



**Teacher  
Supply  
And  
Demand**

**January 2007**

**FY 2006  
Report  
To the  
Legislature**

**As required by  
Minn. Stat. §  
127A.05 subd. 6**

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**Teacher  
Supply  
And  
Demand**

**January 2007**

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Minn. Stat. §  
127A.05, subd. 6**

Upon request, this report can be made available in alternative formats.

## **ESTIMATED COST OF PREPARING THIS REPORT**

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

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This report will be available to the public on the Minnesota Department of Education website: <http://education.state.mn.us>

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# TEACHER SUPPLY AND DEMAND IN MINNESOTA

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## PURPOSE AND EXECUTIVE SUMMARY

The Educator Licensing and Teacher Quality Division of the Minnesota Department of Education contacted Minnesota public school districts and charter schools, the Minnesota Board of Teaching, the Minnesota Association of Colleges for Teacher Education (MACTE), Education Minnesota and Special Education Policy staff to collect and analyze data relating to the perceived supply and demand of Minnesota teachers.

This report summarizes the findings and highlights perceived teacher shortage areas and trends as measured by the data collected.

- 1. Supply and demand factors.** Minnesota teacher supply and demand is influenced by several factors including but not limited to the number of individuals who complete a teacher preparation program, teacher candidates who request initial licensure, individuals who currently possess teacher licensure (un-expired licenses), teachers currently employed as teachers in Minnesota public schools, new teachers who leave teaching within their first five years, teachers who have reached retirement age but continue to teach (in either retired or non-retired status) and teachers who have retired and no longer teach.
- 2. Study limitations.** Much of this report includes data reported by districts to the Minnesota Department of Education in the Staff Automated Reporting (STAR) system. Data may not be consistently reported by Minnesota superintendents or administrative designees due to different interpretations.
- 3. 2007 Teacher Supply and Demand Survey.** Minnesota superintendents or administrative designees were asked to complete the 2007 Teacher Supply and Demand Survey. The survey was sent to 492 school districts and charter schools. Of the 492 districts, 366 (74%) of the districts responded to the survey, which was an increase of approximately 40% from the 2005 survey due to intensified contacts with school districts.
- 4. Perceived teacher shortage areas and surplus areas.** Superintendents or administrative designees responding to the survey identified the following teacher shortage areas, which are listed from their perceptions as most to least critical: Physics, Chemistry, Emotional Behavioral Disorders (EBD), Mathematics, Earth and Space Science, English as a Second Language, Learning Disabilities (LD), Developmental Disabilities (DD), Technology (Industrial Arts) and Science 5-8. The respondents identified Elementary Education, Physical Education, Social Studies, Health, Communication Arts and Literature and Keyboarding as surplus areas.

Between 51 and 63% of the superintendents or administrative designees surveyed perceived a slight to extreme teacher shortage in Life Science, Special Education Early Childhood, Spanish, Family and Consumer Sciences, Music (Instrumental), and Library Media Specialist.

- 5. The United States Department of Education teacher shortage areas.** The United States Department of Education identified shortage areas for purposes of teacher loan forgiveness in accordance with 34 CFR 682.210 (a)(6). These shortage areas include: Special Education, Science, Mathematics, Foreign Languages and Bilingual Education.



- 6. Correlation between perceived shortage areas and the United States Department of Education teacher shortage areas.** There is a strong correlation between the perceived shortage areas identified by Minnesota superintendents or administrative designees and those identified by the United States Department of Education.
- 7. Teacher preparation programs in Minnesota.** According to Minnesota colleges and universities, 5,169 licensure candidates were prepared in Minnesota. These candidates were enrolled in 70 undergraduate and 77 graduate programs.
- 8. Perceived teacher shortage areas correlated with the number of special permissions (actual data).** Perceived shortage areas identified by participating superintendents or administrative designees generally correlated with the number of special permissions requested and granted by the Minnesota Board of Teaching.
- 9. Un-expired licenses (actual data).** Between 2002 to 2006, there was a 4 and 11% decrease in the number of un-expired teaching licenses in Physics, Earth and Space Science and Learning Disabilities (LD). The number of un-expired teaching licenses increased by .4 to 80% in Chemistry, Emotional Behavioral Disorders (EBD), Mathematics, Developmental Disabilities (DD), Technology and Science 5-8.
- 10. Retirements (actual data).** There was a 6 to 50% decrease in the number of retirements in Physics, Chemistry, Mathematics, Learning Disabilities (LD), Developmental Disabilities (DD) and Technology, but a 13 and 38% increase in the number of retirements in Emotional Behavioral Disorders (EBD) and Earth and Space Science respectively.
- 11. Initial licenses (actual data).** There was a 7 to 219% increase in the number of initial licenses granted in Physics, Chemistry, Emotional Behavioral Disorders (EBD), Learning Disabilities (LD), Developmental Disabilities (DD) and Science 5-8, but a 6 to 47% decrease in the number of initial licenses granted in Mathematics, Earth and Space Science, English as a Second Language (ESL) and Technology.
- 12. Initial licenses to individuals prepared in Minnesota and out-of-state (actual data).** Between 2002 and 2006, the number of teachers prepared out-of-state decreased by 30% compared to the number of teachers prepared in-state, which increased by 7%. There was also an 8% decrease overall in the number of teachers granted initial teaching licenses.
- 13. Actual Minnesota teacher retirements.** The percentage of teachers who retired between 2002 and 2006 ranged from 1.9% in 2003 to 2.6% in 2002, while the number of teachers employed decreased from 55,862 in 2002 to 55,237 in 2006.
- 14. Minnesota teacher retention (actual data).**  
**Teachers returning to the same district:** The five-year data between 2000 and 2006 indicated that of the 2,728 new teachers hired in 2001, 26% left their teaching assignment after one year. Data also indicated that an additional 13% left their teaching assignment after the second year, 8% after the third year and finally, an additional 3% after the fourth year. Consequently, approximately 50% of the new teachers hired in 2001 were not teaching in the same district five years after being hired.

**Teachers returning to teaching in Minnesota:** The five-year data between 2000 and 2006 indicated that of the 2,728 new teachers hires in 2001, 15% left their teaching assignment after one year. Data also indicated that an additional 9% left their teaching assignment after the second year, 5% after the third year and finally, an additional 2% after the fourth year. Between 2000 and 2006, 83 to 86% of first year teachers returned to teaching in Minnesota after the first year of teaching while 76 to 80% returned after the second year of teaching. After three years, 71 to 73% of all first year teachers were still teaching in Minnesota. Finally, approximately 69% of the new teachers hired in 2000 were still teaching five years after being hired in a Minnesota district.

**Teachers returning to teaching in Minnesota, another state, country or non-public setting:** The five-year data between 2000 and 2006 indicated that of the 2,728 first year teachers in 2001, approximately 14% left their teaching assignments to teach in Minnesota, another state, country or non-public setting after one year. Data also indicated that an additional 9% left their teaching assignment after the second year, 5% after the third year and finally, an additional 2% after the fourth year. Consequently, approximately 70% of the new teachers hired in 2001 were still teaching five years after being hired in Minnesota, another state, country or non-public environment.

When a teacher is no longer employed, termination codes are reported by each district through the Staff Automated Reporting (STAR) system. The majority of teachers who were reported as no longer employed between 2000 and 2006 were not identified as having a specific reason for leaving their assignment. However, of the teachers for whom reasons were given, personal reasons and staff reduction were the most common.

**15. Board of Teaching Licensure data (actual data).** The Minnesota Board of Teaching granted the following permission from 2002 to 2006:

- 13,032 personnel variances, which represented an 18% decrease;
- 5,494 temporary limited licenses;
- 4,349 waivers, which represented a 135% increase; and
- 1,553 non-licensed community expert permissions, which represented a 43% decrease.

Of the 5,494 temporary limited licenses, 3,617 were issued in 2006, which was the first year limited short call substitute license were included with temporary limited licenses.

Experimental program waivers were granted by core subjects for the first time in 2005-06 to align with federal No Child Left Behind requirements. The unduplicated count of waivers granted in 2005-06 was 522, compared to 608 in 2004-05. Between 2002 and 2006, the number of unduplicated waivers represented a 33% decrease.

Total special permissions granted by the Minnesota Board of Education in the perceived shortage areas increased by 5% in English as a Second Language from 2002 to 2006 while Mathematics, Science, Special Education and Technology decreased by 12 and 76%.

The Minnesota Department of Education granted 274 commissioner exemptions which represented a 15% decrease.

- 16. Personnel variances (actual data).** Personnel variances granted by the Minnesota Board of Teaching increased 5 and 11% in English as a Second Language and Science respectively from 2002 to 2006, while the number of total personnel variances granted in Mathematics, Special Education and Technology decreased between 28 and 73%.

The number of personnel variances granted in Life Science, Chemistry, Physics, and Science 5-8 increased between 12 and 319% from 2002 to 2006, while personnel variances granted in Earth and Space Science decreased by 46%.

The number of personnel variances granted in Physical and Health Disabilities (PHD), Oral/Aural Deaf Education (O/AU), Blind or Visually Impaired (B/VI) and Special Education/Early Childhood (ECSE) increased between 9 and 850% from 2002 to 2006, while personnel variances granted in Emotional Behavioral Disorders (EBD), Specific Learning Disabilities (LD), Deaf or Hard of Hearing (D/HH) and Developmental Disabilities (DD) decreased between 25 and 39%. Personnel variances in Developmental/Adapted Physical Education (DAPE) remained the same.

- 17. Temporary limited licenses (actual data).** The number of temporary limited licenses granted by the Minnesota Board of Teaching in Special Education increased 74% from 2002 to 2006, while the number of temporary limited licenses granted in English as a Second Language, Mathematics, Science, and Technology decreased by 9 to 100%.
- 18. Waivers (actual data).** There were 277 waivers granted in Mathematics and 270 in Science which represented 30% of the total waivers granted in 2006. The 277 Mathematic waivers represented 19% of the total FTEs, while the 270 Science waivers represented 18%. The total number of waivers granted in other core assignments ranged from 1 in Foreign Language to 244 in Reading and Language Arts which represented an FTE range from .0005 to 13%.
- 19. Non-licensed community experts (actual data).** The number of non-licensed community expert special permissions granted by the Minnesota Board of Teaching decreased in all of the perceived shortage areas by 39 to 88% between 2002 and 2006.
- 20. Commissioner exemptions.** 274 total Commissioners Exemptions were granted between 2002 and 2006, 188 of which were granted in English as a Second Language and 86 in Bilingual/Bicultural Education.

- 21. Additional special permissions (actual data).** Despite being identified as teacher surplus areas, there were 371 special permissions granted in Elementary Education, 521 in Health and Physical Education, 428 in Social Studies, 650 in Communication Arts and Literature and 276 in Keyboarding between 2002 and 2006.
- 22. District report about substitute teacher shortage.** Data collected from 366 out of 492 (74%) Minnesota superintendents or administrative designees indicated that 43% reported their district's overall experience securing substitute teachers as a success, while 23% reported their experience as very to extremely successful. Fifty-five percent of Minnesota superintendents or administrative designees reported they would not have a problem securing substitute teachers.

# A Report on

## TEACHER SUPPLY AND DEMAND IN MINNESOTA

### Overview of Study

#### A. Legislative Requirement

In compliance with Minnesota Statute 127A.05, Subdivision 6, the Educator Licensing and Teacher Quality Division of the Minnesota Department of Education contacted all public school districts and charter schools in October and November 2006 in an attempt to determine how school districts and charter schools were succeeding in staffing the schools with qualified teachers.

##### **Minnesota Statute 127A.05, Subdivision 6, states:**

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 January 15 of each odd-numbered year on the status of teacher early retirement patterns, the teacher shortage, and the substitute teacher shortage, including patterns and shortages in subject areas and regions of the state. The report must also include 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.

A survey was distributed electronically to each school district and charter school for which 366 out of 492 (74%) school districts and charter schools responded. A copy of the district survey instrument and a list of participating school districts and charter schools surveyed is available in **Appendices A and B**.

#### B. Data Collection

In addition to the survey of public school districts and charter schools, data was collected from a variety of sources including, but not limited to, the Minnesota Association of Colleges for Teacher Education (MACTE), Minnesota Board of Teaching and Minnesota Department of Education. Data was collected to provide information regarding the following:

- Perceived Teacher Shortages: Patterns in teacher shortage areas by region, gathered using a self-reported survey instrument completed by 366 out of 492 (74%) Minnesota superintendents or administrative designees. Data was also collected to identify progress made in filling teaching vacancies previously identified as shortage areas, as well as to identify anticipated teacher shortages and areas experiencing a surplus of teachers.
- Minnesota Teacher Preparation Program Completer: Actual number of teacher preparation program completers in Minnesota colleges and universities from 2004-2006, collected and reported by the Minnesota Association of Colleges for Teacher Education (MACTE).

- Initial Licensure Patterns: Actual number of initial teaching licenses granted in Minnesota, collected and reported by the Department of Education, Educator Licensing and Teacher Quality Division between 2002 and 2006.
- Teacher Retirement Patterns: Actual retirements from 2002 to 2006 collected by Minnesota Department of Education, Educator Licensing and Teacher Quality Division through the Staff Automated Reporting (STAR) System.
- Teacher Retention Trends: Actual retention data from 2000-2006 collected by the Minnesota Department of Education, Educator Licensing and Teacher Quality Division through the Staff Automated Reporting (STAR) System.
- Special Permission Patterns: The number and type of special permissions granted by the Minnesota Board of Teaching in perceived shortage areas.
- Perceived Substitute Teacher Shortages: Patterns in substitute teacher shortages gathered using a self-reported survey instrument of perceptions and observations completed by 366 out of 492 (74%) Minnesota superintendents or administrative designees. Substitute teacher shortage data was collected to assess progress made in addressing the substitute teacher shortage and to identify the current and future availability of substitute teachers as perceived by Minnesota superintendents or administrative designees.

### **C. Organization of Findings**

The Teacher Supply and Demand Report contains three distinct sections, which include the following:

Section A: Minnesota Teachers

Section B: Special Permissions Granted by the Minnesota Board of Teaching

Section C: Substitute Teacher Shortages

Section A: *Minnesota Teachers* outlines current and projected trends regarding the supply and demand of teachers. Data provided includes, but is not limited to, perceived projections from participating Minnesota superintendents or administrative designees, the number of un-expired and initial teaching licenses granted in perceived teacher shortage areas, the number of teachers prepared in institutions of higher learning and miscellaneous retirement and retention data.

Section B: *Special Permissions Granted by the Minnesota Board of Teaching* highlights the number and type of special permissions granted by the Minnesota Board of Teaching in a variety of licensure areas in response to teacher shortages.

Section C: *Substitute Teacher Shortage* outlines perceptions made by 74% of Minnesota superintendents or administrative designees regarding current and future substitute teacher needs.

## D. Study Limitations

The Minnesota Legislature requires surveys of public school districts to gain information about teacher supply and demand. Consequently, much of this report includes perceptions of Minnesota superintendent or administrative designees and data reported by districts to the Minnesota Department of Education in the Staff Automated Reporting (STAR) System. Data may not be consistently reported by the districts because of differences in district interpretation.

Data does not indicate information specific to individuals, such as whether individuals were or are employed as teachers, provide the name of specific school districts of employment or specific years of teacher preparation program completion.

This report is based on current licensure areas that are in Minnesota Rule, Chapter 8710. In certain circumstances, a license has been replaced with a new rule and consequently is no longer issued. However, many individuals are still holding the previous license and are not reflected in the total perceived shortage area data. The licensure areas impacted in the perceived shortage areas include:

- Physics and Chemistry replaced Physical Science;
- Science 5-8 replaced Science 5-9 and Junior High Science;
- Science All was replaced by Physics, Chemistry, Earth and Space Science, Life Science and Science 5-8;
- Developmental Disabilities (DD) replaced Mild to Moderate Mentally Handicapped (MMMI) and Moderate to Severe Handicapped (MMSI) from 2002 to 2005; and
- Physical and Health Disabilities replaced Physical Impairment.

Special Education Cooperatives, district types 52 and 53, were not included in the 2007 Teacher Supply and Demand Survey.

Full-Time Equivalent (FTE) data was collected from school district designees when applying for a special permission. Special permission FTE data reflects the amount of time (reported by school district) an individual will teach in an assignment for which the individual does not hold proper licensure. FTE data may not be consistently reported by districts because of differences in interpretation.

## Report of Findings

### Section A: Survey Results and Licensed Minnesota Teacher Data

#### 1. Reported Factors That Influence Teacher Supply and Demand

The Educator Licensing and Teacher Quality Division of the Minnesota Department of Education compiled data for this report with the understanding that numerous factors influence the supply and demand of teachers throughout Minnesota. Factors that influence teacher supply and demand include, but are not limited to, the number of:

- Teachers granted initial licenses;
- Individuals holding un-expired teaching licenses;
- Teachers currently teaching;
- Teachers having reached retirement age, who choose to continue teaching;
- Actual teacher retirements in Minnesota; and
- Retention rates for new teachers.

In accordance with Minnesota Statute 127A.05, Subdivision 6, Minnesota superintendents or administrative designees were consulted to identify perceived teacher shortage areas.

#### 2. Perceived and Projected Teacher Shortage Areas

In 2006, Minnesota superintendents or administrative designees were requested to complete and return the 2007 Minnesota Teacher Supply and Demand Survey. Data collected was to be used to determine the status of early retirement patterns, teacher shortages, retention rates and substitute teacher shortages to identify patterns throughout different regions of the state. The survey was sent to 492 school districts and charter schools. Of the 492 districts, 366 (74%) of the districts responded to the survey.

**Table 1** identifies the type of district, number of districts, number of surveys returned and percentage of return from each type of district that received and completed the Teacher Supply and Demand Survey.

**Table 1: Teacher Supply and Demand School Districts Surveyed**

Type of District	Number of Districts	Number of Returned Surveys	Percentage of Return
Independent	339	271	80%
Special (Minneapolis #1 and South St. Paul #6)	2	2	100%
Intermediate	3	3	100%
Charter/Outcome-Based School	125	80	64%
Miscellaneous Cooperative	1	0	-
Education District	13	8	62%
Secondary Facilities Cooperatives	4	2	50%
Service Cooperatives	5	0	-



Note: Special Education Cooperatives, district types 52 and 53, were not included in the 2007 Teacher Supply and Demand Survey.

**Table 1** illustrated that eight different types of school districts were invited to participate in the Teacher Supply and Demand Survey with six different types of districts responding. A comprehensive list of the school districts that participated in the 2007 Teacher Supply and Demand Survey is available in **Appendix B**.

The 2007 Teacher Supply and Demand Surveys asked Minnesota superintendents or administrative designees their perception of the supply of licensed teachers. Seventy-four percent of the superintendents or administrative designees identified the following shortage areas, which are listed from their perceptions of most to least critical:

- Science:
  - Physics;
  - Chemistry;
- Emotional Behavioral Disorders (EBD);
- Mathematics;
- Earth and Space Science;
- English as a Second Language (ESL);
- Special Education:
  - Learning Disorders (LD);
  - Developmental Disabilities (DD);
- Technology; and
- Science 5-8.

In addition, Minnesota special education directors who used Teachers to Teachers.com as a recruiting tool were asked to identify three areas where their district had present or anticipated teacher shortages. Thirty-two special education directors responded and identified four areas as high need. Twenty-three special education directors identified Speech-Language Pathology/Therapy as a high need area, while 18 identified Emotional Behavioral Disorder (EBD) and 8 Autism and Developmental Disabilities (DD).

Furthermore, the United States Department of Education identified shortage areas for purposes of teacher loan forgiveness in accordance with 34 CFR 682.210 (a)(6). These shortage areas included:

- Special Education;
- Science;
- Mathematics;
- Foreign Languages; and
- Bilingual Education.

There is a strong correlation between the perceived shortage areas identified by Minnesota superintendents or administrative designees and those identified by the United States Department of Education with the exception of foreign languages and bilingual education which were not identified as shortage areas by Minnesota superintendents or administrative designees. In addition, Minnesota superintendents or administrative designees identified Technology as a shortage area.

**Table 2** indicates the perceived difficulty in filling teacher shortage areas reported by 366 of 492 (74%) Minnesota superintendents or administrative designees in 2007. License areas are listed by the reported perception of extreme teacher shortage areas. Shaded areas identify a license area in which more than 50% of the superintendents or administrative designees completing the survey indicated having an extreme teacher shortage.

