 42 staff. It makes it difficult to provide the support needed for incoming teachers.

Once we find teachers to hire we generally can keep them, however, if they want to move closer to home or what a change of pace they can certainly find a job that suits their needs. It isn't like 10-15 years ago when teachers never left their districts to relocate or find something better/different. We are constantly working to not only hire but need to actively engage our teachers to keep them.

Lack of funding is limiting opportunities to keep students in schools and the competitive nature created is squeezing out smaller schools that can't offer what the larger districts can offer. Teachers don't want to stay in situations where the chances of success are minimal and the profession as a whole is looked down upon by society. The fact that the legislature won't do anything comprehensive about truancy is another factor. There is no accountability on the student/parent's role yet all the accountability is heaped on the schools and teachers, it's an unfair system to expect only one stakeholder to hold all the accountability without any control over what is going on. We need a fundamental shift in how education is approached.

Being located in a small rural area not much opportunities.

Huge learning curve for the type of school we operate.

Salary

Appendix G: District and charter school responses regarding important qualifications applicants lack

Cultural Competency. Experience in diverse, urban and high poverty school settings. Classroom management.

Full licensure for some areas

Stability in previous employment

Real experience teaching in an online environment

Actual hands on experience with level 4 students and programs. Maldistribution of qualified teachers across the state.

Dramatically different levels of training -- with those least prepared teaching the most educationally vulnerable children.

Inherent classroom management skills, willingness to work hard beyond school day/contract hours.

If anything is lacking, it is two general mindsets:

An understanding that we exist as institutions so that children can achieve, and that we will be successful only if teachers and schools commit to serving their communities.

An understanding that teachers must continually refine, revise, adapt, and adjust to changing professional knowledge. Too many teachers reach a point of total saturation from the pressures of changing pedagogy expectations and revert to ineffective methods. All teachers must concede that there will always be opportunities to improve practice.

Experience in teaching, Experience in working in urban schools

Credible experience in a school setting, poor spelling on resume and cover letters, "job hopping", poor classroom management.

Mental health needs of students

Demands of the educator job description

Field experience coming from college environment.

Experience working with diverse backgrounds.

-classroom management

-content knowledge

-backwards planning from standards

Inadequate skills for classroom management

Teachers knowing the difference between what it takes to "teach" and what it takes to ensure all their students "learn"

Teachers knowing how to manage a classroom

The teacher needs to understand how the development of a student effects the student cognitive and social interaction. The teacher needs to have the ability to monitor and assess students.

Experience

Collaboration Skills

work ethic

writing skills

Classroom management savvy and expertise.

Classroom management skills

A majority of our candidates come straight from college with little or no teaching experience.

Responsive Classroom Training, however we are willing to send them to courses to get trained on this.

Many times I see applications with limited youth/teen work experience beyond student teaching. I look for those staff who have done additional work with students, especially students of color and students with disabilities.

motivation, communication

Most of our applicants are qualified or highly qualified. Experience is one factor we screen for, but have hired new graduates.

Understanding how formative assessments impact instructional strategies. Some candidates are too teacher focused rather than student focused in their approach. Student needs must come before the needs to the prospective teacher.

We need teachers who have intimate knowledge of standards and the ability to teach at a rigorous level. We also want teachers who want to continue to think and learn their trade not become teachers for weekends, holidays and summers. How do we filter those people out of the system?

Personal relationship skills. The ability to talk to people.

I sense a teacher shortage. In the most recent round of hiring, we had difficulty finding the best candidates.

None right now.

-Lacking of individuals to fill openings

-There are two few because:

-Education requirements

-License

-Cost of education

-We can not afford to pay them they are worth

-The negative message of education by media, legislators, business and community in general.

Applications

Experience in using technology as a teaching tool, Passion and understanding what takes to become a Master Teacher.