**Table 2: Perceived Areas of Extreme Teacher Shortage Reported by Participating Minnesota School Districts and Charter Schools**

License Area	Extreme Shortage
Physics	57%
Chemistry	55%
Special Education: EBD	46%
Mathematics	43%
Earth and Space Science	35%
English as a Second Language (ESL)	27%
Special Education: LD	27%
Special Education: Developmental Disabilities	27%
Technology (Industrial Arts)	26%
Science 5-8 Science	25%

More than 25% of Minnesota superintendents or administrative designees who completed the survey indicated extreme teacher shortages in Physics, Chemistry, Emotional Behavioral Disorders (EBD), Mathematics, Earth and Space Science, English as a Second Language (ESL), Learning Disabilities (LD), Developmental Disabilities (DD), Technology and Science 5-8.

In addition, more than 20% of Minnesota superintendents or administrative designees anticipated an extreme teacher shortage in Mathematic, Physics, Chemistry and Emotional Behavioral Disorders.

Minnesota superintendents or administrative designees completing the survey also indicated other subject content areas perceived to have a slight to extreme shortage. Between 51 and 63% of the superintendents or administrative designees surveyed perceived a slight to extreme teacher shortage in:

- Life Science;
- Special Education Early Childhood;
- Spanish;
- Family and Consumer Sciences;
- Music (Instrumental); and
- Library Media Specialist.

Generally, perceived shortage areas identified by participating superintendents or administrative designees correlated with the number of special permissions requested and granted by the Minnesota Board of Teaching.

### 3. Minnesota Teacher Preparation

There are 29 approved teacher preparation programs offered at Minnesota colleges and universities. An approved teacher preparation program must meet all of the standards for institutional and program approval established by the Minnesota Board of Teaching. Approved teacher preparation programs are required to focus on and ensure that all completers have met the required standards of effective practice.

According to Minnesota Association of Colleges for Teacher Education (MACTE), Minnesota colleges and universities prepared 5,169 licensure candidates in 2006. These candidates were enrolled in the 70 undergraduate and 77 graduate programs. See **Appendix C** for a list of Minnesota Association of Colleges for Teacher Education (MACTE) member institutions. **Table 3** illustrates the number of individuals who have completed the requirements for licensure in the perceived teacher shortage areas from 2004 to 2006.

**Table 3: Teacher Preparation Program Completers**

License	2004	2005	2006	Total 2004-2006
Physics	34	20	24	78
Chemistry	40	33	52	125
Special Education: EBD	300	247	232	779
Mathematics	451*	469*	478*	1,398*
Earth and Space Science	16	17	20	53
English as a Second Language (ESL)	143	180	138	461
Special Education: LD	284	305	263	852
Special Education: DD	101	103	121	325
Technology (Industrial Arts)	29	24	25	78
Science 5-8 Science	430	466	436	1,332

\*Includes 5-8 Mathematics specialty and 5-12 Mathematics completers.

**Table 3** illustrated the number of individuals successfully completing a teacher preparation program in Minnesota from 2004 to 2006. A completer is defined as a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for certification licensure may not be used as a criterion for determining who is a program completer (*Preliminary State Report on Procedures for Implementing Section 207 of the Title II, Higher Education Act, Section 3, October 2000*). See **Appendix D** for a complete list of program completers in each license area.

#### 4. Minnesota Teacher Licensing Data

The licensing and retirement data in **Table 4** identifies the total number of un-expired teaching licenses as of June 29 each year in shortage areas identified by Minnesota superintendents or administrative designees completing the 2007 Supply and Demand Survey and the total percent changed from 2002 to 2006. **Appendix E** contains the total number of un-expired licenses in all licensure areas.

**Table 4: Minnesota Licensing Data – Unexpired Teaching Licenses in Perceived Shortage Areas, 2002-2006**

License Area	Total Un-expired Licenses - June 29					Total Percent Changed from 2002-2006
	2002	2003	2004	2005	2006	
Physics	638	577	534	620	605	-5%
Chemistry	1,256	1,141	1,030	1,464	1,426	+14%
Emotional Behavioral Disorders (EBD)	5,738	5,560	5,422	5,971	5,803	+1%
Mathematics	10,524	9,966	9,419	10,766	10,568	+4%
Earth and Space Science	955	890	845	882	846	-11%
English as a Second Language (ESL)	2,244	2,162	2,025	2,335	2,245	0
Learning Disabilities (LD)	8,894	8,551	8,283	8,824	8,516	-4%
Developmental Disabilities (DD)	413	411	408	766	742	+80%
Technology	3,021	2,811	2,592	3,455	3,375	+12%
Science 5-8 Science	1,308	1,303	1,291	1,989	1,980	+51%

Note: Data does not indicate, however, whether individuals holding un-expired teaching licenses were or are employed as teachers, employed within a school in a different capacity, or provide the name of specific school districts of employment.

Data in **Table 4** indicated that there was a 4 to 11% decrease in the number of un-expired teaching licenses in Physics, Earth and Space Science and Learning Disabilities (LD). **Table 4** also indicates the number of un-expired teaching licenses increased by .4 to 80% in Chemistry, Emotional Behavioral Disorders (EBD), Mathematics, Developmental Disabilities (DD), Technology and Science 5-8.

The licensing and retirement data in **Table 5** identifies the total number of retirements and initial licenses granted as of June 29 each year in shortage areas identified by Minnesota superintendents or administrative designees completing the 2007 Supply and Demand Survey and the total percent changed from 2002 to 2006. **Appendices E and F** contain the total number of un-expired licenses and initial licenses granted each year in all licensure areas.

**Table 5: Minnesota Initial Licensure and Retirement Data in Perceived Shortage Areas, 2002-2006**

License Area		2002	2003	2004	2005	2006	Total Percent Changed from 2002-2006
<b>Physics</b>	Total Number of Initial Licenses Granted	26	27	26	54	36	+38%
	Total Number of Retirements	14	15	7	5	7	-50%
<b>Chemistry</b>	Total Number of Initial Licenses Granted	76	74	63	60	81	+7%
	Total Number of Retirements	27	14	10	13	15	-44%
<b>Emotional Behavioral Disorders (EBD)</b>	Total Number of Initial Licenses Granted	226	261	339	354	324	+43%
	Total Number of Retirements	48	40	42	41	54	+13%
<b>Mathematics</b>	Total Number of Initial Licenses Granted	605	715	726	508	566	-6%
	Total Number of Retirements	114	88	81	96	106	-7%
<b>Earth and Space Science</b>	Total Number of Initial Licenses Granted	64	41	28	30	35	-45%
	Total Number of Retirements	8	13	11	13	11	+38%
<b>English as a Second Language (ESL)</b>	Total Number of Initial Licenses Granted	301	143	178	207	176	-42%
	Total Number of Retirements	15	17	17	23	15	0
<b>Learning Disabilities (LD)</b>	Total Number of Initial Licenses Granted	311	373	473	458	371	+19%
	Total Number of Retirements	121	100	108	117	113	-7%
<b>Developmental Disabilities (DD)</b>	Total Number of Initial Licenses Granted	52	78	169	181	166	+219%
	Total Number of Retirements	0	0	1	0	0	-
<b>Technology</b>	Total Number of Initial Licenses Granted	70	67	68	49	37	-47%
	Total Number of Retirements	47	30	37	50	44	-6%
<b>Science 5-8</b>	Total Number of Initial Licenses Granted	192	395	450	389	387	+102%
	Total Number of Retirements	0	0	0	0	0	-

Beginning in 2005, unexpired licensing data was compiled each fiscal year using the same run date. The total unexpired licenses for data years 2000 to 2004 were compiled in 2005. Department staff recognize that running the report with a different end date could result in variations.

Note: data does not indicate, however, whether individuals issued an initial licenses were or are employed as teachers, employed within a school in a different capacity, or provide the name of specific school districts of employment.

Data in **Table 5** indicated that there was a 6 to 50% decrease in the number of retirements in Physics, Chemistry, Mathematics, Learning Disabilities (LD), Developmental Disabilities (DD), and Technology, but a 13 and 38% increase in the number of retirements in Emotional Behavioral Disorders (EBD) and Earth and Space Science respectively.

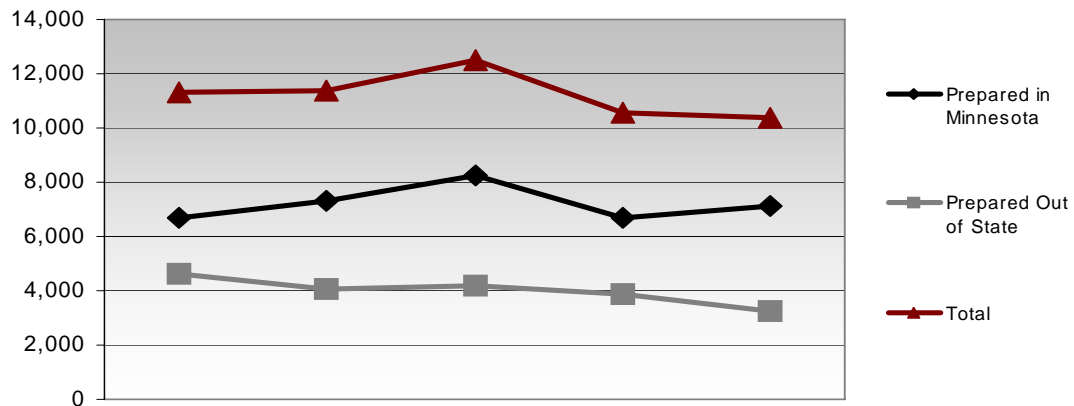
Note: Retirements in Developmental Disabilities (DD) and Science 5-8 are not provided since those licenses were implemented for the first time in 2001.

Finally, data indicated that there was a 7 to 219% increase in the number of initial licenses granted in Physics, Chemistry, Emotional Behavioral Disorders (EBD), Learning Disabilities (LD), Developmental Disabilities (DD) and Science 5-8, but a 6 to 47% decrease in the number of initial licenses granted in Mathematics, Earth and Space, English as a Second Language (ESL) and Technology.

**5. Initial Minnesota Teaching Licenses Granted, 2002-2006, to Individuals Prepared in Minnesota and Out-of State**

The licensing data reported in **Table 6** identifies the total number of initial Minnesota teaching licenses granted to individuals prepared in Minnesota institutions of higher education and individuals prepared out-of-state between 2002 and 2006, collected and reported by the Minnesota Department of Education, Educator Licensing and Teacher Quality Division.

**Table 6: Initial Minnesota Teaching Licenses Granted, 2002-2006, to Individuals Prepared in Minnesota and Out-of State**



	2002	2003	2004	2005	2006	Percentage of change from 2002-2006
Prepared in Minnesota	6,657	7,304	8,281	6,672	7,125	+7%
Prepared Out of State	4,656	4,077	4,209	3,889	3,265	-30%
Total	11,313	11,381	12,490	10,561	10,390	-8%

**Table 6** data indicated that there was a 7% increase in the number of teachers granted initial teaching licenses who were prepared in Minnesota institutions of higher education and a 30% decrease in the number of teachers granted initial teaching licenses that were prepared out-of-state. The data also indicated that there was an 8% decrease overall in the number of individuals who were granted initial teaching licenses in Minnesota. Data does not indicate, however, whether individuals were or are employed as teachers, or provide the name of specific school districts of employment.

Data found in **Table 7** indicates the number of initial Minnesota teaching licenses granted to individuals prepared in Minnesota institutions of higher education and out-of-state between 2002 and 2006 in each of the perceived shortage areas.

**Table 7: Initial Minnesota Teaching Licenses Granted, 2002-2006, to Individuals Prepared in Minnesota and Out-of State in Perceived Shortage Areas**

License	Initial License Granted	2002	2003	2004	2005	2006	Total	Percentage of change from 2002-2006
Physics	Prepared in Minnesota	8	11	11	34	22	86	+175%
	Prepared out-side of Minnesota	18	16	15	20	14	83	-22%
	<b>Total</b>	<b>26</b>	<b>27</b>	<b>26</b>	<b>54</b>	<b>36</b>	<b>169</b>	<b>+38%</b>
Chemistry	Prepared in Minnesota	30	31	24	31	51	167	+70%
	Prepared out-side of Minnesota	46	43	39	29	30	187	-35%
	<b>Total</b>	<b>76</b>	<b>74</b>	<b>63</b>	<b>60</b>	<b>81</b>	<b>354</b>	<b>+7%</b>
Special Education: EBD	Prepared in Minnesota	120	156	190	209	212	887	+77%
	Prepared out-side of Minnesota	106	105	149	145	112	617	+6%
	<b>Total</b>	<b>226</b>	<b>261</b>	<b>339</b>	<b>354</b>	<b>324</b>	<b>1,504</b>	<b>+43%</b>
Mathematics	Prepared in Minnesota	386	533	560	383	439	2,301	+14%
	Prepared out-side of Minnesota	219	182	166	125	127	819	-42%
	<b>Total</b>	<b>605</b>	<b>715</b>	<b>726</b>	<b>508</b>	<b>566</b>	<b>3,120</b>	<b>-6%</b>
Earth and Space Science	Prepared in Minnesota	37	22	15	18	18	110	-51%
	Prepared out-side of Minnesota	27	19	13	12	17	88	-37%
	<b>Total</b>	<b>64</b>	<b>41</b>	<b>28</b>	<b>30</b>	<b>35</b>	<b>198</b>	<b>-45%</b>
English as a Second Language	Prepared in Minnesota	173	77	107	117	101	575	-42%
	Prepared out-side of Minnesota	128	66	71	90	75	430	-41%
	<b>Total</b>	<b>301</b>	<b>143</b>	<b>178</b>	<b>207</b>	<b>176</b>	<b>1,005</b>	<b>-42%</b>
Special Education: LD	Prepared in Minnesota	163	204	254	272	228	1,121	+40%
	Prepared out-side of Minnesota	148	169	219	186	143	865	-3%
	<b>Total</b>	<b>311</b>	<b>373</b>	<b>473</b>	<b>458</b>	<b>371</b>	<b>1,986</b>	<b>+19%</b>
Special Education: DD	Prepared in Minnesota	29	60	91	78	90	348	+210%
	Prepared out-side of Minnesota	23	18	78	103	76	298	+230%
	<b>Total</b>	<b>52</b>	<b>78</b>	<b>169</b>	<b>181</b>	<b>166</b>	<b>646</b>	<b>+219%</b>
Technology (Industrial Arts)	Prepared in Minnesota	41	32	34	24	27	158	-34%
	Prepared out-side of Minnesota	29	35	34	25	10	133	-66%
	<b>Total</b>	<b>70</b>	<b>67</b>	<b>68</b>	<b>49</b>	<b>37</b>	<b>291</b>	<b>-47%</b>
Science 5-8 Science	Prepared in Minnesota	135	311	341	296	302	1,385	+124%
	Prepared out-side of Minnesota	57	84	109	93	85	428	+49%
	<b>Total</b>	<b>192</b>	<b>395</b>	<b>450</b>	<b>389</b>	<b>387</b>	<b>1,813</b>	<b>+102%</b>

Note: Data does not indicate whether individuals were or are employed as teachers, or provide the name of specific school districts of employment.

Data in **Table 7** indicated that there was a 14 to 210% increase in the number of initial licenses granted to applicants prepared in Minnesota in Physics, Chemistry, Emotional Behavioral Disorders (EBD), Mathematics, Learning Disabilities (LD), Developmental Disabilities (DD) and Science 5-8, but a 34 to 51% decrease in the number of initial licenses granted to applicants prepared in Minnesota in Earth and Space Science, English as a Second Language and Technology

Finally, data indicated that there was a 6 to 230% increase in the number of initial licenses granted to applicants prepared outside of Minnesota in Emotional Behavioral Disorders (EBD), Developmental Disabilities (DD) and Science 5-8, but a 3 to 66% decrease in the number of initial licenses granted to applicants prepared outside of Minnesota in Physics, Chemistry, Mathematics, Earth and Space Science, English as a Second Language (ESL), Learning Disabilities (LD) and Technology.

## 6. Minnesota Teacher Preparation Program Completers and Initial Minnesota Teaching Licenses Granted to Individuals Prepared in Minnesota

The number of individuals who completed teacher preparation programs in an approved teacher preparation program in a Minnesota College or University between 2004 and 2006 is illustrated in **Table 8**. Also illustrated is the total number of initial licenses granted to individuals in each perceived shortage area. Minnesota program completer data was provided by the Minnesota Association of Colleges for Teacher Education (MACTE). Initial licensure data was collected by the Minnesota Department of Education, Educator Licensing and Teacher Quality Division.

**Table 8: Minnesota Program Completers and Initial Minnesota Teaching Licenses Granted, 2004-2006, to Individuals Prepared in Minnesota in Perceived Shortage Areas**

License	Initial License Granted	2004	2005	2006	Total
Physics	Minnesota Program Completers	34	20	24	78
	Initial License Granted Prepared in Minnesota	11	34	22	67
Chemistry	Minnesota Program Completers	40	33	52	125
	Initial License Granted Prepared in Minnesota	24	31	51	106
Special Education: EBD	Minnesota Program Completers	300	247	232	779
	Initial License Granted Prepared in Minnesota	190	209	212	611
Mathematics	Minnesota Program Completers	451*	469*	478*	1,398*
	Initial License Granted Prepared in Minnesota	560	383	439	1,382
Earth and Space Science	Minnesota Program Completers	16	17	20	53
	Initial License Granted Prepared in Minnesota	15	18	18	51
English as a Second Language (ESL)	Minnesota Program Completers	143	180	138	461
	Initial License Granted Prepared in Minnesota	107	117	101	325
Special Education: LD	Minnesota Program Completers	284	305	263	852
	Initial License Granted Prepared in Minnesota	254	272	228	754
Special Education: DD	Minnesota Program Completers	101	103	121	325
	Initial License Granted Prepared in Minnesota	91	78	90	259
Technology (Industrial Arts)	Minnesota Program Completers	29	24	25	78
	Initial License Granted Prepared in Minnesota	34	24	27	85
Science 5-8 Science	Minnesota Program Completers	430	466	436	1,332
	Initial License Granted Prepared in Minnesota	341	296	302	939

\*Includes Mathematics 5-8 specialty and 5-12 Mathematics completers.

Data in **Table 8** indicated that the total number of Minnesota program completers from 2004 to 2006 was greater than the number of initial licenses granted to individuals in Physics, Chemistry, Emotional Behavioral Disorders (EBD), Mathematics, Earth and Space Science, English as a Second Language (ESL), Learning Disabilities (LD), Developmental Disabilities (DD) and Science 5-8. Data also indicated that the total number of Minnesota program completers from 2004 to 2006 was less than the number of Minnesota program completers in Technology.

Note: Data does not indicate the year the individual receiving an initial license completed his/her teacher preparation program.

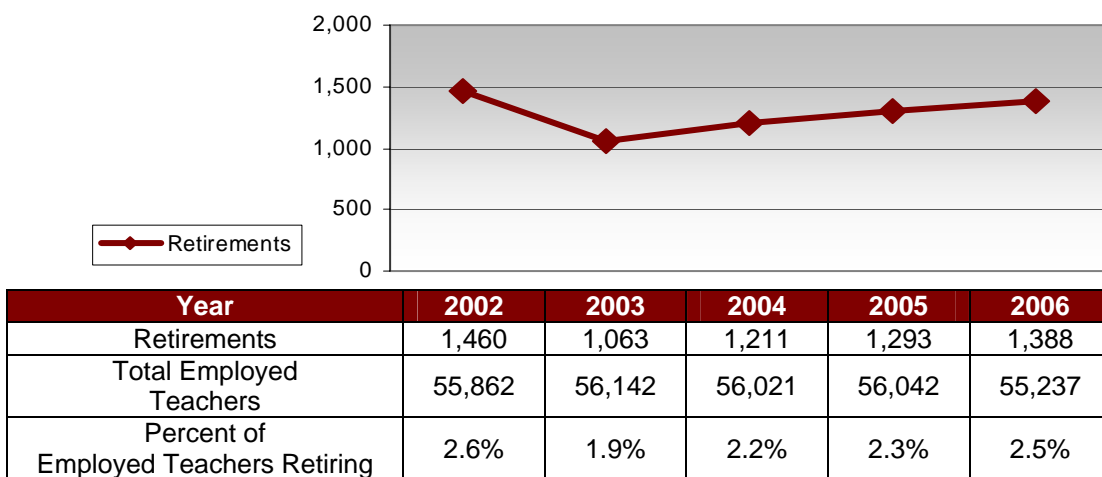


## 7. Minnesota Teacher Retirements by Individuals Employed

The retirement data reported through the Staff Automated Reporting (STAR) System identifies the total number of Minnesota teachers who retired and were employed in fiscal years 2002, 2003, 2004, 2005 and 2006 as reported by the district where the individual was last employed. All school districts, cooperatives, charter schools and academies are required to report licensed staff data using the STAR system. Teacher retirement data is one of the elements reported when a staff member retires from a district.

**Table 9** illustrates the total number of Minnesota teachers who retired and the total number of teachers employed each year.

**Table 9: Minnesota Teacher Retirements, 2002-2006, Reported as Percentage of Teachers Employed**



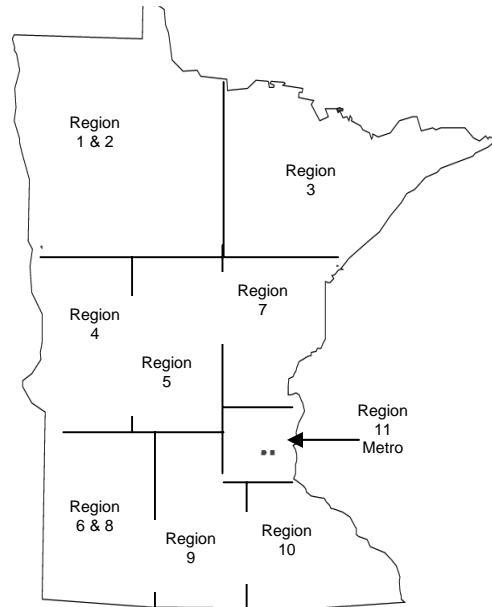
The figures in **Table 9** reflected teacher retirements and teachers employed by number and percentage between 2002 and 2006 as reported by Minnesota school districts through STAR. The percentage of teachers retiring ranges from 1.9% in 2003 to 2.6% in 2002, while the number of teachers employed ranges from 55,237 in 2006 to 56,142 in 2003. Teachers working in more than one district, however, are duplicated in the totals.

## 8. Minnesota Teacher Licenses Granted and Actual Retirees in Perceived Shortage Areas by Region

In the 2007 Teacher Supply and Demand Data Survey, 366 out of 492 (74%) Minnesota superintendents or administrative designees reported the region in which their school district was located. **Table 10** identifies the location of each of the regions. **Appendix G** contains the name of school districts and charter schools located in each region.

**Table 11** provides the number of initial licenses granted and total retirees by region for each of the perceived shortage areas.

The retirement figures in **Table 11** were provided by Minnesota school districts through STAR.



**Table 10: Minnesota Regions**

**Table 11: Initial Minnesota Teaching Licenses Granted and Actual Retirees in Perceived Shortage Areas by Region, 2002-2006**

### Physics

Physics	2002	2003	2004	2005	2006	Total
Total Number of Initial Licenses Granted	26	27	26	54	36	169
Total Retirees	14	15	7	5	7	48
Total Retirees by Region						
1 & 2	1	0	1	1	1	4
3	2	2	0	1	0	5
4	1	2	0	0	0	3
5	0	0	0	0	0	0
6 & 8	0	1	0	0	0	1
7	2	1	1	0	2	6
9	3	0	0	0	1	4
10	1	2	2	0	0	5
11 Metro	4	7	3	3	3	20

### Chemistry

Chemistry	2002	2003	2004	2005	2006	Total
Total Number of Initial Licenses Granted	76	74	63	60	81	354
Total Retirees	28	14	10	13	15	80
Total Retirees by Region						
1 & 2	3	0	1	1	1	6
3	3	1	0	2	1	7
4	1	0	0	1	2	4
5	1	0	0	1	2	4
6 & 8	5	2	2	0	1	10
7	1	1	0	2	3	7
9	2	0	1	0	1	4
10	1	1	3	1	1	7
11 Metro	11	9	3	5	3	31

**Table 11 Continued: Initial Minnesota Teaching Licenses Granted and Actual Retirees in Perceived Shortage Areas by Region, 2002-2006**

**Special Education: Emotional Behavioral Disorders**

<b>EBD</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>Total</b>
Total Number of Initial Licenses Granted	226	261	339	354	324	1,504
Total Retirees	48	40	42	41	54	225
Total Retirees by Region						
1 & 2	4	1	1	3	1	10
3	2	0	1	2	4	9
4	2	1	0	1	0	4
5	1	1	0	0	1	3
6 & 8	3	1	2	2	4	12
7	0	1	2	2	8	13
9	1	2	5	2	1	11
10	7	6	5	6	6	30
11 Metro	28	27	26	23	29	133

**Mathematics**

<b>Mathematics</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>Total</b>
Total Number of Initial Licenses Granted	605	715	726	508	566	3,120
Total Retirees	114	88	81	96	106	485
Total Retirees by Region						
1 & 2	3	2	2	4	8	19
3	14	8	7	8	5	42
4	7	5	1	2	7	22
5	1	0	1	4	4	10
6 & 8	7	9	6	9	6	37
7	7	12	7	14	11	51
9	11	8	4	4	8	35
10	16	5	11	7	7	46
11 Metro	48	39	42	44	50	223

**Earth and Space Science**

<b>Earth and Space</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>Total</b>
Total Number of Initial Licenses Granted	64	41	28	30	35	198
Total Retirees	8	13	11	13	11	56
Total Retirees by Region						
1 & 2	1	1	0	1	1	4
3	1	2	2	0	2	7
4	1	0	0	0	0	1
5	0	1	0	0	0	1
6 & 8	0	1	2	0	0	3
7	1	0	1	5	3	10
9	0	0	0	0	1	1
10	0	0	2	1	0	3
11 Metro	4	8	4	6	4	26

**English as a Second Language**

<b>ESL</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>Total</b>
Total Number of Initial Licenses Granted	301	143	178	207	176	1,005
Total Retirees	15	17	17	23	15	87
Total Retirees by Region						
1 & 2	0	0	0	0	0	0
3	0	0	1	0	0	1
4	0	0	0	0	1	1
5	0	0	0	0	0	0
6 & 8	1	3	2	1	0	7
7	4	0	1	2	1	8
9	0	0	1	0	0	1
10	1	5	0	2	2	10
11 Metro	9	9	12	18	11	59

**Special Education: Learning Disabilities**

<b>LD</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>Total</b>
Total Number of Initial Licenses Granted	311	373	473	458	371	1,986
Total Retirees	121	100	108	117	113	559
Total Retirees by Region						
1 & 2	12	2	7	6	6	33
3	11	8	7	7	3	36
4	4	3	2	2	4	15
5	4	4	2	7	7	24
6 & 8	6	6	5	6	7	30
7	4	7	6	14	12	43
9	1	6	10	5	4	26
10	18	10	12	13	11	64
11 Metro	61	54	57	57	59	288

**Special Education: Developmental Disabilities**

<b>DD</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>Total</b>
Total Number of Initial Licenses Granted	52	78	169	181	166	646
Total Retirees	0	0	1	0	0	1
Total Retirees by Region						
1 & 2	0	0	0	0	0	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6 & 8	0	0	0	0	0	0
7	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11 Metro	0	0	1	0	0	1

**Table 11 Continued: Initial Minnesota Teaching Licenses Granted and Actual Retirees in Perceived Shortage Areas by Region, 2002-2006**

Technology							Science 5-8 Science						
Technology	2002	2003	2004	2005	2006	Total	5-8 Science	2002	2003	2004	2005	2006	Total
Total Number of Initial Licenses Granted	70	67	68	49	37	291	Total Number of Initial Licenses Granted	192	395	450	389	387	1,813
Total Retirees	47	30	37	50	44	208	Total Retirees	0	0	0	0	0	0
Total Retirees by Region							Total Retirees by Region						
1 & 2	0	1	1	2	2	6	1 & 2	0	0	0	0	0	0
3	8	2	4	4	4	22	3	0	0	0	0	0	0
4	2	1	1	1	3	8	4	0	0	0	0	0	0
5	3	2	3	5	2	15	5	0	0	0	0	0	0
6 & 8	3	1	3	4	2	13	6 & 8	0	0	0	0	0	0
7	3	1	3	8	7	22	7	0	0	0	0	0	0
9	4	1	2	6	2	15	9	0	0	0	0	0	0
10	5	6	6	6	4	27	10	0	0	0	0	0	0
11 Metro	19	15	14	14	18	80	11 Metro	0	0	0	0	0	0

Table 11 indicated that more teachers were granted initial licenses than retired in all of the perceived shortage areas.

Note: The data does not indicate, however, whether teachers granted licenses were hired, wanted to be hired, or provide a location of employment preference.

**9. Projected Total Retirements by Subject Area**

Minnesota superintendents or administrative designees were also asked to identify the number of teachers in their district or charter school who were or would be eligible for retirement from 2006 to 2010. Data represented in Table 12 illustrates the projected number of retirements between 2006 and 2010 reported by Minnesota superintendents or administrative designees. In Early Childhood Education, 31 superintendents or administrative designees indicated one to three individuals in their district were or will be eligible for retirement, while 2 indicated seven to ten teachers were or will be eligible for retirement between 2006 and 2010. Licensure areas perceived as shortage areas are highlighted.

**Table 12: Projected Retirements as Reported by Minnesota Superintendents or Administrative Designees**

Licensure Area	Number of Projected Retirements									
	1-3	4-6	7-10	11-20	21-30	31-40	41-50	51-75	76-100	101 or more
Early Childhood Education	31		2							
Parent and Family Education	31									
Adult Basic Education	16									
Bilingual Bicultural Education	9									
Keyboarding	32									
K-6 Elementary	81	55	32	21	5	1	3	3		1

**Table 12: Projected Retirements as Reported by  
Minnesota Superintendents or Administrative Designees Continued**

Licensure Area	Number of Projected Retirements									
	1-3	4-6	7-10	11-20	21-30	31-40	41-50	51-75	76-100	101 or more
5-8 Communication Arts and Literature	57	4		1						
5-8 Mathematics	65	2			1					
5-8 Science	54	2		1						
5-8 Social Studies	61	2	1							
K-8 World Languages	19	1								
Preprimary	12	1								
Agriculture	25									
Business	58	2								
Communication Arts and Literature	86	5	2	2						
Coordinators of Work Based Learning	25	1								
Dance	2									
Dance and Theatre Arts	10									
English as a Second Language	34	1								
Family and Consumer Sciences	77	1								
Health	58	1		1						
Library Media Specialist	83	3	1							
Mathematics	101	8	1	1						
Music Instrumental	55		1	1						
Music Vocal	44	4	1	1						
Physical Education	89	4	2	1	1					
Reading	42	1								
Social Studies	85	9		3						
Technology	46	2	1	1						
Theatre	15									
Visual Arts	52	1	1							
Chemistry	61	4								
Earth and Space Science	60	2								
Life Science	63	4	1							
Physics	66	1								
American Sign Language	7			1						
Chinese	3									
French	15									
German	21									
Latin	1									
Spanish	41									
Ojibwa	1									
Blind or Visually Impaired	7	1								
Deaf or Hard of Hearing	17	1	1	1						
Developmental Adapted Physical Education	38		1	1						
Developmental Disabilities	51	4	2							
Special Education Early Childhood	46	2	1							
Emotional Behavioral Disorders	72	5		1						
Learning Disabilities	81	6	3	3						
Physical and Health Disabilities	17									
Career and Technical with Disabilities	15	2								
Communication Technology Careers	10									
Construction Careers	20									
Manufacturing Careers	10									
Medical Careers	5									

**Table 12: Projected Retirements as Reported by  
Minnesota Superintendents or Administrative Designees Continued**

Licensure Area	Number of Projected Retirements									
	1-3	4-6	7-10	11-20	21-30	31-40	41-50	51-75	76-100	101 or more
Creative Design Careers	5									
Hospitality Service Careers	2									
Transportation Careers	5									
<b>Totals</b>	<b>2,195</b>	<b>142</b>	<b>54</b>	<b>41</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>1</b>

The data in **Table 12** indicated the number of projected retirements in each license area as projected by superintendents and administrative designees. Sixty-six Minnesota superintendents and administrative designees projected that one to three physics teachers would be eligible to retire between 2006 and 2010, while one Minnesota superintendent and administrative designee projected that four to six physics teachers would be eligible to retire. One superintendent and administrative designee projected 101 or more retirements in elementary education over the same span of time.

**10. Perceived Areas of Teacher Surplus**

In the 2007 Teacher Supply and Demand Survey, 366 out of 492 (74%) Minnesota superintendents and administrative designees indicated that there was either no shortage or a considerable abundance of Elementary Education, Physical Education, Social Studies, Health, Communication Arts and Literature and Keyboarding teachers available. **Table 13** identifies the licensure area and percentage of Minnesota superintendents and administrative designees indicating that there was either no shortage or a considerable abundance of teachers.

**Table 13: Perceived Areas of Teacher Surplus**

License Area	No Shortage or Considerable Abundance	Initial License Granted Between 2002-2006
<b>Elementary Education</b>	79%	12,137
<b>Physical Education</b>	75%	1,340
<b>Social Studies</b>	72%	5,471
<b>Health</b>	48%	677
<b>Communication Arts and Literature</b>	45%	4,342
<b>Keyboarding</b>	43%	208

**Table 13** indicated that more than 70% of respondents reported either no shortage or a considerable abundance in Elementary, Physical Education and Social Studies teachers. Seventy-nine percent of respondents reported either no shortage or a considerable abundance of elementary teachers, while 75 and 72% of respondents indicated either no shortage or a considerable abundance of Physical Education and Social Studies teachers. Health, Communication Arts and Literature and Keyboarding were also identified as having either no shortage or an abundance by district respondents.

Initial licenses granted in elementary education between 2002 and 2006 totaled 12,137, while the number of initial licenses granted in physical education and social studies were 1,340 and 5,471 respectively.

### 11. Minnesota Teacher Retention

All school districts, cooperatives, charter schools and academies are required to report licensed staff data annually through the Staff Automated Reporting (STAR) system. Teacher retention data includes file folder number, staff name, gender, race/ethnicity, employment status, inactive/transfer/terminations, contract salary, highest education level and area(s) taught.

For purposes of this retention study, the employment patterns of first year teachers will be tracked for ten years. The study will begin with all first year teachers identified in 2001 and continue by identifying all first year teachers in each consecutive year through 2010. The initial group of first year teachers will be tracked by file folder number to determine the number of teachers who remain in teaching after each year during the ten-year study. If a teacher leaves teaching in Minnesota, the teacher will not be included. However, if a teacher who has left teaching in Minnesota, returns to teaching in Minnesota at a later date, the teacher will once again be included in the number of teachers remaining in teaching.

Data presented in **Table 14** identifies the number of first year teachers between 2001 and 2006. The number of first year teachers and the percentage of teachers returning to the same district are reported for consecutive years through 2006.

**Table 14: Minnesota Teacher Retention Data, 2001 – 2006  
Returning to Teaching in the Same District**

First Year and Number of First Year Teachers	Returning to the Same District 2002	%	Returning to the Same District 2003	%	Returning to the Same District 2004	%	Returning to the Same District 2005	%	Returning to the Same District 2006	%
2001 2,728	2,022	74%	1,660	61%	1,453	53%	1,365	50%	1,297	48%
2002	2,373		1,786	75%	1,483	62%	1,296	55%	1,197	50%
2003	2,091		1,514	72%	1,292	62%	1,099	53%		
2004	2,027		1,517	75%	1,281	63%				
2005	2,167		1,585	73%						
2006	2,253									

**Table 14** indicated that 2,728 first year teachers were hired in Minnesota in 2001. Of the 2,728 first year teachers, 2,022 teachers returned to the same district in 2002, which is a retention rate of 74% after the first year of teaching. After the second year of teaching, 1,660 of the 2,022 teachers returned to the same district resulting in a retention rate of 61%. Retention rates after the third and fourth years of teaching were 53% and 50% respectively. After five years of teaching, 1,297 of the original 2,728 teachers were still teaching in the same district, resulting in a retention rate of 48%.

In other words, out of the 2,728 new teachers hired in 2001, 26% left their teaching assignment after one year. Data also indicated that an additional 13% left their teaching assignment after the second year, 8% after the third year and finally, an additional 3% after

the fourth year. Consequently, approximately 50% of the new teachers hired in 2001 were not teaching in the same district five years after being hired.

Data in **Table 14** also indicated that 72 to 75% of first year teachers between 2001 and 2006 returned to teaching in the same district after the first year of teaching and that 61 to 63% returned after the second year of teaching. Data also concluded that after three years, 53 to 55% of first year teachers were still teaching in the same district.

Teacher retention rates change when first year teachers are reported as returning to teaching in Minnesota. This includes first year teachers who have left the first district where they were hired but returned to teaching in another district in Minnesota. **Table 15** describes the number of first year teachers and the percentage of teachers returning to teaching in Minnesota, but not in the same district, as reported by the district for consecutive years through 2006.

**Table 15: Minnesota Teacher Retention Data, 2001 – 2006  
Returning to Teaching in Minnesota**

First Year and Number of First Year Teachers	Returning to Teaching in MN 2002	%	Returning to Teaching in MN 2003	%	Returning to Teaching in MN 2004	%	Returning to Teaching in MN 2005	%	Returning to Teaching in MN 2006	%
2001 2,728	2,308	85%	2,083	76%	1,948	71%	1,894	69%	1,854	68%
2002	2,373		1,985	84%	1,820	77%	1,722	73%	1,668	70%
2003	2,091			1,740	83%	1,617	77%	1,531	73%	
2004	2,027					1,747	86%	1,613	80%	
2005	2,167							1,843	85%	
2006	2,253									

The data reported in **Table 15** indicated that out of the total number of new teachers in 2001, 15% left their teaching assignments after one year. Data also indicated that an additional 9% left their teaching assignment after the second year, 5% after the third year and finally, an additional 2% after the fourth year. Consequently, 68% of the new teachers hired in 2001 were still teaching five years after being hired in a Minnesota school district.

Data in **Table 15** indicated that 83 to 86% of first year teachers returned to teaching in Minnesota after the first year of teaching between 2001 and 2006, and that 76 to 80% returned after the second year of teaching. After three years, 71 to 73% of all first year teachers were still teaching in Minnesota.

Districts also report a termination code for each teacher who is no longer employed since the prior year's report. Termination codes represent reasons a teacher is no longer employed as identified by superintendents or administrative designees. Termination codes include:

- Death;
- Educator in Another District;
- Educator in Another State, Country or Non-Public Setting;
- Long Term Substitute;
- Not Offered Reemployment for Reasons Other Than Staff Reduction;
- Other Educational Occupation;



- Personal Reasons;
- Retirement;
- Staff Reduction;
- Transfer to Non-Licensed Staff;
- Unknown/or Other; and
- No Termination Status.

Data presented in **Table 16** represents the reasons identified for individuals no longer employed by the district through the Staff Automated Reporting (STAR) system as reported by superintendents or administrative designees. Termination codes are reported each fall for the previous year. Since termination codes are reported by the district, data may vary from district to district based on the interpretation or knowledge of the individual inputting the data. **Appendix H** contains the termination codes reported each year in all licensure areas.