The colleges need to prepare them better to align standards with lessons. Special education teachers need to understand more about the actual IEP process. First year teachers also need a reality check in terms of dealing with students who have needs beyond the classroom. It is getting to the point where I feel they could use a year of student teaching rather than a semester, as they really aren't ready for their own classroom after such a short practicum experience. I speak from more than 20 years of admin/hiring experience. They are less and less prepared, and the students of today are needing more and more support. The gaps are increasing and since the teachers find the students' needs to be so great, they feel inadequate to take care of them.

In an area such as special education having the specific licensure needed for the district to match the districts needs.

Also, with the increased need for Early Childhood education not many teachers get that licensure as most district's it isn't a full time position.

Cultural competence for teaching students experiencing chronic stress or acute trauma, but who are not identified as SPED.

Work experience outside the world of education

The teachers that we have hired do not have great people skills or classroom management. They also do not have any specialties.

We do not have enough licensed teachers applying for positions. We are often hiring candidates and then are required to get a variance, limited or community expert license in order to fill positions.

Appropriate licensure for assignment. Lack of work ethic. Skill in classroom management. Competency in content area.

Small school knowledge/desire

experience.

None

We simply don't have the applicants

The number of applicants. I find with opening we may have only one or maybe two candidates.

Lacking in soft skills - communication

Not enough training and experience in working in classrooms with a diverse population - especially with students of poverty.

Professionalism

Experiences that prepare them for their own classrooms.

Education and experiences that make them effective teachers.

How to appropriately assess student learning and use data to inform instruction.

Understanding how to appropriately and effectively build relationships with students and their families.

Professionalism. Differentiated Learning Training. Small Group Instruction Training. Understanding the Code of Ethics for Teachers.

Just a quality person.

Experience and passion specific to autism. Math is also a difficult area for us to recruit for special education as it is a very specific skill set in addition to the Sped licensure.

Strategies on how to personalize education for each student.

Many of our new teachers have come to us with the foundation skills in place. I have worked with them on classroom and behavior management things, but nothing that was too serious. I have been quite pleased with the quality of the candidates we have hired in the past 5 years.

They come to us with only one licensed area, so we do not have much flexibility in creating full time positions for them in a rural setting.

No licensed. Not enough knowledge with the type of children we have.

Years of experience.

Experience in direct license field.

Longevity in positions/districts.

MDE License (licensed in other states).

-understanding of racial equity and culturally responsive teaching

-teachers with a willingness to teach every student that comes through our doors regardless of race, socioeconomic status, homelife, ability - we seek teachers that believe that all students are capable of success and won't give up on students

-teachers who are capable of engaging students

-teachers who believe discipline is best handled within the class and keep students within the learning environment

Professional attire. Teachers have the mind-set that they are "teachers" and don't need to dress up for interviews or for work. Suits are appropriate for professional work interviews. Jeans and sweat shirts are not appropriate for the workplace.

Experience

Effectively teaching a diverse student population. Teaching in a constructivist manner.

Teaching literacy across content areas and grade levels.

Classroom management seems to be a missing skill set among current Education grads.

Candidates are not appropriately licensed. Minnesota post secondary institutions do not offer a BVI license and offer very limited special education options for undergraduate students. The ABS licence has reduced the number of appropriately licensed special education teachers.

For Special Education Teachers in particular, we have hired several teachers who are working under a variance while they complete their programs.

Experience

maturity

work ethic

commitment

Authentic experiences and the ability to create, modify, adapt and innovate.

Standards Based grading and technology for 1:1 instruction.

lack of Social Justice curriculum building experience

Classroom Management

Willingness to do other tasks (coaching, advising)

Classroom management skills based upon lack of collegiate preparation.

Lack of teaching methodologies and strategies. Also, all teachers should receive at least some skills in teaching reading strategies and math problem solving.

Willingness to work hard after reaching tenure.

Classroom management

Knowledge of State Standards

Core Academic Skills

Willingness to be a team player

Dedication to the profession

Licensed applicants

General professional dress

Lack of ability to communicate effectively

Preparation to work with a changing demographic

Understanding of mental illness

Quality of applicants.