**Table 16: Reasons for Leaving Teaching Positions 2001-2005**

Year	Termination Code	2001	2002	2003	2004	2005	Total
2001	Death				1		1
	Educator in Another District	95	62	44	30	28	259
	Educator in Another State, Country or Non-Public Environment	34	15	12	12	4	77
	Long Term Substitute	13	6	2	3	1	25
	Not Offered Reemployment for Reasons Other Than Staff Reduction	78	71	36	31	22	238
	Other Educational Occupation	6	4	1	5		16
	Personal Reasons	171	118	92	72	57	510
	Retirement		1		1	1	3
	Staff Reduction	193	139	101	34	35	502
	Transfer to Non-Licensed Staff	4	7	7	4	5	27
	Unknown/or Other	105	50	42	23	29	249
No Termination Status	2,035	1,845	1,750	1,735	1,721	9,086	
2002	Death				1		1
	Educator in Another District		66	42	40	40	188
	Educator in Another State, Country or Non-Public Environment		12	12	12	11	47
	Long Term Substitute		13	3		1	17
	Not Offered Reemployment for Reasons Other Than Staff Reduction		102	52	60	18	232
	Other Educational Occupation		3		7	2	12
	Personal Reasons		138	99	85	68	390
	Retirement		1		1	1	3
	Staff Reduction		170	108	49	38	365
	Transfer to Non-Licensed Staff		14	13	1	3	31
	Unknown/or Other		72	42	43	30	187
No Termination Status		1,788	1,620	1,525	1,514	6,447	
2003	Death				1		1
	Educator in Another District			66	42	40	148
	Educator in Another State, Country or Non-Public Environment			16	11	8	35
	Long Term Substitute			13	6	5	24
	Not Offered Reemployment for Reasons Other Than Staff Reduction			77	41	36	154
	Other Educational Occupation			4	2	1	7
	Personal Reasons			138	99	83	320
	Retirement					1	1
	Staff Reduction			189	60	56	305
	Transfer to Non-Licensed Staff			16	4	2	22
	Unknown/or Other			61	40	43	144
No Termination Status			1,516	1,441	1,348	4,305	

**Table 16 Continued: Reasons for Leaving Teaching Positions 2000-2005**

Year	Termination Code	2000	2001	2002	2003	2004	Total
2004	Death					1	<b>1</b>
	Educator in Another District				59	52	<b>111</b>
	Educator in Another State, Country or Non-Public Environment				16	16	<b>32</b>
	Long Term Substitute				36	6	<b>42</b>
	Not Offered Reemployment for Reasons Other Than Staff Reduction				78	45	<b>123</b>
	Other Educational Occupation				8	7	<b>15</b>
	Personal Reasons				118	80	<b>198</b>
	Retirement						
	Staff Reduction				127	65	<b>192</b>
	Transfer to Non-Licensed Staff				5	7	<b>12</b>
	Unknown/or Other				65	43	<b>108</b>
	No Termination Status				1,518	1,433	<b>2,951</b>
2005	Death						
	Educator in Another District					92	<b>92</b>
	Educator in Another State, Country or Non-Public Environment					22	<b>22</b>
	Long Term Substitute					18	<b>18</b>
	Not Offered Reemployment for Reasons Other Than Staff Reduction					90	<b>90</b>
	Other Educational Occupation					5	<b>5</b>
	Personal Reasons					158	<b>158</b>
	Retirement						
	Staff Reduction					121	<b>121</b>
	Transfer to Non-Licensed Staff					6	<b>6</b>
	Unknown/or Other					72	<b>72</b>
	No Termination Status					1,589	<b>1,589</b>

Note: Termination codes are reported by each district through the Staff Automated Reporting (STAR) system. The majority of teachers who were reported as no longer employed between 2000 and 2006 were not identified as having a specific reason for leaving their assignment. However, of the teachers for whom reasons were given, personal reasons and staff reduction were most common.

Teacher retention rates change when first year teachers are reported as returning to teaching in Minnesota, another state, country or non-public environment. This includes first year teachers who have left the first district where they were hired but returned to teaching in another district in Minnesota, another state, country or non-public environment. **Table 17** describes the number of first year teachers and the percentage of teachers returning to teaching in Minnesota, another state, country or non-public environment as reported by each district for consecutive years through 2005.

**Table 17: Minnesota Teacher Retention Data, 2001 – 2006**  
**Returning to Teaching in Minnesota, Another State, Country or Non-Public Setting**

Year and Number of First Year Teachers	Returning to Teaching 2002	%	Returning to Teaching 2003	%	Returning to Teaching 2004	%	Returning to Teaching 2005	%	Returning to Teaching 2006	%
2001 2,728	2,342	86%	2,098	77%	1,960	72%	1,906	70%	1,858	68%
2002	2,373		1,997	84%	1,832	77%	1,734	73%	1,679	71%
2003	2,091			1,756	84%	1,628	78%	1,539	74%	
2004	2,027				1,763	87%	1,629	80%		
2005	2,167						1,865	86%		
2006	2,253									

Note: Data regarding the number of teachers returning to Minnesota, another state, country or non-public environment is reported by the district and thus is not as reliable as retention data tracked by file folder number.

The data reported in **Table 17** indicated that out of 2,728 first year teachers in 2001, approximately 14% left their teaching assignments after one year. Data also indicated that an additional 9% left their teaching assignment after the second year, 5% after the third year and finally, an additional 2% after the fourth year. Consequently, 68% of the new teachers hired in 2001 were still teaching five years after being hired in Minnesota, another state, country or non-public environment.

Data in **Table 17** also indicated 84 to 87% of first year teachers between 2001 and 2006 returned to teaching in Minnesota after the first year of teaching and that 77 to 80% returned after the second year of teaching. After three years, 72 to 74% of all first year teachers were still teaching in a Minnesota school district, another state, country or non-public setting.

## 12. Regional Teacher Retention in Minnesota

**Table 18** describes the number of first year teachers and the percentage of teachers returning to teaching in Minnesota by region as reported by school district designees for consecutive years through 2001 to 2006.

**Table 18: Minnesota Regional Teacher Retention 2001-2006**

First Year and Number of First Year Teachers	Returning to Teaching in MN 2002	%	Returning to Teaching in MN 2003	%	Returning to Teaching in MN 2004	%	Returning to Teaching in MN 2005	%	Returning to Teaching in MN 2006	%
<b>Region 1 and 2 Northwestern Minnesota</b>										
2001 88	73	83%	58	66%	53	60%	57	65%	51	58%
2002	65		49	75%	44	68%	40	62%	45	69%
2003	97			77	79%	72	74%	73	75%	
2004	75				65	87%	51	68%		
2005	81						64	79%		
2006	81									

Table 18 Continued: Minnesota Regional Teacher Retention 2001-2006

First Year and Number of First Year Teachers	Returning to Teaching in MN 2002	%	Returning to Teaching in MN 2003	%	Returning to Teaching in MN 2004	%	Returning to Teaching in MN 2005	%	Returning to Teaching in MN 2006	%	
<b>Region 3 Northeastern Minnesota</b>											
2001	75	68	91%	58	77%	55	73%	56	75%	53	71%
2002	74		60	81%	55	74%	55	74%	56	76%	
2003	89			73	82%	71	80%	69	78%		
2004	45				40	89%	37	82%			
2005	72					61	85%				
2006	47										
<b>Region 4 West Central Minnesota</b>											
2001	74	62	84%	60	81%	51	69%	52	70%	53	72%
2002	73		65	89%	54	74%	48	66%	43	59%	
2003	73			62	85%	56	77%	58	79%		
2004	59				52	88%	50	85%			
2005	70					56	80%				
2006	81										
<b>Region 5 Central Minnesota</b>											
2001	85	67	79%	66	78%	65	76%	58	68%	66	78%
2002	52		49	94%	42	81%	41	79%	41	79%	
2003	64			48	75%	39	61%	35	55%		
2004	49				40	82%	38	78%			
2005	44					40	91%				
2006	48										
<b>Region 6 and 8 Southwestern Minnesota</b>											
2001	164	137	84%	133	81%	110	67%	110	67%	103	63%
2002	134		115	86%	102	76%	93	69%	87	65%	
2003	142			126	89%	119	84%	106	75%		
2004	122				94	77%	89	73%			
2005	125					105	84%				
2006	155										
<b>Region 7 East Central Minnesota</b>											
2001	294	267	91%	241	82%	224	76%	227	77%	227	77%
2002	209		170	81%	165	79%	172	82%	164	78%	
2003	186			172	92%	168	90%	175	94%		
2004	213				193	91%	176	83%			
2005	318					279	88%				
2006	279										
<b>Region 9 South Central Minnesota</b>											
2001	115	88	77%	73	63%	66	57%	64	56%	63	55%
2002	84		73	87%	61	73%	54	64%	52	62%	
2003	80			59	74%	49	61%	45	56%		
2004	87				72	83%	65	75%			
2005	74					59	80%				
2006	89										
<b>Region 10 South Eastern Minnesota</b>											
2001	229	195	85%	175	76%	165	72%	154	67%	153	67%
2002	176		147	84%	134	76%	131	74%	125	71%	
2003	181			148	82%	149	82%	130	72%		
2004	171				156	91%	138	81%			
2005	181					143	79%				
2006	214										

**Table 18 Continued: Minnesota Regional Teacher Retention 2001-2006**

First Year and Number of First Year Teachers	Returning to Teaching in MN 2002	%	Returning to Teaching in MN 2003	%	Returning to Teaching in MN 2004	%	Returning to Teaching in MN 2005	%	Returning to Teaching in MN 2006	%	
<b>Region 11 Metropolitan Minnesota</b>											
2001	1,600	1,355	85%	1,221	76%	1,161	73%	1,118	70%	1,092	68%
2002	1,506		1,254	83%	1,164	77%	1,092	73%	1,059	70%	
2003	1,179			975	83%	896	76%	842	71%		
2004	1,205				1,039	86%	975	81%			
2005	1,203					1,039	86%				
2006	1,261										

The data reported in **Table 18** indicated that between 55 and 78% of the new teachers hired in 2001 were still teaching five years after being hired in a Minnesota school district as reported by region.

**13. Minnesota Retention Data in Perceived Teacher Shortage Areas**

In the 2007 Teacher Supply and Demand Survey, 366 out of 492 (74%) Minnesota superintendents or administrative designees identified perceived teacher shortage areas. Data presented in **Table 19** identifies the retention rate of teachers in each of the perceived shortage areas between 2001 and 2006. The number of first year teachers and the percentage of teachers returning to teach in Minnesota from 2002 to 2006 are reported. See **Appendix H** for reasons for leaving in perceived shortage areas.

**Table 19: Minnesota Teacher Retention, 2001-2006, in Perceived Shortage Areas**

First Year and Number of First Year Teachers	Returning to Teaching in MN 2002	%	Returning to Teaching in MN 2003	%	Returning to Teaching in MN 2004	%	Returning to Teaching in MN 2005	%	Returning to Teaching in MN 2006	%	
<b>Physics</b>											
2001	7	6	86%	3	43%	4	57%	4	57%	5	71%
2002	10		8	80%	6	60%	7	70%	6	60%	
2003	20			17	85%	17	85%	16	80%		
2004	11				9	82%	8	73%			
2005	12					11	92%				
2006	15										
<b>Chemistry</b>											
2001	26	22	85%	23	88%	22	85%	20	77%	20	77%
2002	27		24	89%	22	81%	20	74%	18	67%	
2003	44			39	89%	33	75%	32	73%		
2004	32				28	88%	24	75%			
2005	27					22	81%				
2006	34										

**Table 19 Continued: Minnesota Teacher Retention, 2001-2006,  
in Perceived Shortage Areas**

First Year and Number of First Year Teachers	Returning to Teaching in MN 2002	%	Returning to Teaching in MN 2003	%	Returning to Teaching in MN 2004	%	Returning to Teaching in MN 2005	%	Returning to Teaching in MN 2006	%	
<b>Emotional Behavioral Disorders (EBD)</b>											
2001	189	174	92%	167	88%	164	87%	158	84%	159	84%
2002	146			136	93%	131	90%	119	82%	119	82%
2003	140				121	86%	118	84%	119	85%	
2004	149					132	89%	127	85%		
2005	142						127	89%			
2006	125										
<b>Mathematics</b>											
2001	189	162	86%	146	77%	141	75%	134	71%	128	68%
2002	176			150	85%	139	79%	127	72%	123	70%
2003	204				176	86%	162	79%	162	79%	
2004	236					209	89%	202	86%		
2005	255						221	87%			
2006	264										
<b>Earth and Space Science</b>											
2001	33	31	94%	28	85%	26	79%	25	76%	24	73%
2002	29			24	83%	23	79%	25	86%	19	66%
2003	19				16	84%	14	74%	14	74%	
2004	17					16	94%	15	88%		
2005	9						9	100%			
2006	16										
<b>English as a Second Language (ESL)</b>											
2001	91	81	89%	79	87%	71	78%	65	71%	66	73%
2002	102			88	86%	85	83%	86	84%	85	83%
2003	67				59	88%	56	84%	54	81%	
2004	71					67	94%	66	93%		
2005	82						73	89%			
2006	74										
<b>Learning Disabilities (LD)</b>											
2001	224	199	89%	190	85%	185	83%	184	82%	183	82%
2002	173			160	92%	152	88%	142	82%	144	83%
2003	179				155	87%	152	85%	153	85%	
2004	178					166	93%	155	87%		
2005	181						163	90%			
2006	158										
<b>Developmental Disabilities (DD)</b>											
2001	22	20	91%	20	91%	19	86%	19	86%	21	95%
2002	38			32	84%	34	89%	34	89%	34	89%
2003	51				49	96%	49	96%	47	92%	
2004	68					68	100%	65	96%		
2005	70						63	90%			
2006	60										
<b>Technology (Industrial Arts)</b>											
2001	49	43	88%	40	82%	37	76%	38	78%	36	73%
2002	42			37	88%	35	83%	34	81%	33	79%
2003	53				47	89%	43	81%	43	81%	
2004	36					29	81%	28	78%		
2005	34						32	94%			
2006	32										

**Table 19 Continued: Minnesota Teacher Retention, 2001-2006,  
in Perceived Shortage Areas**

First Year and Number of First Year Teachers	Returning to Teaching in MN 2002	%	Returning to Teaching in MN 2003	%	Returning to Teaching in MN 2004	%	Returning to Teaching in MN 2005	%	Returning to Teaching in MN 2006	%
<b>Science 5-8</b>										
2001	22	100%	19	86%	16	73%	17	77%	17	77%
2002	54		47	87%	43	80%	44	81%	41	76%
2003	113			94	83%	90	80%	90	80%	
2004	151				133	88%	119	79%		
2005	168					150	89%			
2006	176									

The data reported in **Table 19** indicated that between 68 and 95% of the new teachers hired in 2001 in the perceived shortage areas were still teaching five years after being hired in a Minnesota school district in the perceived teacher shortage areas.

#### 14. Summary of Findings

Numerous factors influence the supply and demand of teachers throughout Minnesota. Information regarding individuals who successfully completed teacher preparation programs, teachers who were granted initial licenses, individuals who hold un-expired teaching licenses, individuals who have retired and teacher retention data was provided throughout this section.

Seventy-four percent of the superintendents or administrative designees identified Physics, Chemistry, Emotional Behavioral Disorders (EBD), Mathematics, Earth and Space Science, English as a Second Language (ESL), Learning Disorders (LD), Developmental Disabilities (DD), Technology and Science 5-8 as perceived shortage areas.

The United States Department of Education identified the following shortage areas for purposes of teacher loan forgiveness: Special Education, Science, Mathematics, Foreign Languages and Bilingual Education.

There was a 4 to 11% decrease in the number of un-expired teaching licenses in the perceived shortage areas Physics, Earth and Space Science and Learning Disabilities (LD) while the number of un-expired teaching licenses increased by .4 to 80% in Chemistry, Emotional Behavioral Disorders (EBD), Mathematics, Developmental Disabilities (DD), Technology and Science 5-8.

There was a 7 to 47% decrease in the number of retirements in Physics, Chemistry, Mathematics, Learning Disabilities (LD), Developmental Disabilities (DD) and Technology, but a 13 and 38% increase in the number of retirements in Emotional Behavioral Disorders (EBD) and Earth and Space Science respectively.

There was a 7 to 219% increase in the number of initial licenses granted in Physics, Chemistry, Emotional Behavioral Disorders (EBD), Learning Disabilities (LD), Developmental Disabilities (DD) and Science 5-8 and a 6 to 145% decrease in the number of initial licenses granted in Mathematics, Earth and Space Science, English as a Second Language (ESL) and Technology.

The number of teachers granted initial teaching licenses that were prepared in Minnesota institutions of higher education increased by 7%, while there was a 30% decrease in the number of teachers granted initial teaching licenses that were prepared out-of-state. There was an 8% decrease overall in the number of individuals who were granted initial teaching licenses in Minnesota.

The percentage of Minnesota teachers retiring between 2001 and 2006 ranged from 1.9% in 2003 to 2.6% in 2002, while the number of Minnesota teachers employed decreased from 55,862 in 2002 to 55,237 in 2006.

More teachers were granted initial licenses than retired in all of the perceived shortage areas.

Of the 2,728 new teachers in 2001, 15% left their teaching assignment after one year, while an additional 9% left their teaching assignment after the second year, 5% after the third year and finally, an additional 2% after the fourth year. Consequently, 68% of the new teachers hired in 2001 were still teaching five years after being hired in a Minnesota school district.

Between 2001 and 2006, 83 to 86% of first year teachers returned to teaching in Minnesota after the first year of teaching and 76 to 80% returned after the second year. After three years, 71 to 73% of first year teachers were still teaching in Minnesota.

Seventy-nine percent of the superintendents or administrative designees completing the survey reported either no shortage or a considerable abundance of elementary licensed teachers, while 75 and 72% of the superintendents or administrative designees respectively indicated either no shortage or a considerable abundance of physical education and social studies teachers. Health, Communication Arts and Literature and Keyboarding were also identified as having either no shortage or an abundance by district respondents.



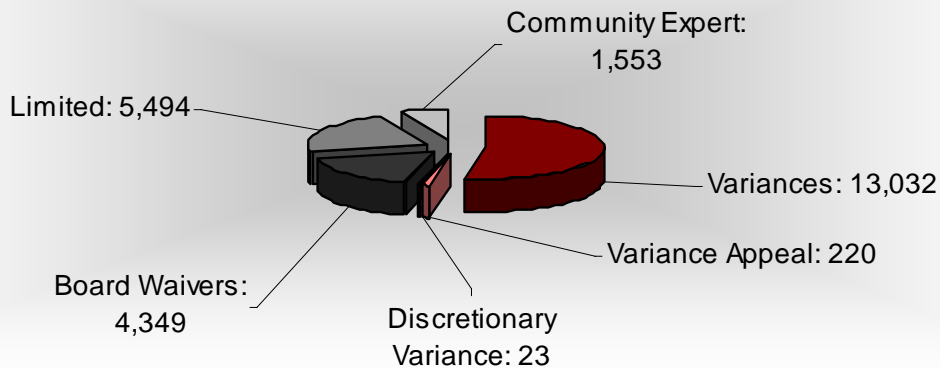
## Section B: Non-Licensed Minnesota Teacher Data: Special Permissions Granted by the Minnesota Board of Teaching

As a result of teacher shortages throughout Minnesota, the Minnesota Board of Teaching may grant special permission to individuals, allowing them to teach in subject content areas for which they may not be fully licensed. Specific information related to the special permissions is provided throughout this section to identify subject content areas in which current teacher shortages existed or where special permissions were needed.

### 1. Special Permissions, All Licensure Areas

The Minnesota Board of Teaching requires that every teacher be licensed to teach, which requires individuals to possess a bachelor's degree and major in the subject area(s) of assignment, in addition to passing appropriate state licensure exams. When a school district or charter school has attempted, but is unable to hire a fully licensed person for a teaching assignment, the school district or charter school may seek special permission from the Minnesota Board of Teaching. Special permissions include variances, appeal variances, discretionary variances, waivers, temporary limited licenses and non-licensed community expert permissions. Each special permission has a time limitation after which the applicant must re-apply or have obtained full licensure. **Table 20** illustrates the total number of special permissions granted from 2002 to 2006.

**Table 20: Special Permissions Granted by the Minnesota Board of Teaching in All Licensure Areas, 2002-2006**



**Table 21** disaggregates Board of Teaching special permissions by type between 2002 and 2006.

**Table 21: Minnesota Board of Teaching Special Permission Trends, 2002-2006, All Licensure Areas**

	2002	2003	2004	2005	2006	Percent of Change From 2002-2006
Personnel Variances	2,512	3,133	2,998	2,330	2,059	-18%
Appeal Variance				122	98	-20%
Discretionary Variance					23	-
Limited License	374	548	492	463	3,617**	867%**
Waivers	777	657	480	608	1,827*	135%*
Community Expert	477	368	209	227	272	-43%

\* Experimental program waivers were granted by core subjects for the first time in 2005-06 to align with federal No Child Left Behind requirements. The unduplicated count of waivers granted in 2005-06 was 522, compared to 608 in 2004-05. The number of unduplicated waivers from 2002 to 2006 decreased by 33%.

\*\* The number of Limited Short Call Substitute licenses was included under Limited permissions for the first time in 2005-06. Of the 3,617 limited permissions, 3,196 were Limited Short Call Substitute licenses. The number of unduplicated limited licenses without including Limited Short Call Substitute licenses from 2002 to 2006 increased by 13%.

During 2006, Full-Time Equivalents (FTE) data was collected from school district designees when applying for a special permission. Special permission FTE data reflects the amount of time (reported by school district) an individual will teach in an assignment for which the individual does not hold proper licensure. FTE data may not be consistently reported by districts because of differences in interpretation. **Table 22** illustrates the total number of special permissions and FTE data reported by school districts for comparison.

**Table 22: Special Permission with FTE Data, 2006, All Licensure Areas**

Type of Permission	Number of Permission	Total FTE
Personnel Variance	2,059	1,227.60
Appeal Variance	98	53.32
Discretionary Variance	23	8.59
Temporary Limited License	3,617	NA
Waivers	1,827	320.14
Community Expert	272	186.73

**Table 22** indicated that 2,180 personnel variances were issued by the Minnesota Board of Teaching reflecting 1,289.51 FTE, while 1,827 waivers were issued reflecting 320.14 FTE. In addition, 272 community expert permissions were issued reflecting 186.73 FTE.

## 2. Total Special Permissions Granted by Region

Total Special Permissions data is disaggregated by type of special permission and Minnesota region in **Table 23**. Minnesota regions include:

- Regions 1 and 2: Northwestern Minnesota
- Region 3: Northeastern Minnesota
- Region 4: West Central Minnesota
- Region 5: Central Minnesota
- Regions 6 and 8: Southwestern Minnesota
- Region 7: East Central Minnesota
- Region 9: South Central Minnesota
- Region 10: Southeastern Minnesota
- Region 11: Metropolitan Minnesota

**Table 10**, on page 26, identifies the location of each of the regions. **Appendix G** contains the name of school districts and charter schools located in each region.

**Table 23: Total Special Permissions Granted by Region 2005-2006**

Personnel Variance				Appeal Variance			
Total Personnel Variances	2005	2006	2006 FTE	Total Appeal Variances	2005	2006	2006 FTE
	2,330	2,059	1,227.60		122	98	53.32
Total Personnel Variances Granted by Region				Total Appeal Variances Granted by Region			
1 & 2	127	131	67.38	1 & 2	14	12	4.64
3	177	138	63.71	3	8	17	4.01
4	83	91	37.98	4	8	7	4.59
5	87	71	38.53	5	9	4	2.10
6 & 8	213	201	94.68	6 & 8	11	7	2.95
7	208	194	105.49	7	7	4	3.50
9	125	105	55.73	9	8	9	2.98
10	232	220	121.09	10	17	9	6.78
11 Metro	1,078	908	643.01	11 Metro	40	29	21.77
Discretionary Variance				Temporary Limited License			
Total Discretionary Variances	2005	2006	2006 FTE	Total Temporary Limited Licenses	2005	2006	2006 FTE
	NA	23	8.59		463	3,617	NA
Total Discretionary Variances Granted by Region				Total Temporary Limited Licenses Granted by Region			
1 & 2	NA	5	0.82	1 & 2	14	200	NA
3	NA	0	0.00	3	20	120	NA
4	NA	1	0.33	4	17	156	NA
5	NA	1	1.00	5	12	93	NA
6 & 8	NA	3	1.75	6 & 8	31	210	NA
7	NA	2	0.60	7	33	478	NA
9	NA	5	2.09	9	6	92	NA
10	NA	3	1.00	10	39	398	NA
11 Metro	NA	3	1.00	11 Metro	291	1,870	NA

**Table 23 Continued: Total Special Permissions Granted by Region 2005-2006**

Waiver				Non-licensed Community Expert			
Total Waivers	2005	2006	2006 FTE	Total Non-licensed Community Expert	2005	2006	2006 FTE
	608	1,827	320.14		227	272	186.73
Total Waivers Granted by Region				Total Non-licensed Community Experts Granted by Region			
1 & 2	9	50	7.27	1 & 2	11	14	6.86
3	91	71	23.21	3	9	6	3.20
4	16	126	14.13	4	7	13	5.47
5	42	234	33.08	5	3	1	0.60
6 & 8	57	147	29.45	6 & 8	16	16	10.69
7	86	200	40.20	7	13	9	8.02
9	46	173	21.45	9	12	9	3.40
10	82	151	35.35	10	17	35	15.20
11 Metro	179	675	116.00	11 Metro	139	169	133.29

### 3. Additional Special Permissions

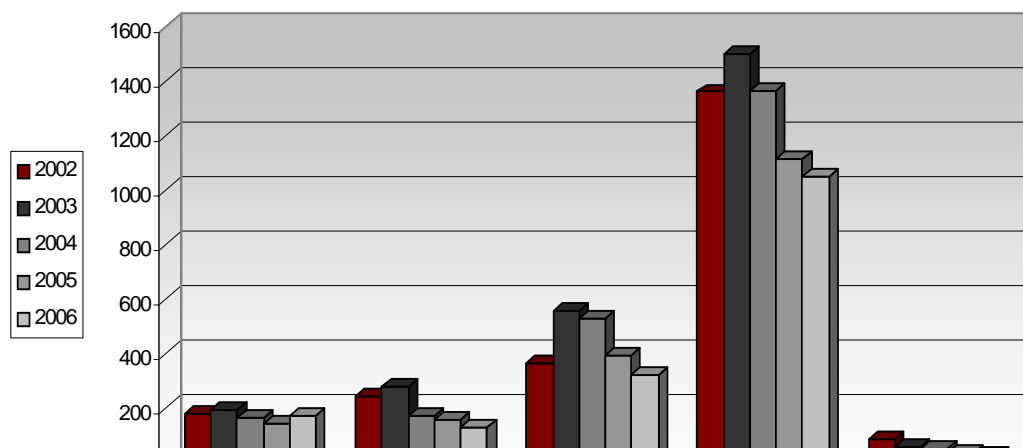
Identified shortage areas perceived by participating superintendents or administrative designees generally correlated with the number of special permissions requested and granted by the Minnesota Board of Teaching. Minnesota superintendents or administrative designees also identified areas of teacher surplus. Perceived teacher surplus areas included Elementary Education, Physical Education, Social Studies, Health, Communication Arts and Literature and Keyboarding. Despite being identified as teacher surplus areas, there were 371 special permissions granted in Elementary Education, 521 in Health and Physical Education, 428 in Social Studies, 650 in Communication Arts and Literature and 276 in Keyboarding between 2002 and 2006.

Special permissions granted in Elementary Education were often attributed to individuals employed in immersion or charter schools who had a license in another subject content area or to individuals who held an Elementary Education license, but requested permission to teach Kindergarten. Permissions granted in Health and Physical Education were often granted to individuals who were licensed to teach either Health or Physical Education, but were asked to teach the other, most frequently in small, rural districts. Social Studies permissions were most often requested when an individual was licensed in Social Studies, but requested to expand their grade scope from 7-12 to 5-12. Special permissions granted in Communication Arts and Literature were often a result of rule changes made to licensing requirements. The Communication Arts and Literature license implemented in 2001 enables a teacher to teach English, speech and writing, where the previous license did not. Finally, the majority of the Keyboarding special permissions were granted to elementary teachers who were previously allowed to teach Keyboarding as a licensed elementary teacher. Since a Keyboarding license was developed and implemented in 2001, elementary teachers teaching Keyboarding have been required to possess a Keyboarding license.

#### 4. Special Permissions Granted in Perceived Shortage Areas

Data represented in **Table 24** illustrates the number of special permissions granted by the Minnesota Board of Teaching disaggregated by total special permissions granted in the perceived shortage areas by year, between 2002 and 2006.

**Table 24: Special Permissions Granted by the Minnesota Board of Teaching in Perceived Shortage Areas 2002-2006**



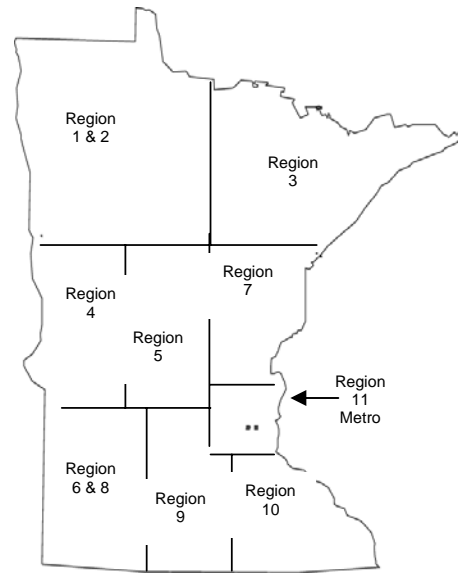
	ESL	Mathematics	Science	Special Ed	Technology
Total Special Permissions 2002	158	240	364	1,363	121
Total Special Permissions 2003	184	275	556	1,505	105
Total Special Permissions 2004	164	171	529	1,364	122
Total Special Permissions 2005	143	154	391	1,116	31
Total Special Permissions 2006	166	125	320	1,052	29
Percent of Change From 2002-2006	+5%	-48%	-12%	-23%	-76%
Percent of Change From 2002-2003	+16%	+15%	+53%	+10%	-13%
Percent of Change From 2003-2004	-11%	-38%	-5%	-9%	+16%
Percent of Change From 2004-2005	-13%	-10%	-26%	-18%	-75%
Percent of Change From 2005-2006	+16%	-19%	-18%	-6%	-6%

Data presented in **Table 24** indicated that the number of special permissions granted by the Minnesota Board of Teaching in English as a Second Language increased by 5% from 2002 to 2006 while special permissions granted in Mathematics, Science, Special Education and Technology decreased between 12 and 76% from 2002 to 2006.

## 5. Total Special Permissions Granted in Science by Region

In 2007, 366 out of 492 (74%) of the Minnesota superintendents or administrative designees participating in the Teacher Supply and Demand Survey perceived four areas of science as extreme teacher shortages. In order to evaluate science special permission data better, special permissions granted by the Minnesota Board of Teaching between 2002 and 2006 in science are disaggregated by type of permission and region of the state in Table 25.

**Table 10** identifies the location of each of the regions while **Appendix G** contains the name of school districts and charter schools located in each region.



**Table 10: Minnesota Regions**

**Table 25: Science Permissions Granted by Region 2002-2006**

### Personnel Variance

Science	2002	2003	2004	2005	2006	Total
<b>Total Personnel Variances</b>	237	448	480	308	249	1,722
Total Personnel Variances Granted by Region						
1 & 2	21	45	41	18	17	142
3	23	44	46	39	22	174
4	21	35	21	14	15	106
5	10	11	21	12	13	67
6 & 8	28	51	65	46	40	230
7	25	36	26	15	18	120
9	21	46	42	23	17	149
10	33	47	59	25	21	185
11 Metro	55	133	159	116	86	549

### Temporary Limited License

Science	2002	2003	2004	2005	2006	Total
<b>Total Temporary Limited Licenses</b>	48	51	44	43	34	220
Total Temporary Limited Licenses Granted by Region						
1 & 2	1	3	1	1	6	12
3	0	4	4	3	2	13
4	0	0	1	2	1	4
5	0	0	3	0	0	3
6 & 8	2	4	3	2	0	11
7	2	3	5	4	0	14
9	1	0	0	0	0	1
10	8	4	4	3	5	24
11 Metro	34	33	23	28	20	138

### Waiver

Science	2002	2003	2004	2005	2006	Total
<b>Total Waivers</b>	62	33	1	0	270*	366
Total Waivers Granted by Region						
1 & 2	2	2	0	0	8*	12
3	0	0	0	0	10*	10
4	4	0	0	0	18*	22
5	1	0	0	0	33*	34
6 & 8	1	1	0	0	19*	21
7	0	0	0	0	28*	28
9	0	0	0	0	18*	18
10	4	2	0	0	28*	34
11 Metro	50	28	1	0	108*	187

### Non-licensed Community Expert

Science	2002	2003	2004	2005	2006	Total
<b>Total Non-licensed Community Expert</b>	17	24	3	15	10	69
Total Non-licensed Community Experts Granted by Region						
1 & 2	3	0	0	2	0	5
3	1	4	0	2	4	11
4	1	0	0	0	0	1
5	0	0	0	0	0	0
6 & 8	0	0	0	0	0	0
7	0	0	0	2	1	3
9	0	0	0	0	0	0
10	0	3	1	0	2	6
11 Metro	12	17	2	9	3	43

\*Experimental program waivers were granted by core subject for the first time in 2006 to align with federal No Child Left Behind requirements.

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. A discretionary variance is issued when a district demonstrates hardship such as when three personnel variances and an appeal variance have been exhausted.

In 2006, 20 appeal variances and 9 discretionary variances were issued in Science licensure areas, while in 2005, 25 appeal variances were issued.

Data presented in **Table 25** indicated that the number of temporary limited licenses and non-licensed community expert special permissions granted by the Minnesota Board of Teaching in science decreased 29 and 41% respectively from 2002 to 2006.

Data also indicated that special permissions were not more prevalent in one area of the state, but were requested throughout Minnesota with the largest number of requests in Region 11.

## 6. Total Special Permissions Granted in Special Education by Region

Seventy-four percent of the Minnesota superintendents or administrative designees participating in the 2007 Teacher Supply and Demand Data Survey perceived three licensure areas of special education as extreme teacher shortages. In order to evaluate special education permission data better, permissions related to special education granted by the Minnesota Board of Teaching between 2002 and 2006 are disaggregated by type of permission and region of the state in **Table 26**.

**Table 26: Special Education Permissions Granted by Region 2002-2006**

Personnel Variance							Temporary Limited License						
Special Education	2002	2003	2004	2005	2006	Total	Special Education	2002	2003	2004	2005	2006	Total
<b>Total Personnel Variances</b>	1,162	1,267	1,167	897	834	5,327	<b>Total Temporary Limited Licenses</b>	54	117	104	101	94	470
Total Personnel Variances Granted by Region							Total Temporary Limited Licenses Granted by Region						
1 & 2	36	53	46	38	47	220	1 & 2	0	0	0	2	3	5
3	90	106	90	66	68	420	3	3	4	5	2	0	14
4	25	14	33	14	19	105	4	0	2	1	2	0	5
5	30	38	35	33	22	158	5	0	2	6	5	1	14
6 & 8	113	109	99	73	76	470	6 & 8	5	8	9	6	8	36
7	95	99	108	92	86	480	7	4	9	11	8	3	35
9	61	59	56	34	40	250	9	2	9	4	1	3	19
10	125	143	111	80	82	541	10	2	6	6	8	2	24
11 Metro	587	646	589	467	394	2,683	11 Metro	38	77	62	67	74	318
Waiver							Non-licensed Community Expert						
Special Education	2002	2003	2004	2005	2006	Total	Special Education	2002	2003	2004	2005	2006	Total
<b>Total Waivers</b>	11	5	0	0	0	16	<b>Total Non-licensed Community Expert</b>	136	116	93	74	83	502
Total Waivers Granted by Region							Total Non-licensed Community Experts Granted by Region						
1 & 2	0	0	0	0	0	0	1 & 2	2	2	1	1	1	7
3	0	0	0	0	0	0	3	1	2	0	2	2	7
4	1	0	0	0	0	1	4	0	0	1	0	0	1
5	0	0	0	0	0	0	5	1	3	1	0	0	5
6 & 8	3	1	0	0	0	4	6 & 8	3	4	1	4	4	16
7	2	1	0	0	0	3	7	5	6	3	2	2	18
9	0	0	0	0	0	0	9	1	3	0	1	1	6
10	2	2	0	0	0	4	10	8	11	8	5	7	39
11 Metro	3	1	0	0	0	4	11 Metro	115	85	78	59	66	403

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. A discretionary variance is issued when a district demonstrates hardship such as when three personnel variances and an appeal variance have been exhausted. Data presented in **Table 26** indicated that the number of personnel variances, waivers, and non-licensed community expert permissions granted by the Minnesota Board of Teaching in special education decreased between 28 and 100% from 2002 to 2006, while the number of temporary limited licenses permissions increased by 74%.

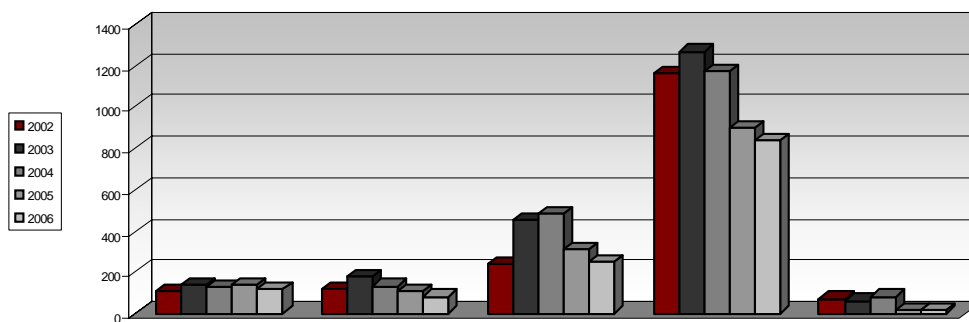
In 2006, 36 appeal variances and 5 discretionary variances were issued in special education licensure areas, while in 2005, 44 appeal variances were issued.

Data also indicated that special permissions were not more prevalent in one area of the state, but were requested throughout Minnesota with the largest number of requests in Region 11.

### 7. Personnel Variances

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. **Table 27** illustrates personnel variances granted in perceived shortage areas between 2002 and 2006. **Appendix I** contains a listing of personnel variances granted in all licensure areas.

**Table 27: Personnel Variances Granted by the Minnesota Board of Teaching in Perceived Shortage Areas, 2002-2006**



	ESL	Mathematics	Science	Special Ed	Technology
Personnel Variances 2002	109	118	237	1,162	71
Personnel Variances 2003	138	181	448	1,267	61
Personnel Variances 2004	128	133	481	1,167	82
Personnel Variances 2005	135	105	308	897	19
Personnel Variances 2006	121	82	249	834	19
<b>Total Personnel Variances 2002-2006</b>	<b>631</b>	<b>619</b>	<b>1,723</b>	<b>5,327</b>	<b>252</b>
<b>Percentage of Change from 2002-2006</b>	<b>+11%</b>	<b>-31%</b>	<b>+5%</b>	<b>-28%</b>	<b>-73%</b>
Percent of Change From 2002-2003	+27%	+53%	+89%	+9%	-14%
Percent of Change From 2003-2004	-7%	-27%	+7%	-8%	+34%
Percent of Change From 2004-2005	+5%	-21%	-36%	-23%	-77%
Percent of Change From 2005-2006	-10%	-22%	-19%	-7%	0



Data presented in **Table 27** indicated that the number of personnel variances granted by the Minnesota Board of Teaching in English as a Second Language and Science increased between 5 and 11% from 2002 to 2006, while the number of personnel variances granted in Mathematics, Special Education and Technology decreased between 28 and 73%.

In addition, the Minnesota Board of Teaching has the authority to issue an appeal variance 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 professional license, but needs one additional year to meet the standards for the license. The Minnesota Board of Teaching may also issue a discretionary variance when a district demonstrates hardship such as when three personnel variances and an appeal variance have been exhausted. During 2006, 98 appeal variances and 23 discretionary variances were issued, while 122 appeal variances were issued in 2005.

**Table 28** illustrates the total number of personnel, appeal and discretionary variances with FTE data for comparison in the perceived shortage areas.

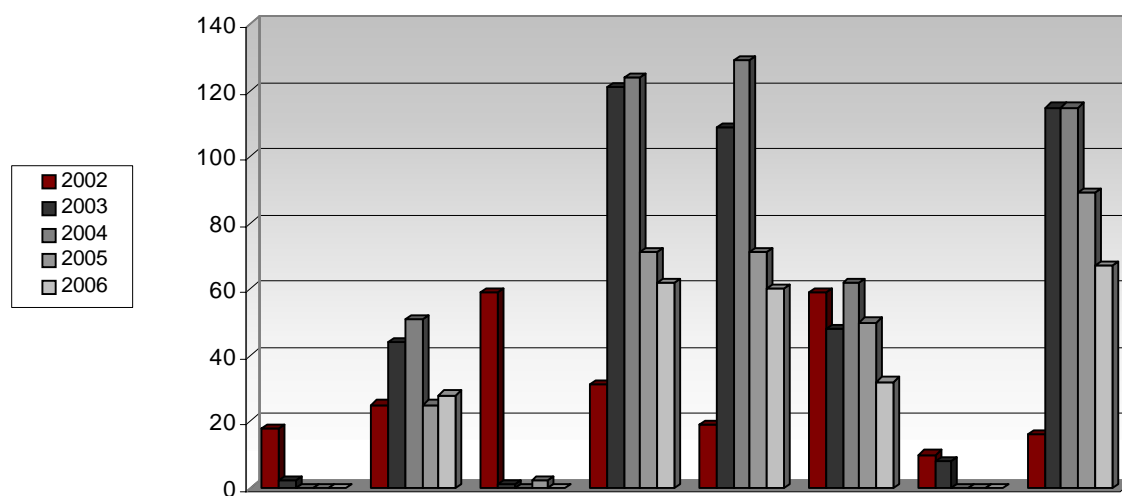
**Table 28: Personnel, Appeal and Discretionary Variances with FTE Data, 2006, in Perceived Shortage Areas**

	Personnel Variance	Appeal Variance	Discretionary Variance	Total FTE All Variances
English as a Second Language	121	4	0	85.92
Mathematics	82	6	0	46.99
Science	249	20	9	110.08
Special Education	834	36	5	609.94
Technology	19	2	1	13.88

**Table 28** indicated that total number of personnel variances issued by the Minnesota Board of Teaching ranged from 19 to 834, appeal variances from 2 to 36 and discretionary variances from 1 to 9 in English as a Second Language, Mathematics, Science, Special Education and Technology, while FTE count for personnel, appeal and discretionary variances ranged from 13.88 to 609.94 in 2006.