- Number of available applications

- Many applicants lacking passing score on state licensing exams and on limited license

- Students coming from online program lack some personal/people skills.

Classroom Management.

Experience

Experience.

correct licensure needed

experience

Experience

Experience with diverse students (all areas of diversity), data driven teaching

Proven outcomes with similar populations

Ability to understand and use data

Experience working in an urban setting

A growth mindset when it comes to racial equity development

Fundamentals of lesson planning, formative/summative assessment design, and data analysis

Effective and positive behavior management strategies

A belief that all children can learn and deserve to learn

Experience and classroom management.

the proper certification (art, music, math)

Passion for the job.

Licensure - same as previous page.

The ability to anticipate difficulties with parents/peers and take proper steps to avert.

Some programs don't have classes and preparation for effective classroom management which is the necessary foundation for successful teaching and learning.

Special education would be due process.

Others, it really is how to meet the changing needs of our students. We are growing more diverse and dealing with students that bring an array of challenges with them each day.

I feel that new teachers are coming in pretty qualified.

experience, classroom management skills, knowlegde of special education

New teachers have a lack of in depth understanding of techniques and strategies to use with learners with unique needs.

They lack classroom management skills. They need more experience in the classrooms managing student behavior. Teachers are also lacking skills with students in special education.

- A clear understanding of differentiation and strategies to work with EL students
- Strategies to engage today's students with real-life situations through problem based learning
- Meaningful use of technology for today's digitally native students
- Ability to distinguish between student growth and mastery/proficiency
- Use of data to drive instruction
- Ability to distinguish between students' two basic needs: Motivation and skills
- Ability to build meaningful relationships with students to foster a sense of community
- Effective classroom management skills that are preventive
- An understanding of 21st century skills and how they can be modeled in the classroom

Experience; high GPA on their college transcripts; lack of passion for students/teaching

Having the proper license.

need more teachers to coach

I am lucky to get applicants, period!

Appropriate licenses are also a problem.

AMI Montessori Trained Elementary Teachers (masters level education) as well MN State License.

Communications skills especially verbal

The ability to work as a team player.

The ability and desire to build a rapport with students.

Technology skills.

A strong work ethic.

Certification for all areas we need them to teach due to a two section school.

For special educators, their ability to manage people (leaders of teams and paraprofessionals) is an overwhelming task for which they are not prepared.

Classroom management skills seem to be poorer in new teachers than in the past.

Experience with diverse populations

Technology Background

Nothing - only needing more applicants.

Understanding how to design curriculum aligned to standards and teachers not understanding how to use assessment effectively. I also see a decrease in work ethic and commitment.

Soft skills.

Experience.

Typically, most current applicants are 'over-trained' in teaching philosophy, history and pedagogy, and very under-trained in terms of actual teaching practice and knowledge of current research-- assessment, classroom management, elementary literacy, individualization/personalization, using technology for innovation rather than simply replacement of traditional teaching methods, how standards transfer into meaningful classroom learning objectives.

Success working with students with special needs. Training in best practice methods of curriculum development.

Relationship building skills do not always exist and as a result they struggle in many areas related to student achievement and helping students reach their full potential. this probably the #1 quality that separates those that make it and those that do not.

Experience in area of licensure

Commitment to charter school mission

Not an issue at this time.

Classroom management skills

Ability to differentiate across ability levels

licensure requirements

Being ready to deal with the behaviors and emotional/mental health issues that are becoming more and more prevalent. Understanding special education referral, instruction, etc. and how it works in cooperation with regular education.

For some it is good content expertise. For many it is classroom management.

N/A

experience

Specific licensure

Proper licensure and difficulty in getting them licensed.

Lack of applicants with needed license.

Teaching candidates lack "with-it-ness" and are not prepared to teach challenging urban populations. They do not have sufficient training in classroom management to be effective.

A teacher is more than the instructor in the classroom. New graduates and teachers seem to be limited in their capacities to function as a full member of the educational community. The profession itself needs to expand beyond the four walls of the classroom.