For clarification in the science area, **Table 29** identifies the number of personnel variances granted in Science, disaggregated by specific science license areas, between 2002 and 2006.

**Table 29: Personnel Variances Granted in Science by the Minnesota Board of Teaching in Specific Science License Areas, 2002-2006**



	Science All	Life Science	Physical Science	Chemistry	Physics	Earth & Space	Science 5-9	Science 5-8	Total Variances In Science
Science Personnel Variances 2002	18	25	59	31	19	59	10	16	237
Science Personnel Variances 2003	2	44	1	121	109	48	8	115	448
Science Personnel Variances 2004	0	51	0	124	129	62	0	115	481
Science Personnel Variances 2005	-	25	2	71	71	50	-	89	308
Science Personnel Variances 2006	-	28	-	62	60	32	-	67	249
Total Personnel Variances 2002-2006	20	173	62	409	388	251	18	402	1,723
Percentage of Change from 2002-2006	-	+12%	-	+100%	+216%	-46%	-	+319%	
Percent of Change From 2002-2003	-89%	+76%	-98%	+290%	+474%	-19%	-20%	+619%	
Percent of Change From 2003-2004	-100%	+16%	-100%	+2%	+18%	+29%	-100%	0	
Percent of Change From 2004-2005	-	-51%	-	-43%	-45%	-19%	-	-23%	
Percent of Change From 2005-2006	-	+12%	-	-13%	-15%	-36%	-	-25%	

Data presented in **Table 29** indicated that the number of personnel variances granted in Life Science, Chemistry, Physics, and Science 5-8 increased between 12 and 319% from 2002 to 2006, while personnel variances granted in Earth and Space Science decreased by 46%. Personnel variances in Science All, Physical Science and Science 5-9 are no longer issued since personnel variances can only be issued in current licensure areas.

**Table 30** illustrates the number of appeal variances issued during 2005 and 2006 and discretionary variances issued in 2006 in the specific science license areas. See page 48 for the definition of an appeal and discretionary variance.

**Table 30: Appeal and Discretionary Variances Granted in Science by the Minnesota Board of Teaching in Specific Science License Areas, 2005-2006**

	Life Science	Chemistry	Physics	Earth and Space	Science 5-8	Total Appeal and Discretionary Variances in Science
Appeal Variances 2005	2	7	5	4	7	25
Appeal Variances 2006	1	5	6	1	7	20
Discretionary Variance 2006	1	2	3	0	3	9

Data presented in **Table 30** indicated that appeal variances decreased from 25 to 20 between 2005 and 2006, while 9 discretionary variances were issued in 2006.

**Table 31** illustrates the total number of personnel, appeal and discretionary variances with FTE data for comparison in specific science license areas.

**Table 31: Personnel, Appeal and Discretionary Variances Granted in Science by the Board of Teaching in Specific Science License Areas with FTE Data, 2006**

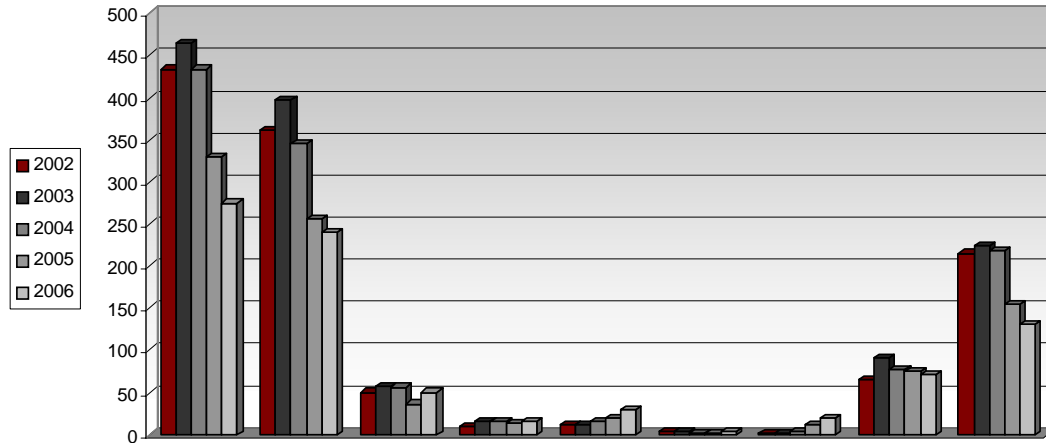
	<b>Personnel Variance</b>	<b>Appeal Variance</b>	<b>Discretionary Variance</b>	<b>Total FTE All Variances</b>
Life Science	28	1	1	8.50
Chemistry	62	5	2	24.07
Physics	60	6	3	20.96
Earth and Space Science	32	1	0	14.44
Science 5-8	67	7	3	42.11
<b>Total</b>	<b>249</b>	<b>20</b>	<b>9</b>	<b>110.08</b>

**Table 31** indicated that the total number of personnel variances issued by the Minnesota Board of Teaching ranged from 28 to 67, appeal variances from 1 to 7 and discretionary variances from 1 to 3 in Life Science, Chemistry, Physics, Earth and Space Science and Science 5-8, while FTE count for personnel, appeal and discretionary variances ranged from 8.50 to 42.11 in 2006.

**Table 32** identifies the number of personnel variances granted in Special Education disaggregated by specific special education license areas between 2002 and 2006. License areas include:

- Emotional Behavioral Disorders (EBD);
- Specific Learning Disabilities (LD);
- Developmental/Adapted Physical Education (DAPE);
- Physical and Health Disabilities (PHD), which will include Physically Handicapped and Physically Impaired;
- Oral/Aural Deaf Education (O/AU);
- Deaf or Hard of Hearing (D/HH);
- Blind or Visually Impaired (B/VI);
- Special Education/Early Childhood (ECSE); and
- Developmental Disabilities (DD), which will include Mild to Moderate Mentally Handicapped (MMMI) and Moderate to Severe Mentally Handicapped (MMSI).

**Table 32: Personnel Variances Granted in Special Education by the Minnesota Board of Teaching in Specific Science License Areas, 2002-2006**



Special Education	EBD	LD	DAPE	PHD	O/AU	D/HH	B/VI	ECSE	DD*	Total Variances
Personnel Variances 2002	434	361	50	10	11	4	2	65	215	1,152
Personnel Variances 2003	465	397	57	15	11	4	1	91	224	1,265
Personnel Variances 2004	434	345	56	15	16	2	3	77	218	1,166
Personnel Variances 2005	329	256	36	13	20	2	12	75	154	897
Personnel Variances 2006	275	240	50	16	29	3	19	71	131	834
Total Personnel Variances 2002-2006	1,937	1,599	249	69	87	15	37	379	942	5,314
Percentage of Change from 2002-2006	-37%	-34%	0	+60%	+164%	-25%	+850%	+9%	-39%	
Percent of Change From 2002-2003	+7%	+10%	+14%	+50%	0	0	-50%	+40%	+4%	
Percent of Change From 2003-2004	-7%	-13%	-2%	0	+45%	-50%	+200%	-15%	-3%	
Percent of Change From 2004-2005	-24%	-26%	-36%	-13%	+25%	0	+300%	-3%	-29%	
Percent of Change From 2005-2006	-16%	-6%	+39%	+23%	+45%	+50%	+58%	-5%	-15%	

\*Personnel variances granted in Developmental Disabilities (DD) include personnel variances issued in Mild to Moderate Mentally Handicapped (MMMI) and Moderate to Severe Handicapped (MMSI) from 2002 to 2005.

Data presented in **Table 32** indicated that the number of personnel variances granted in Physical and Health Disabilities (PHD), Oral/Aural Deaf Education (O/AU), Blind or Visually Impaired (B/VI) and Special Education/Early Childhood (ECSE) increased between 9 and 850% from 2002 to 2006, while personnel variances granted in Emotional Behavioral Disorders (EBD), Specific Learning Disabilities (LD), Deaf or Hard of Hearing (D/HH), and Developmental Disabilities (DD) decreased between 25 and 39%. Personnel variances in Developmental/Adapted Physical Education (DAPE) remained the same.

**Table 33** illustrates the number of appeal and discretionary variances issued during 2005 and 2006 in the specific special education license areas. See page 48 for the definition of an appeal and discretionary variance.

**Table 33: Appeal and Discretionary Variances Granted in Special Education by the Minnesota Board of Teaching in Specific Special Education License Areas, 2005-2006**

	EBD	LD	DAPE	PHD	O/AU	D/HH	B/VI	ECSE	DD	Total Appeal and Discretionary Variances in Science
Appeal Variances 2005	18	12	2	0	0	1	0	2	9	44
Appeal Variances 2006	14	8	5	0	0	1	0	2	6	36
Discretionary Variance 2006	2	2	0	0	0	0	0	0	1	5

**Table 34** illustrates the total number of personnel, appeal and discretionary variances with FTE data for comparison by special education licensure area.

**Table 34: Personnel, Appeal and Discretionary Variances Granted in Special Education by the Board of Teaching Special Education Licensure Area with FTE Data, 2006**

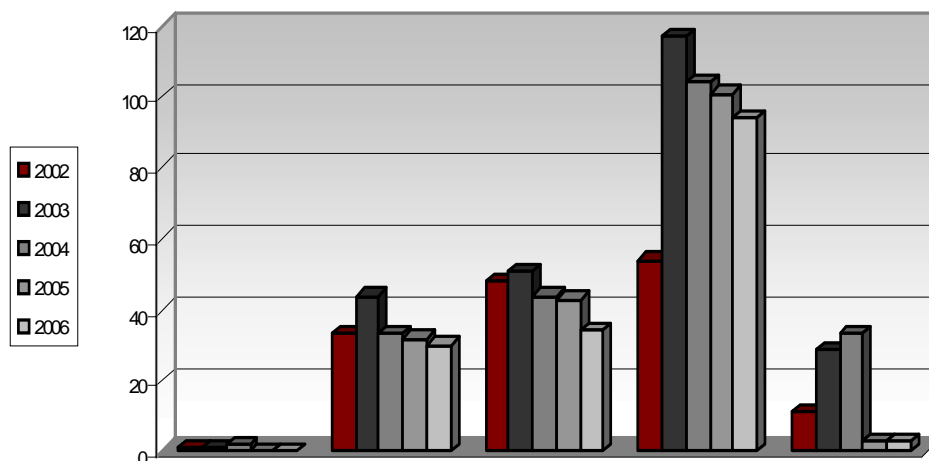
	<b>Personnel Variance</b>	<b>Appeal Variance</b>	<b>Discretionary Variance</b>	<b>Total FTE All Variances</b>
Emotional Behavioral Disorders (EBD)	275	14	2	220.35
Specific Learning Disabilities (LD)	240	8	2	172.89
Developmental/Adapted Physical Education (DAPE)	50	5	0	17.80
Physical and Health Disabilities (PHD)	16	0	0	10.62
Oral/Aural Deaf Education (O/AU)	29	0	0	13.35
Deaf or Hard of Hearing (D/HH)	3	1	0	2.60
Blind or Visually Impaired (B/VI)	19	0	0	10.71
Special Education/Early Childhood (ECSE)	71	2	0	58.47
Developmental Disabilities (DD)	131	6	1	103.15
<b>Total</b>	<b>834</b>	<b>36</b>	<b>5</b>	<b>609.94</b>

**Table 34** indicated that total number of personnel variances issued by the Minnesota Board of Teaching ranged from 3 to 275, appeal variances from 0 to 14 and discretionary variances from 0 to 2 in Emotional Behavioral Disorders (EBD), Learning Disabilities (LD), Developmental/Adapted Physical Education (DAPE), Physical and Health Disabilities (PHD), Oral/Aural Deaf Education (O/AU), Deaf or Hard of Hearing (D/HH), Blind or Visually Impaired (B/VI), Special Education/Early Childhood (ECSE) and Developmental Disabilities (DD), while FTE count for personnel, appeal and discretionary variances ranged from 2.60 to 220.35 in 2006.

## 8. Temporary Limited Licenses

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. **Table 35** illustrates temporary limited licenses granted in perceived shortage areas. **Appendix J** contains a listing of temporary limited licenses granted in all licensure areas.

**Table 35: Temporary Limited Licenses Granted by the Minnesota Board of Teaching in Perceived Shortage Areas, 2002-2006**



	ESL	Mathematics	Science	Special Ed	Technology
Temporary Limited Licenses 2002	1	33	48	54	11
Temporary Limited Licenses 2003	1	44	51	117	29
Temporary Limited Licenses 2004	2	33	44	104	33
Temporary Limited Licenses 2005	0	32	43	101	3
Temporary Limited Licenses 2006	0	30	34	94	3
<b>Total Temporary Limited Licenses 2002-2006</b>	<b>4</b>	<b>172</b>	<b>220</b>	<b>470</b>	<b>79</b>
Percentage of Change from 2002-2006	-100%	-9%	-29%	+74%	-73%
Percent of Change From 2002-2003	0	+33%	+6%	+117%	+163%
Percent of Change From 2003-2004	+100%	-25%	-14%	-11%	+14%
Percent of Change From 2004-2005	-100%	-3%	-2%	-3%	-91%
Percent of Change From 2005-2006	-	-6%	-21%	-7%	-

Data presented in **Table 35** indicated that the number of temporary limited licenses granted by the Minnesota Board of Teaching in Special Education increased 74% from 2002 to 2006, while the number granted in English as a Second Language, Mathematics, Science, and Technology decreased by 9 to 100%.

## 9. Waivers

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. **Table 36** provides the number, FTE and percentage of total waivers and FTEs granted by the Minnesota Board of Teaching in 2006 by core area.

**Table 36: Waivers Granted by the Minnesota Board of Teaching in Core Areas, 2002-2006**

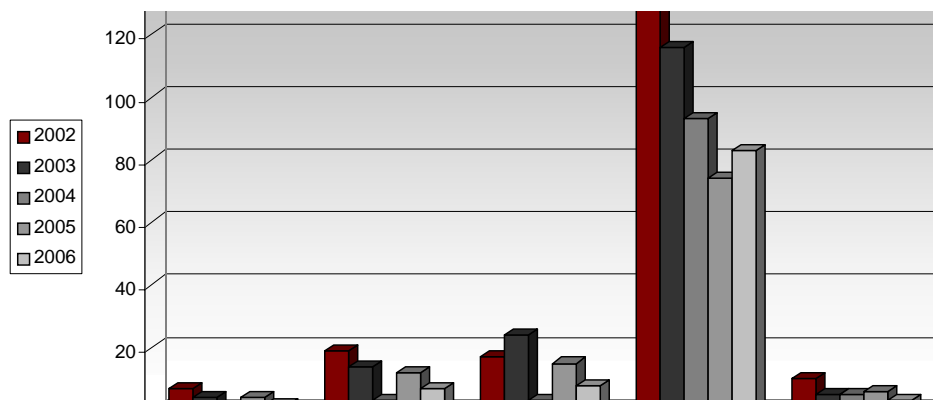
Assignment	Waivers Granted in Core Areas	2006	Total Waivers	Percentage of Total
<b>English</b>	Total Number Waivers Granted	233	1,827	13%
	Total Number of Full Time Equivalents (FTE)	40	320	13%
<b>Reading and Language Arts</b>	Total Number Waivers Granted	244	1,827	13%
	Total Number of Full Time Equivalents (FTE)	43	320	13%
<b>Mathematics</b>	Total Number Waivers Granted	277	1,827	15%
	Total Number of Full Time Equivalents (FTE)	60	320	19%
<b>Science</b>	Total Number Waivers Granted	270	1,827	15%
	Total Number of Full Time Equivalents (FTE)	58	320	18%
<b>Foreign Language</b>	Total Number Waivers Granted	1	1,827	.0005%
	Total Number of Full Time Equivalents (FTE)	1	320	.003%
<b>Civics and Government</b>	Total Number Waivers Granted	166	1,827	9%
	Total Number of Full Time Equivalents (FTE)	19	320	6%
<b>Economics</b>	Total Number Waivers Granted	92	1,827	5%
	Total Number of Full Time Equivalents (FTE)	7	320	2%
<b>Geography</b>	Total Number Waivers Granted	156	1,827	9%
	Total Number of Full Time Equivalents (FTE)	16	320	5%
<b>History</b>	Total Number Waivers Granted	189	1,827	10%
	Total Number of Full Time Equivalents (FTE)	23	320	7%
<b>Visual Arts and Music</b>	Total Number Waivers Granted	124	1,827	7%
	Total Number of Full Time Equivalents (FTE)	15	320	7%
<b>Non Core</b>	Total Number Waivers Granted	60	1,827	3%
	Total Number of Full Time Equivalents (FTE)	32	320	10%

**Table 36** indicated that 277 waivers were granted in Mathematics while 270 were granted in Science which represented 30% of the total waivers granted. The 277 Mathematic waivers represented 19% of FTEs while the 270 Science waivers represented 18%. The total number of waivers granted in other core assignments ranged from 1 in Foreign Language to 244 in Reading and Language Arts which represented an FTE range from .0005 to 13%.

### 10. Non-licensed Community Experts

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. The number of non-licensed community expert permissions granted is illustrated in the perceived shortage areas in **Table 37**. **Appendix K** contains a listing of total non-licensed community experts permissions granted in all licensure areas.

**Table 37: Non-licensed Community Expert Special Permissions  
Granted by the Minnesota Board of Teaching in Perceived Shortage Areas, 2002-2006**



	ESL	Mathematics	Science	Special Ed	Technology
Non-licensed Community Expert 2002	7	19	17	136	24
Non-licensed Community Expert 2003	4	14	24	116	8
Non-licensed Community Expert 2004	0	3	3	93	5
Non-licensed Community Expert 2005	4	12	15	74	6
Non-licensed Community Expert 2006	2	7	8	83	3
Total Non-licensed Community Experts 2002-2006	17	55	67	502	46
Percentage of Change from 2002-2006	-71%	-63%	-53%	-39%	-88%
Percent of Change From 2002-2003	-43%	-26%	+41%	-15%	-67%
Percent of Change From 2003-2004	-100%	-79%	-88%	-20%	-38%
Percent of Change From 2004-2005	0	+300%	+400%	-20%	+20%
Percent of Change From 2005-2006	-50%	-42%	+47%	+12%	-50%

Data presented in **Table 37** indicated that the number of non-licensed community expert permissions decreased in all of the perceived shortage areas by 39 to 88% from 2002 to 2006.

**Table 38** illustrates the total number of community expert permissions with FTE data for comparison in perceived shortage areas as reported by school districts.

**Table 38: Non-licensed Community Expert Special Permissions  
with FTE Data, 2006, In Perceived Shortage Areas**

	Community Expert	Total FTE Community Expert
English as a Second Language	2	1.40
Mathematics	7	4.17
Special Education	83	74.23
Science	8	5.50
Technology	3	2.50

**Table 38** indicated that total number of community expert special permissions issued by the Minnesota Board of Teaching ranged from 2 to 83 in English as a Second Language, Mathematics, Special Education, Science and Technology, while FTE count for community expert permissions ranged from 1.40 to 74.23 in 2006.



## 11. Commissioner Exemption

The Commissioner of Education may grant a **commissioner exemption** from licensure requirements in the hiring of teachers of English as a Second Language or Bilingual Education teachers to a district if compliance would impose a hardship upon the district in the securing of teachers for its educational programs for limited English proficient students. **Table 39** illustrates the number of commissioner exemptions granted from 2002 to 2006.

**Table 39: Commissioner Exemptions Granted, 2002-2006**

License Area	2002	2003	2004	2005	2006	Total
English as a Second Language	35	40	34	40	39	188
Bilingual/Bicultural Education	18	29	18	15	6	86
<b>Total</b>	<b>53</b>	<b>69</b>	<b>52</b>	<b>55</b>	<b>45</b>	<b>274</b>

Data presented in **Table 39** indicated that 274 total Commissioners Exemptions were granted between 2002 and 2006, of which 188 were granted in English as a Second Language and 86 in Bilingual/Bicultural Education.

## 12. Summary of Findings

The number of special permissions granted by the Minnesota Board of Teaching in English as a Second Language increased by 5% from 2002 to 2006 while permissions granted in Mathematics, Science, Special Education and Technology decreased between 12 and 76%.

The number of personnel variances granted in English as a Second Language and Science increased between 5 and 11% from 2002 to 2006, while the number of personnel variance granted in Mathematics, Special Education and Technology decreased between 28 and 73%.

Personnel variances granted in Life Science, Chemistry, Physics, and Science 5-8 increased between 12 and 319% from 2002 to 2006, while personnel variances granted in Earth and Space Science decreased by 46%.

The number of personnel variances granted in Physical and Health Disabilities (PHD), Oral/Aural Deaf Education (O/AU), Blind or Visually Impaired (B/VI) and Special Education/Early Childhood (ECSE) increased between 9 and 850% from 2002 to 2006, while personnel variances granted in Emotional Behavioral Disorders (EBD), Specific Learning Disabilities (LD), Deaf or Hard of Hearing (D/HH) and Developmental Disabilities (DD) decreased between 25 and 39%. Personnel variances in Developmental/Adapted Physical Education (DAPE) remained the same.

The number of temporary limited licenses granted by the Minnesota Board of Teaching in Special Education increased 74% from 2002 to 2006, while the number granted in English as a Second Language, Mathematics, Science and Technology decreased by 9 to 100%.

There were 277 waivers granted in Mathematics and 270 in Science which represented 30% of total waivers granted. The 277 Mathematic waivers represented 19% of FTEs, while the 270 Science waivers represented 18%. The total number of waivers granted in other core

assignments ranged from 1 in Foreign Language to 244 in Reading and Language Arts which represented an FTE range from .0005 to 13%.

The number of non-licensed community expert special permissions granted by the Minnesota Board of Teaching decreased in all of the perceived shortage areas by 39 to 88% from 2002 to 2006.

## Section C: Perceived Supply of Substitute Teachers

Sixty-nine percent of the Minnesota superintendents or administrative designees who completed the 2007 Supply and Demand Survey indicated they experienced slight to no difficulty recruiting an adequate number of substitute teachers.

**Table 40** describes the overall perception of the supply of substitute teachers as reported by 366 out of 492 (74%) Minnesota superintendents or administrative designees in 2005-2006 and 2006-2007.

**Table 40: Supply of Substitute Teachers**

Supply of Substitute Teacher	
2005 Survey Results	2007 Survey Results 2005-06 and 2006-07
69% Experienced slight to no difficulty	5% Extremely Successful
	18% Very Successful
	43% Successful
	28% Somewhat Successful
	6% Not Successful

Survey results indicated that 6% of the superintendents or administrative designees reported their district's overall experience as not successful in securing substitutes during the 2005-2006 and 2006-2007 school years. Forty three percent reported their district's overall experience as a success while 18 % and 5% reported their success as very to extremely successful in securing substitute teachers.

Superintendents or administrative designees were asked if their district anticipated a problem securing substitute teachers in the 2007-2008 school year. Fifty-five percent reported they would not have a problem securing substitute teachers, while 45% reported they would have a problem.

The 45% of superintendents or administrative designees that anticipated a problem securing substitute teachers in 2007-2008 were asked how difficult it would be to secure substitute teachers. Nine percent indicated it would be extremely difficult, 26% moderately difficult, 17% difficult and 24% slightly difficult, while 24% indicated it would not be difficult.

### Summary of Findings

Data collected from 366 out of 492 (74%) Minnesota superintendents or administrative designees indicated that 43% reported their district's overall experience securing substitute teacher as a success, while 18 and 5% indicated they were very to extremely successful in securing substitute teachers.

Fifty-five percent of Minnesota superintendents or administrative designees reported they would not have a problem securing substitute teachers.

## References

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- Minnesota Department of Education, Report to the Minnesota Legislature, Rule Exceptions 2003-2004 School Year, 2004.
- Minnesota Department of Education, Special Education Policy staff.
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- Office of the Legislative Auditor, State of Minnesota, School District Finances, 2000.
- Yussen, Browning, and Colby, District and Stakeholder Perspectives on Teachers for Our Schools: A state wide analysis of teacher vacancies for 1999-200 and predicted vacancies for 2001 and 2003 report by school districts in Minnesota, College of Education and Human Development, University of Minnesota, 1999.

## Welcome

Dear Superintendent or Human Resource Coordinator:

Please help the Minnesota Department of Education collect important data for reporting to the legislature. Minnesota Statute 127A.05, subd. 6 requires the Commissioner of the Department of Education to collect data and comments from local districts to determine the extent of teacher shortages across Minnesota school districts.

MN Statute 127A.05 Subdivision 6

Subd. 6. Survey of districts. 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 January 15 of each odd-numbered year on the status of teacher early retirement patterns, the teacher shortage, and the substitute teacher shortage, including patterns and shortages in subject areas and regions of the state. The report must also include 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.

This survey was developed to collect data to describe current patterns faced when hiring teachers. We are requesting your cooperation in completing the "2007 Teacher Supply and Demand Survey" to provide information that will be used by the policymakers in the state of Minnesota.

Your cooperation is urgently requested. Please designate a staff member to respond on behalf of your district, as soon as possible. Feel free to consult with your human resources office, staff, school board or others as appropriate. We are asking you to complete and submit the survey on or before October 16, 2006.

If you have questions concerning the survey, please call Jan Kellner at 651-582-8383 or by e-mail at [jan.kellner@state.mn.us](mailto:jan.kellner@state.mn.us) .

Dr. Mary Ann Nelson  
Assistant Commissioner, Minnesota Department of Education  
Dr. Daniel Bittman  
Director, Educator Licensing and Teacher Quality

**District Information**

District Number	<input type="text"/>
District Type	<input type="text"/>
Email Address	<input type="text"/>
District Name	<input type="text"/>
Region (Service Coop Region)	<input type="text"/>
Telephone	<input type="text"/>
Person Completing Survey	<input type="text"/>
Title of Person Completing Survey	<input type="text"/>

**Directions:**

1. For each of the subject areas listed below, enter the number of vacancies you had for the 2005-06 academic year. If no vacancies occurred, enter 0. If your district does not employ individuals in a particular subject area, enter NA for Not Applicable.
2. Enter the number of applications that were received for the vacancies.
3. Enter the number of applications that were received from appropriately licensed applicants for the vacancies.
4. Enter the number of vacancies that were filled with a teacher(s) holding the appropriate licensure.

	1. How many vacant positions did you have at the beginning of the 2005-06 academic year?	2. How many applications were received for the vacant positions?	3. Enter the number of applications that were received from appropriately licensed applicants for the vacancies.	4. How many vacancies were filled by a teacher holding the appropriate licensure?
Early Childhood Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Parent and Family Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Adult Basic Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Bilingual Bicultural Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Keyboarding	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
K-6 Elementary	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

5-8 Communication Arts and Literature	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5-8 Mathematics	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5-8 Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5-8 Social Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
K-8 World Languages	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Preprimary	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Agriculture	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Communication Arts and Literature	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Coordinators of Work Based Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dance	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dance and Theatre Arts	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Family and Consumer Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Health	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Library Media Specialist	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Mathematics	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Music Instrumental	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Music Vocal	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Physical Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Social Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Technology	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Theatre	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Visual Arts	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chemistry	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Earth and Space Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Life Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Physics	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Arabic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Spanish	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Swedish	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Ojibwa	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Blind or visually Impaired	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Deaf or Hard of Hearing	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Developmental Adapted Physical Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Developmental Disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Special Education Early Childhood	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Emotional Behavior Disorders	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Specific Learning Disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Physical and Health Disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Career and Technical with Disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communication Technology Careers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Construction Careers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Manufacturing Careers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Medical Careers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Creative Design Careers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hospitality Service Careers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Transportation Careers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
School Counselor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
School Social Worker	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
School Nurse	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



School Psychologist	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Speech Pathologist	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Community Education Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Principal	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Superintendent	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dean of Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Paraprofessionals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teach on Special Assignment	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Human Resource Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Business Manager	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Directions:**

5. For each of the subject areas listed below, enter the number of vacancies you had for the 2006-07 academic year. If no vacancies occurred, enter 0. If your district does not employ individuals in a particular subject area, enter NA for Not Applicable.
6. Enter the number of applications that were received from appropriately licensed applicants for the vacancies.
7. Enter the number of applications that were received for the vacancies.
8. Enter the number of vacancies that were filled with a teacher holding the appropriate licensure.

	5. How many vacant positions did you have at the beginning of the 2006-07 school year?	6. How many applications were received for the vacant positions?	7. Enter the number of applications that were received from appropriately licensed applicants for the vacancies.	8. How many vacancies were filled by a teacher holding the appropriate licensure?
Early Childhood Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Parent and Family Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Adult Basic Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Bilingual Bicultural Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Keyboarding	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
K-6 Elementary	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5-8 Communication Arts and Literature	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5-8 Mathematics	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

5-8 Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5-8 Social Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
K-8 World Languages	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Preprimary	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Agriculture	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Business	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communication Arts and Literature	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Coordinators of Work Based Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dance	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dance and Theatre Arts	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
English as a Second Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Family and Consumer Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Health	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Library Media Specialist	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Mathematics	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Music Instrumental	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Music Vocal	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Physical Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reading	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Social Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Technology	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Theatre	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Visual Arts	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chemistry	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Earth and Space Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Life Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Physics	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
American Sign Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Arabic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chinese	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
French	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
German	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Greek	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Hebrew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Italian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japanese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Norwegian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Polish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Russian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swedish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ojibwa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blind or visually Impaired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deaf or Hard of Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developmental Adapted Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developmental Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Education Early Childhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Behavior Disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific Learning Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical and Health Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career and Technical with Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Technology Careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Construction Careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manufacturing Careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical Careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative Design Careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality Service Careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation Careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Social Worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Psychologist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech Pathologist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Education Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Principal	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Superintendent	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dean of Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Paraprofessionals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teach on Special Assignment	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Human Resource Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Business Manager	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Directions:**

9. Enter your perception of supply (availability of licensed teachers) compared to the demand (number of openings in your district) over the past two years. If the subject area is not applicable to your district, enter NA.

10. Enter the number of eligible retirees in your district in each of the subject areas for academic years 2006 through 2010. (Note: For purposes of this survey, eligible retirees means if an individual was first employed before July 1, 1989 and their age plus allowable service credit equals 90 or more.)

11. Based on your anticipated staff retirements for academic years 2006 through 2010, enter your perceived need for the replacement of licensed teachers in the subject areas listed below. (Note: factors influencing your response may include projected student enrollment, changes in program offerings, changes in community demographics, and program funding). Extreme need means that you plan to increase staffing in that subject area beyond the number of staff who leave, however, anticipate no appropriately licensed applicants. Considerable need means you plan to replace only a portion of those who leave, however, anticipate a minimal number of appropriately licensed applicants. Increasing need means that you plan to increase staffing in that field beyond the number of staff who leave. Slight need indicates that you plan to replace only a portion of those who leave. No need indicates that you do not plan to replace those in subject areas who leave. (Note: Factors influencing no need may include program discontinuation and downsizing). If the subject area is not applicable to your district, enter NA.

	9. What is your perception of the supply of licensed teachers?	10. How many eligible retirees are currently employed as teachers in your district for academic years 2006-2010?	11. What is your perception of future staffing needs?
Early Childhood Education	<input type="text"/>	<input type="text"/>	<input type="text"/>
Parent and Family Education	<input type="text"/>	<input type="text"/>	<input type="text"/>
Adult Basic Education	<input type="text"/>	<input type="text"/>	<input type="text"/>

Bilingual Bicultural Education	<input type="text"/>	<input type="text"/>	<input type="text"/>
Keyboarding	<input type="text"/>	<input type="text"/>	<input type="text"/>
K-6 Elementary	<input type="text"/>	<input type="text"/>	<input type="text"/>
5-8 Communication Arts and Literature	<input type="text"/>	<input type="text"/>	<input type="text"/>
5-8 Mathematics	<input type="text"/>	<input type="text"/>	<input type="text"/>
5-8 Science	<input type="text"/>	<input type="text"/>	<input type="text"/>
5-8 Social Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>
K-8 World Languages	<input type="text"/>	<input type="text"/>	<input type="text"/>
Preprimary	<input type="text"/>	<input type="text"/>	<input type="text"/>
Agriculture	<input type="text"/>	<input type="text"/>	<input type="text"/>
Business	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communication Arts and Literature	<input type="text"/>	<input type="text"/>	<input type="text"/>
Coordinators of Work Based Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dance	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dance and Theatre Arts	<input type="text"/>	<input type="text"/>	<input type="text"/>
English as a Second Language	<input type="text"/>	<input type="text"/>	<input type="text"/>
Family and Consumer Science	<input type="text"/>	<input type="text"/>	<input type="text"/>
Health	<input type="text"/>	<input type="text"/>	<input type="text"/>
Library Media Specialist	<input type="text"/>	<input type="text"/>	<input type="text"/>
Mathematics	<input type="text"/>	<input type="text"/>	<input type="text"/>
Music Instrumental	<input type="text"/>	<input type="text"/>	<input type="text"/>
Music Vocal	<input type="text"/>	<input type="text"/>	<input type="text"/>
Physical Education	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reading	<input type="text"/>	<input type="text"/>	<input type="text"/>
Social Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>
Technology	<input type="text"/>	<input type="text"/>	<input type="text"/>
Theatre	<input type="text"/>	<input type="text"/>	<input type="text"/>
Visual Arts	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chemistry	<input type="text"/>	<input type="text"/>	<input type="text"/>
Earth and Space Science	<input type="text"/>	<input type="text"/>	<input type="text"/>
Life Science	<input type="text"/>	<input type="text"/>	<input type="text"/>
Physics	<input type="text"/>	<input type="text"/>	<input type="text"/>

American Sign Language	<input type="text"/>	<input type="text"/>	<input type="text"/>
Arabic	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chinese	<input type="text"/>	<input type="text"/>	<input type="text"/>
French	<input type="text"/>	<input type="text"/>	<input type="text"/>
German	<input type="text"/>	<input type="text"/>	<input type="text"/>
Greek	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hebrew	<input type="text"/>	<input type="text"/>	<input type="text"/>
Italian	<input type="text"/>	<input type="text"/>	<input type="text"/>
Japanese	<input type="text"/>	<input type="text"/>	<input type="text"/>
Latin	<input type="text"/>	<input type="text"/>	<input type="text"/>
Norwegian	<input type="text"/>	<input type="text"/>	<input type="text"/>
Polish	<input type="text"/>	<input type="text"/>	<input type="text"/>
Russian	<input type="text"/>	<input type="text"/>	<input type="text"/>
Spanish	<input type="text"/>	<input type="text"/>	<input type="text"/>
Swedish	<input type="text"/>	<input type="text"/>	<input type="text"/>
Ojibwa	<input type="text"/>	<input type="text"/>	<input type="text"/>
Blind or visually Impaired	<input type="text"/>	<input type="text"/>	<input type="text"/>
Deaf or Hard of Hearing	<input type="text"/>	<input type="text"/>	<input type="text"/>
Developmental Adapted Physical Education	<input type="text"/>	<input type="text"/>	<input type="text"/>
Developmental Disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>
Special Education Early Childhood	<input type="text"/>	<input type="text"/>	<input type="text"/>
Emotional Behavior Disorders	<input type="text"/>	<input type="text"/>	<input type="text"/>
Specific Learning Disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>
Physical and Health Disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>
Career and Technical with Disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communication Technology Careers	<input type="text"/>	<input type="text"/>	<input type="text"/>
Construction Careers	<input type="text"/>	<input type="text"/>	<input type="text"/>
Manufacturing Careers	<input type="text"/>	<input type="text"/>	<input type="text"/>
Medical Careers	<input type="text"/>	<input type="text"/>	<input type="text"/>
Creative Design Careers	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hospitality Service Careers	<input type="text"/>	<input type="text"/>	<input type="text"/>
Transportation Careers	<input type="text"/>	<input type="text"/>	<input type="text"/>

School Counselor	<input type="text"/>	<input type="text"/>	<input type="text"/>
School Social Worker	<input type="text"/>	<input type="text"/>	<input type="text"/>
School Nurse	<input type="text"/>	<input type="text"/>	<input type="text"/>
School Psychologist	<input type="text"/>	<input type="text"/>	<input type="text"/>
Speech Pathologist	<input type="text"/>	<input type="text"/>	<input type="text"/>
Community Education Director	<input type="text"/>	<input type="text"/>	<input type="text"/>
Principal	<input type="text"/>	<input type="text"/>	<input type="text"/>
Superintendent	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dean of Students	<input type="text"/>	<input type="text"/>	<input type="text"/>
Paraprofessionals	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teach on Special Assignment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Human Resource Director	<input type="text"/>	<input type="text"/>	<input type="text"/>
Business Manager	<input type="text"/>	<input type="text"/>	<input type="text"/>

Rate your district's overall experience during the 2005-06 and 2006-07 academic years in securing substitute teachers.

- Extremely successful
- Very successful
- Successful
- Somewhat successful
- Not successful

Does your district anticipate a problem securing substitute teachers in the 2007-08 school year?

Yes                      No

If your district anticipates a problem securing substitute teachers in 2007-08, how difficult?

- Extremely difficult
- Moderately difficult
- Difficult
- Slightly difficult
- Not difficult

During the 2005-06 and 2006-07 academic years, how many teachers in your district left the teaching profession for the following reasons?