Proper License

Experience

Desire for the duties

Commitment to longevity- turn over

Pool of applicants is small

As a rural district, our pool of applicants is limited. Many of the applicants are known to us to have had unsuccessful teaching assignments in neighboring districts which limits us even further.

* Licensure in needed area

* For new teachers: knowledge/skills in working collaboratively with other teachers

Training in working with at-risk youth.

First and foremost we are simply lacking applicants. With that, experience is typically lacking as well. Other qualities that I am seeing are classroom management strategies and the understanding of how to establish classroom procedures, expectations and routines from day 1. Along with classroom management, a stronger understanding for building student connections and truly understanding how important these relationships are in making your classroom much more efficient.

As we know, every district is different. With that said, applicants indicate that they understand what differentiation means, but lack an understanding of what they would do in a real situation when faced with having to modifying the curriculum while maintaining rigor. Knowing what to do with the students at the the different tiers is important. Understanding MTSS (RTI) for me is a current important qualifications that all of our applicants don't have.

Creativity, problem solving, and communication skills.

Many times we are seeking out certified positions and do not get applicants. Therefore, we have to apply for variances. Having applicants who are truly certified and having the proper teaching license is a major issue.

* Licensure

* Mission alignment

* Proper training

* GPA

* Inadequate references

* Inadequate resume

* Scarcity in field

* Mid-year hiring scarcity

Limited understanding of differentiation and how to do it with a class of 25-28 students

Experience in working with diverse students.

Content knowledge, Class management (experience).

Some classroom management.

Class Room Management.

Lack of Professional Preparation - student teaching

Communicating/working with colleagues

Dual licensed GenEd/Sped teachers are very difficult to find. Currently, all of our dual licensed teachers have come from out of state.

Not enough qualified people to fill vacancies.

Desire, drive, educational experience, and ability to problem solve.

Flexibility and willingness to be a team player is another factor---Some teacher candidates are not going into education for the right reasons.

Teachers do not always have the proper license for what they are applying for and lack of candidates.

interpersonal skills

knowledge of relating to students

- The ability to facilitate a project and inquiry based, differentiated learning environment that honors student individuality.

- The ability to work collaboratively with colleagues and navigate the tensions that are natural in a team setting.

- The ability to mentally frame up a standards based curriculum with clearly articulated outcomes.

- The ability to systematically ensure that every student feels connected to and engaged in the learning process.

1. understanding of special education process

2. using data to make instructional decisions

3. developing differentiated lessons

Lack of willingness to try something new

Lack of licenses supporting their desire to try something new

Lack of understanding of the bargaining agreement and their rights

Lack of ability to proactively work with administrators to find a better fit if something is hindering their success

Appropriate licensure.

Integration of technology, literacy knowledge, and skills related to special education.

Professionalism, inability to think outside the box, working together in a supportive way, positive demeanor-ability to stay positive during conflicts.

The lack of an ability to see the big picture.

We are seeking teachers who believe in educating the whole child by first developing a meaningful relationship with the child.

We are also seeking teachers who can teach students who to learn and be resourceful. Research shows that our current kindergarten and first grade students will get jobs that do not currently exist today. For this reason, we need to teach our students problem solving skills, working collaboratively and thinking outside of the box.

Proper licensure

real life experiences with students and families

Knowledge of how to accommodate for all the differences in our student body

Technology skills

Understanding meeting the needs of special education students

Licensure

Entitlement

Classroom Management

The problem is mainly the lack of applicants.

Teaching license.

With some teachers, strong classroom management is lacking.

Experience of progressive pedagogy.

People Skills, communications skills, ability to take constructive feedback.

They are often great with technology but not in people-to-people communication.

They feel entitled to jobs - not a great work ethic. Some have a lot of absences.

Experience with urban students and families. Understanding of equity and white privilege. Unshakeable belief in our students innate genius.

Teachers who are capable of operating within a teacher-led school.

Perhaps not enough time in the classroom environment.

Competent college preparation.

Dedication to the profession and students.

Knowledge of discipline and content.

Lacking the understanding of the importance of taking and passing the MTLE's in a timely manner.

Nothing

We seek teachers who are positive, enthusiastic and have leadership abilities. Not all applicants have these traits.

Many do not understand the licensing process or the importance of the license.

Classroom management techniques

Ability to teach students to read

Ability to teach high-needs students -- behavior challenges

Ability to find fully licensed teachers

technology skills

Pedagogy

The number of applications received.

The need for multiple licenses required in areas as science and middle school are barriers as few teachers hold the multiple licenses we need. The same is for special education. Outside the Metro and Cities of the First Class you need teachers with multiple licenses.

Technology skills for delivery and engaging instruction is slowly improving from graduates.

Knowledge in PLC's, SBG and interventions is very low.

co-teaching experience.

For a charter school, it would be having to hire a 1st year teacher because the salary would be lower. The problem is, they may have no other teaching experience except for their student teaching.

Confidence

Work Ethic

Intellect

Willingness to do more (extra-curricular)

Understanding of Relationship Building with children.

Understanding of Classroom Mgmt strategies.

Understanding that designing instruction based around student choices and student ownership in the learning process yields the highest results. It is not about the content knowledge of the teacher. It is not about how that teacher was taught (often lectured to) when they were a student.

SO - In a nutshell; Content Licensing is LESS important than Relationships with students and the capacity to inspire and work with students. All Teacher Education should focus on that training, then they should pick their content area in their last year. They need NOT have a Degree in their subject matter. That is an Archaic model. The Subject of Teaching is "the students". That is where the focus should be. The model of making teachers have content degrees is eliminating potentially good teachers from being with children and misleading teachers to believe that their career is about content.

Communication skills and ability to build relationships with students. Work ethic is also slipping. Teachers willing to help out with athletic coaching is also declining. I am near retirement, so I will not be around in 5 years, but I do believe unless the State really eases licensure restrictions and doesn't fund schools so they can increase the salaries, Minnesota's long claim to excellence in education will decline.

The ability to deal with such a wide range of issues that students come to school with. This can be with academic abilities and social situations.

We are a rural district so for the most part we hire new teachers with limited experience. That says it all in that experience is lacking in new hires. Essentially, what small rural school districts find happening is that they hire new teachers, more or less train them and provide them with the classroom experience necessary, and then a larger school district that can offer more in terms of compensation and community wide amenities hire these teachers away from the small districts and then the process begins anew.

Correct Licensure

In most cases, teachers are well prepared as long as we implement good orientation, mentoring, and staff development programs.

Properly licensed candidates, experienced candidates and those individuals who don't appear to have chosen the correct career field.

Experience, most of them are straight out of school.

Experience, commitment to a district (many teachers are changing districts every year)

Candidates tend to apply with very little experience, or even without having graduated college!
experience

As mentioned earlier, the candidate pool is getting leaner because many highly qualified individuals are simply not attracted to the profession anymore. Of the limited candidate pool remaining, the lacking qualifications include:

1. Personal dynamics, someone with energy and confidence
2. Initiative, willing to attempt new things and not afraid to make mistakes
3. Perseverance and grit, millennial era staff will give-up/walk-away when the going is tough

There is a disconnect between what is being tested and what is practical for teaching.

Forget about "qualifications". Just because someone has a license doesn't mean they can be a successful educator. There are 4 qualities that every good teacher has though:

- 1) Intelligence
- 2) Work Ethic
- 3) Having "it" with kids
- 4) Good judgement

With a significantly shrinking pool of candidates, these qualities are harder and harder to find.

1. Abilities to manage classrooms
2. Ability to obtain/earn correct and specific licensure

Lack of understanding project based learning

Teaching license.....

Teachers are prepared with a good understanding of content knowledge and pedagogy. However, they are lacking in knowledge of child development/psychology and the student learning continuum.

A license or special permission as issued by MDE (must be for appropriate content area and grade level).

Knowledge of the State Standards.

growth mindset

Experience in a variety of settings

Teachers need a more realistic view of what the job is; lack of training in working with students in poverty and with mental illness; lack of training in social emotional strategies in working with students; learn more about interventions or at least the tools needed for multi-tiered systems of support.

LACK OF EXPERIENCE IN THEIR DISCIPLINE AREAS

Appropriate license.

An understanding of how to work with students from high free/reduced areas or students from different cultural backgrounds.

Montessori training - but that is specific to our school, not to charters as a whole.

Some teachers are not able to adapt curriculum to the needs of the students.

Experience

multiple licensures

Coaching

Willingness to do other related duties (class advisor, prom, etc.)

The candidates are not the same caliber of student anymore. We are not getting the brightest and the best anymore.

If we hire good caring people with good work ethics and integrity we can develop great teachers.

We have been very pleased with our new hires.

The only real barrier we've been faced with is lack of experience.

Experience

Valid License.

Ill prepared for demands of job. Need to provide substantial PD to support new teachers.

Ability to work with, and understand what it means to work with, diverse populations.

Multiple licenses and the number of quality candidates.

Self responsibility: I am surprised how many applicants are blaming others because their work is not getting done? Their paperwork is not processed, turned in, they took the wrong classes, etc.

Tenacity, the ability to be willing to stick it out when things get tough. New teachers seem to expect things to be handed to them. They don't seem to have the work ethic that the veteran staff have. I really respect and look for the "let's work this through to find a solution", type of person. Whether they are working with students, parents, peers, administration, an instructional challenge, etc.; I believe they should always be working on the child's behalf. WORKING! That means it is hard sometimes. Real hard. They should expect that.

Compassion. There needs to be a deep sense of genuine care and concern for the people they serve.

MN Licensure

Work ethic but not in all of them.

communication skills, especially written

communication skills with parents

subject matter knowledge - middle/upper grades

classroom management skills

Willingness to relocate to the area. Salary is an issue.

correct licensure

1. Dependability. On time do not call in sick. They desire more time off. This is not a teacher problem it is a societal problem. However it affects schools differently as we have school for 175 days from 8:30 - 3:30 and no substitute is as good as the regular teacher. Teachers are very important people in the lives of kids and they need to be present.

2. Classroom management skills are lacking. Colleges need to emphasize this more.

3. Technology skills are better than ever. However graduates have picked these up on their own. Colleges have not taught new teachers how to use this in the classroom.

4. Graduates have not been taught what works that is research based. They may have read the literature, but o[pinion] are meaningless. They must be exposed to what works in the classroom that is proven to work.

People skills

Communications

Most of our hires have been very good. More classroom experiences through college prep.

Self Confidence, service orientation, mindset of kids first. When we find candidates, who have these qualities we hire them.

We have a lot of teachers who have been able to pass all the tests so they haven't secured a license yet.

The understanding of what it takes to obtain at teaching license in MN.

May not have the specific license we need. We end up needing variances.

Classroom management and understanding mental health behaviors.

The days of multiple licensure areas have passed. also

The requirements for licensure have reduced the number of applicants. For example, instead of a 7-12 Science teacher, we need a licensed Chemistry and Licensed Physics and Licensed Life Sciences teacher. We need a Speech Pathologist with a masters degree, putting schools in direct competition with the medical field who can offer higher salaries and benefits.

Overall lack applicants!

strong work ethic

Language barriers

They sometimes appear to be unprepared for the demands of teaching and I worry about the number of mental health issues I'm observing with new teachers.

Credentials are usually fine...typically it's getting people who work well as a team that's tricky.

A qualified license - it is to the point of taking any one, if they have a license and they breathe.

Flexibility

Self Confidence

Team Player

Critical Thinking Skills

Behavior Management Skills

How to work with students who have special needs

There aren't enough applicants