	Of that number what is your estimation of the reasons for leaving?
Family and personal	<input type="text"/>
Retirement	<input type="text"/>
School staffing action (staff reduction-unrequested leave)	<input type="text"/>
School staffing action (termination or not offered reemployment for reasons other than staff reduction)	<input type="text"/>
Job dissatisfaction (may include: salary, lack of support, student factors, school climate, or work conditions)	<input type="text"/>

**Comments:**



## Appendix B

### School Districts or Charter Schools Completing and Returning the 2007 Teacher Supply and Demand Survey

(2396-01) A.C.G.C.  
(4018-07) ACHIEVE LANGUAGE ACADEMY  
(2854-01) ADA-BORUP PUBLIC SCHOOL DISTRICT  
(4135-07) ADAM ABDULLE ACADEMY  
(0511-01) ADRIAN PUBLIC SCHOOL DISTRICT  
(0001-01) AITKIN PUBLIC SCHOOL DISTRICT  
(0745-01) ALBANY PUBLIC SCHOOL DISTRICT  
(0241-01) ALBERT LEA PUBLIC SCHOOL DISTRICT  
(0242-01) ALDEN-CONGER PUBLIC SCHOOL DISTRICT  
(0876-01) ANNANDALE PUBLIC SCHOOL DISTRICT  
(0011-01) ANOKA-HENNEPIN PUBLIC SCHOOL DISTRICT  
(4091-07) ARTECH  
(4114-07) ASCENSION ACADEMY CHARTER SCHOOL  
(0261-01) ASHBY PUBLIC SCHOOL DISTRICT  
(4067-07) AURORA CHARTER SCHOOL  
(0492-01) AUSTIN PUBLIC SCHOOL DISTRICT  
(4075-07) AVALON SCHOOL  
(0676-01) BADGER PUBLIC SCHOOL DISTRICT  
(0162-01) BAGLEY PUBLIC SCHOOL DISTRICT  
(0411-01) BALATON PUBLIC SCHOOL DISTRICT  
(0146-01) BARNESVILLE PUBLIC SCHOOL DISTRICT  
(0091-01) BARNUM PUBLIC SCHOOL DISTRICT  
(0542-01) BATTLE LAKE PUBLIC SCHOOL DISTRICT  
(4124-07) BEACON ACADEMY  
(4133-07) BEACON PREPARATORY SCHOOL  
(0726-01) BECKER PUBLIC SCHOOL DISTRICT  
(0716-01) BELLE PLAINE PUBLIC SCHOOL DISTRICT  
(0031-01) BEMIDJI PUBLIC SCHOOL DISTRICT  
(0727-01) BIG LAKE PUBLIC SCHOOL DISTRICT  
(0756-01) BLOOMING PRAIRIE PUBLIC SCHOOL DISTRICT  
(0271-01) BLOOMINGTON PUBLIC SCHOOL DISTRICT  
(2860-01) BLUE EARTH AREA PUBLIC SCHOOL  
(4082-07) BLUESKY CHARTER SCHOOL  
(4001-07) BLUFFVIEW MONTESSORI  
(0314-01) BRAHAM PUBLIC SCHOOL DISTRICT  
(0207-01) BRANDON PUBLIC SCHOOL DISTRICT  
(0846-01) BRECKENRIDGE PUBLIC SCHOOL DISTRICT  
(0513-01) BREWSTER PUBLIC SCHOOL DISTRICT  
(0286-01) BROOKLYN CENTER SCHOOL DISTRICT  
(0787-01) BROWERVILLE PUBLIC SCHOOL DISTRICT  
(0801-01) BROWNS VALLEY PUBLIC SCHOOL DISTRICT  
(2159-01) BUFFALO LAKE-HECTOR SCHOOL DISTRICT  
(0877-01) BUFFALO PUBLIC SCHOOL DISTRICT

(0191-01) BURNSVILLE PUBLIC SCHOOL DISTRICT  
(0531-01) BYRON PUBLIC SCHOOL DISTRICT  
(0299-01) CALEDONIA PUBLIC SCHOOL DISTRICT  
(0852-01) CAMPBELL-TINTAH PUBLIC SCHOOL DISTRICT  
(0891-01) CANBY PUBLIC SCHOOL DISTRICT  
(0252-01) CANNON FALLS PUBLIC SCHOOL DISTRICT  
(0093-01) CARLTON PUBLIC SCHOOL DISTRICT  
(0115-01) CASS LAKE-BENA PUBLIC SCHOOLS  
(2754-01) CEDAR MOUNTAIN SCHOOL DISTRICT  
(4004-07) CEDAR RIVERSIDE COMMUNITY SCHOOL  
(0227-01) CHATFIELD PUBLIC SCHOOLS  
(2144-01) CHISAGO LAKES SCHOOL DISTRICT  
(0695-01) CHISHOLM PUBLIC SCHOOL DISTRICT  
(0771-01) CHOKIO-ALBERTA PUBLIC SCHOOL DISTRICT  
(4000-07) CITY ACADEMY  
(2311-01) CLEARBROOK-GONVICK SCHOOL DISTRICT  
(0391-01) CLEVELAND PUBLIC SCHOOL DISTRICT  
(0592-01) CLIMAX PUBLIC SCHOOL DISTRICT  
(2888-01) CLINTON-GRACEVILLE-BEARDSLEY  
(0094-01) CLOQUET PUBLIC SCHOOL DISTRICT  
(0013-01) COLUMBIA HEIGHTS PUBLIC SCHOOL DISTRICT  
(0081-01) COMFREY PUBLIC SCHOOL DISTRICT  
(4015-07) COMMUNITY OF PEACE ACADEMY  
(0166-01) COOK COUNTY PUBLIC SCHOOLS  
(0593-01) CROOKSTON PUBLIC SCHOOL DISTRICT  
(0182-01) CROSBY-IRONTON PUBLIC SCHOOL DISTRICT  
(4059-07) CROSSLAKE COMMUNITY CHARTER SCHOOL  
(4149-07) CYGNUS ACADEMY  
(0611-01) CYRUS PUBLIC SCHOOL DISTRICT  
(4123-07) DAKOTA AREA COMMUNITY CHARTER SCHOOL  
(0466-01) DASSEL-COKATO PUBLIC SCHOOL DISTRICT  
(0378-01) DAWSON-BOYD PUBLIC SCHOOL DISTRICT  
(0317-01) DEER RIVER PUBLIC SCHOOL DISTRICT  
(0879-01) DELANO PUBLIC SCHOOL DISTRICT  
(0022-01) DETROIT LAKES PUBLIC SCHOOL DISTRICT  
(2164-01) DILWORTH-GLYNDON-FELTON  
(0533-01) DOVER-EYOTA PUBLIC SCHOOL DISTRICT  
(4153-07) DUGSI ACADEMY  
(4020-07) DULUTH PUBLIC SCHOOLS ACADEMY  
(4026-07) E.C.H.O. CHARTER SCHOOL  
(2759-01) EAGLE VALLEY PUBLIC SCHOOL DISTRICT  
(2580-01) EAST CENTRAL SCHOOL DISTRICT  
(6067-62) EAST METRO INTEGRATION DISTRICT  
(4028-07) ECI' NOMPA WOONSPE  
(0463-01) EDEN VALLEY-WATKINS SCHOOL DISTRICT  
(0581-01) EDGERTON PUBLIC SCHOOL DISTRICT  
(0273-01) EDINA PUBLIC SCHOOL DISTRICT  
(4151-07) EDVISIONS OFF CAMPUS SCHOOL

(4057-07) EL COLEGIO CHARTER SCHOOL  
(0514-01) ELLSWORTH PUBLIC SCHOOL DISTRICT  
(0696-01) ELY PUBLIC SCHOOL DISTRICT  
(4012-07) EMILY CHARTER SCHOOL  
(0099-01) ESKO PUBLIC SCHOOL DISTRICT  
(0208-01) EVANSVILLE PUBLIC SCHOOL DISTRICT  
(4036-07) FACE TO FACE ACADEMY  
(2752-01) FAIRMONT AREA SCHOOL DISTRICT  
(0192-01) FARMINGTON PUBLIC SCHOOL DISTRICT  
(0544-01) FERGUS FALLS PUBLIC SCHOOL DISTRICT  
(0599-01) FERTILE-BELTRAMI SCHOOL DISTRICT  
(2198-01) FILLMORE CENTRAL  
(0600-01) FISHER PUBLIC SCHOOL DISTRICT  
(0698-01) FLOODWOOD PUBLIC SCHOOL DISTRICT  
(0831-01) FOREST LAKE PUBLIC SCHOOL DISTRICT  
(0601-01) FOSSTON PUBLIC SCHOOL DISTRICT  
(4052-07) FOUR DIRECTIONS CHARTER SCHOOLS  
(4113-07) FRASER ACADEMY  
(0023-01) FRAZEE-VERGAS PUBLIC SCHOOL DISTRICT  
(0014-01) FRIDLEY PUBLIC SCHOOL DISTRICT  
(4079-07) FRIENDSHIP ACADEMY OF FINE ARTS CHARTER.  
(0505-01) FULDA PUBLIC SCHOOL DISTRICT  
(2859-01) GLENCOE-SILVER LAKE SCHOOL DISTRICT  
(2886-01) GLENVILLE-EMMONS SCHOOL DISTRICT  
(0253-01) GOODHUE PUBLIC SCHOOL DISTRICT  
(0561-01) GOODRIDGE PUBLIC SCHOOL DISTRICT  
(2536-01) GRANADA HUNTLEY-EAST CHAIN #2536  
(0318-01) GRAND RAPIDS PUBLIC SCHOOL DISTRICT  
(4048-07) GREAT RIVER EDUCATION CENTER  
(4144-07) GREEN ISLE COMMUNITY SCHOOL  
(2683-01) GREENBUSH-MIDDLE RIVER SCHOOL DISTRICT  
(0316-01) GREENWAY PUBLIC SCHOOL DISTRICT  
(0447-01) GRYGLA PUBLIC SCHOOL DISTRICT  
(0768-01) HANCOCK PUBLIC SCHOOL DISTRICT  
(0150-01) HAWLEY PUBLIC SCHOOL DISTRICT  
(0203-01) HAYFIELD PUBLIC SCHOOL DISTRICT  
(0545-01) HENNING PUBLIC SCHOOL DISTRICT  
(0700-01) HERMANTOWN PUBLIC SCHOOL DISTRICT  
(0330-01) HERON LAKE-OKABENA SCHOOL DISTRICT  
(0701-01) HIBBING PUBLIC SCHOOL DISTRICT  
(4027-07) HIGHER GROUND ACADEMY  
(0002-01) HILL CITY PUBLIC SCHOOL DISTRICT  
(0671-01) HILLS-BEAVER CREEK SCHOOL DISTRICT  
(2165-01) HINCKLEY-FINLAYSON SCHOOL DISTRICT  
(0738-01) HOLDINGFORD PUBLIC SCHOOL DISTRICT  
(0270-01) HOPKINS PUBLIC SCHOOL DISTRICT  
(0361-01) INTERNATIONAL FALLS SCHOOL DISTRICT  
(0199-01) INVER GROVE HEIGHTS SCHOOLS

(0473-01) ISLE PUBLIC SCHOOL DISTRICT  
(0403-01) IVANHOE PUBLIC SCHOOL DISTRICT  
(2895-01) JACKSON COUNTY CENTRAL SCHOOL DISTRICT  
(0717-01) JORDAN PUBLIC SCHOOL DISTRICT  
(0204-01) KASSON-MANTORVILLE SCHOOL DISTRICT  
(0036-01) KELLIHER PUBLIC SCHOOL DISTRICT  
(0775-01) KERKHOVERN-MURDOCK-SUNBURG  
(0739-01) KIMBALL PUBLIC SCHOOL DISTRICT  
(2171-01) KITTSOON CENTRAL SCHOOL DISTRICT  
(2853-01) LAC QUI PARLE VALLEY SCHOOL DISTRICT  
(4050-07) LAFAYETTE PUBLIC CHARTER SCHOOL  
(0404-01) LAKE BENTON PUBLIC SCHOOL DISTRICT  
(0813-01) LAKE CITY PUBLIC SCHOOL DISTRICT  
(2071-01) LAKE CRYSTAL-WELLCOME MEMORIAL  
(0390-01) LAKE OF THE WOODS SCHOOL DISTRICT  
(2889-01) LAKE PARK AUDUBON SCHOOL DISTRICT  
(4046-07) LAKE SUPERIOR HIGH SCHOOL  
(0381-01) LAKE SUPERIOR PUBLIC SCHOOL DISTRICT  
(4045-07) LAKES AREA CHARTER SCHOOL  
(4116-07) LAKES INTERNATIONAL LANGUAGE ACADEMY  
(2167-01) LAKEVIEW SCHOOL DISTRICT  
(0194-01) LAKEVILLE PUBLIC SCHOOL DISTRICT  
(0356-01) LANCASTER PUBLIC SCHOOL DISTRICT  
(0229-01) LANESBORO PUBLIC SCHOOL DISTRICT  
(0306-01) LAPORTE PUBLIC SCHOOL DISTRICT  
(4164-07) LAURA JEFFREY ACADEMY CHARTER  
(0392-01) LECENTER PUBLIC SCHOOL DISTRICT  
(0499-01) LEROY PUBLIC SCHOOL DISTRICT  
(0424-01) LESTER PRAIRIE PUBLIC SCHOOL DISTRICT  
(2397-01) LESJUEUR-HENDERSON SCHOOL DISTRICT  
(0857-01) LEWISTON-ALTURA PUBLIC SCHOOL DISTRICT  
(4131-07) LIGHTHOUSE ACADEMY OF NATIONS  
(0482-01) LITTLE FALLS PUBLIC SCHOOL DISTRICT  
(0362-01) LITTLEFORK-BIG FALLS SCHOOL DISTRICT  
(2753-01) LONG PRAIRIE-GREY EAGLE SCHOOL DIST  
(4139-07) LOVEWORKS ACADEMY FOR ARTS  
(0497-01) LYLE PUBLIC SCHOOL DISTRICT  
(0415-01) LYND PUBLIC SCHOOL DISTRICT  
(0432-01) MAHNOMEN PUBLIC SCHOOL DISTRICT  
(0832-01) MAHTOMEDI PUBLIC SCHOOL DISTRICT  
(4110-07) MAIN STREET SCHOOL PERFORMING ARTS  
(0077-01) MANKATO PUBLIC SCHOOL DISTRICT  
(0881-01) MAPLE LAKE PUBLIC SCHOOL DISTRICT  
(2135-01) MAPLE RIVER SCHOOL DISTRICT  
(0441-01) MARSHALL COUNTY CENTRAL SCHOOLS  
(0413-01) MARSHALL PUBLIC SCHOOL DISTRICT  
(2448-01) MARTIN COUNTY WEST SCHOOL DISTRICT  
(4043-07) MATH & SCIENCE ACADEMY

(0004-01) MCGREGOR PUBLIC SCHOOL DISTRICT  
(2887-01) MCLEOD WEST PUBLIC SCHOOL DISTRICT  
(0763-01) MEDFORD PUBLIC SCHOOL DISTRICT  
(0740-01) MELROSE PUBLIC SCHOOL DISTRICT  
(0821-01) MENAHTA PUBLIC SCHOOL DISTRICT  
(2711-01) MESABI EAST SCHOOL DISTRICT  
(4005-07) METRO DEAF SCHOOL  
(6065-62) METROPOLITAN LEARNING ALLIANCE  
(0912-01) MILACA PUBLIC SCHOOL DISTRICT  
(4115-07) MINNEAPOLIS ACADEMY CHARTER SCHOOL  
(0001-03) MINNEAPOLIS PUBLIC SCHOOL DISTRICT  
(0414-01) MINNEOTA PUBLIC SCHOOL DISTRICT  
(4007-07) MINNESOTA NEW COUNTRY SCHOOL  
(4101-07) MINNESOTA NORTH STAR ACADEMY  
(4150-07) MINNESOTA ONLINE HIGH SCHOOL  
(0276-01) MINNETONKA PUBLIC SCHOOL DISTRICT  
(2149-01) MINNEWASKA SCHOOL DISTRICT  
(0129-01) MONTEVIDEO PUBLIC SCHOOL DISTRICT  
(0394-01) MONTGOMERY-LONSDALE SCHOOL DISTRICT  
(0882-01) MONTICELLO PUBLIC SCHOOL DISTRICT  
(0152-01) MOORHEAD PUBLIC SCHOOL DISTRICT  
(0097-01) MOOSE LAKE PUBLIC SCHOOL DISTRICT  
(0332-01) MORA PUBLIC SCHOOL DISTRICT  
(0769-01) MORRIS PUBLIC SCHOOL DISTRICT  
(0173-01) MOUNTAIN LAKE PUBLIC SCHOOLS  
(6078-62) N.W. SUBURBAN INTEGRATION DISTRICT  
(0319-01) NASHWAUK-KEEWATIN SCHOOL DISTRICT  
(4155-07) NAYTAHWAUSH COMMUNITY SCHOOL  
(4055-07) NERSTRAND CHARTER SCHOOL  
(4093-07) NEW CENTURY CHARTER SCHOOL  
(4161-07) NEW DISCOVERIES MONTESSORI ACADEMY  
(4003-07) NEW HEIGHTS SCHOOL, INC.  
(0345-01) NEW LONDON-SPICER SCHOOL DISTRICT  
(0721-01) NEW PRAGUE AREA SCHOOLS  
(4029-07) NEW SPIRIT SCHOOLS  
(0088-01) NEW ULM PUBLIC SCHOOL DISTRICT  
(0553-01) NEW YORK MILLS PUBLIC SCHOOL DISTRICT  
(0507-01) NICOLLET PUBLIC SCHOOL DISTRICT  
(2215-01) NORMAN COUNTY EAST SCHOOL DISTRICT  
(2527-01) NORMAN COUNTY WEST SCHOOL DISTRICT  
(0138-01) NORTH BRANCH PUBLIC SCHOOLS  
(4053-07) NORTH LAKES ACADEMY  
(4084-07) NORTH SHORE COMMUNITY SCHOOL  
(0622-01) NORTH ST PAUL-MAPLEWOOD SCHOOL DISTRICT  
(0659-01) NORTHFIELD PUBLIC SCHOOL DISTRICT  
(0118-01) NORTHLAND COMMUNITY SCHOOLS  
(0108-01) NORWOOD PUBLIC SCHOOL DISTRICT  
(4030-07) ODYSSEY CHARTER SCHOOL

(0333-01) OGILVIE PUBLIC SCHOOL DISTRICT  
 (0627-01) OKLEE PUBLIC SCHOOL DISTRICT  
 (0480-01) ONAMIA PUBLIC SCHOOL DISTRICT  
 (0278-01) ORONO PUBLIC SCHOOL DISTRICT  
 (0062-01) ORTONVILLE PUBLIC SCHOOL DISTRICT  
 (0213-01) OSAKIS PUBLIC SCHOOL DISTRICT  
 (0279-01) OSSEO PUBLIC SCHOOL DISTRICT  
 (0761-01) OWATONNA PUBLIC SCHOOL DISTRICT  
 (4008-07) PACT CHARTER SCHOOL  
 (0309-01) PARK RAPIDS PUBLIC SCHOOL DISTRICT  
 (4097-07) PARTNERSHIP ACADEMY, INC.  
 (0549-01) PERHAM PUBLIC SCHOOL DISTRICT  
 (0484-01) PIERZ PUBLIC SCHOOL DISTRICT  
 (4080-07) PILLAGER AREA CHARTER SCHOOL  
 (0116-01) PILLAGER PUBLIC SCHOOL DISTRICT  
 (0578-01) PINE CITY PUBLIC SCHOOL DISTRICT  
 (0255-01) PINE ISLAND PUBLIC SCHOOL DISTRICT  
 (0025-01) PINE POINT PUBLIC SCHOOL DISTRICT  
 (2174-01) PINE RIVER-BACKUS SCHOOL DISTRICT  
 (2689-01) PIPESTONE AREA SCHOOL DISTRICT  
 (2899-01) PLAINVIEW-ELGIN-MILLVILLE  
 (0628-01) PLUMMER PUBLIC SCHOOL DISTRICT  
 (4090-07) PRAIRIE CREEK COMMUNITY SCHOOL  
 (0477-01) PRINCETON PUBLIC SCHOOL DISTRICT  
 (0195-01) RANDOLPH PUBLIC SCHOOL DISTRICT  
 (0630-01) RED LAKE FALLS PUBLIC SCHOOL DISTRICT  
 (0038-01) RED LAKE PUBLIC SCHOOL DISTRICT  
 (2884-01) RED ROCK CENTRAL SCHOOL DISTRICT  
 (0256-01) RED WING PUBLIC SCHOOL DISTRICT  
 (2897-01) REDWOOD AREA SCHOOL DISTRICT  
 (2890-01) RENVILLE COUNTY WEST SCHOOL DISTRICT  
 (0280-01) RICHFIELD PUBLIC SCHOOL DISTRICT  
 (4083-07) RIDGEWAY COMMUNITY SCHOOL  
 (4119-07) RIVER HEIGHTS CHARTER SCHOOL  
 (4066-07) RIVERBEND ACADEMY  
 (0281-01) ROBBINSDALE PUBLIC SCHOOL DISTRICT  
 (0535-01) ROCHESTER PUBLIC SCHOOL DISTRICT  
 (0750-01) ROCORI PUBLIC SCHOOL DISTRICT  
 (0682-01) ROSEAU PUBLIC SCHOOL DISTRICT  
 (0196-01) ROSEMOUNT-APPLE VALLEY-EAGAN  
 (0623-01) ROSEVILLE PUBLIC SCHOOL DISTRICT  
 (0850-01) ROTHSAY PUBLIC SCHOOL DISTRICT  
 (0516-01) ROUND LAKE PUBLIC SCHOOL DISTRICT  
 (0485-01) ROYALTON PUBLIC SCHOOL DISTRICT  
 (2902-01) RTR PUBLIC SCHOOLS  
 (0139-01) RUSH CITY PUBLIC SCHOOL DISTRICT  
 (0239-01) RUSHFORD-PETERSON PUBLIC SCHOOLS.  
 (4087-07) SAGE ACADEMY CHARTER SCHOOL

(0748-01) SARTELL-ST. STEPHEN SCHOOL DISTRICT  
(0743-01) SAUK CENTRE PUBLIC SCHOOL DISTRICT  
(4058-07) SCHOOLCRAFT LEARNING COMMUNITY CHTR  
(0820-01) SEBEKA PUBLIC SCHOOL DISTRICT  
(2310-01) SIBLEY EAST SCHOOL DISTRICT  
(4006-07) SKILLS FOR TOMORROW CHARTER SCHOOL  
(4109-07) SOBRIETY HIGH  
(4038-07) SOJOURNER TRUTH ACADEMY  
(4136-07) SOUL ACADEMY CHARTER SCHOOL  
(0363-01) SOUTH KOOCHICHING SCHOOL DISTRICT  
(0006-03) SOUTH ST. PAUL PUBLIC SCHOOL DISTRICT  
(0833-01) SOUTH WASHINGTON COUNTY SCHOOL DIST  
(0500-01) SOUTHLAND PUBLIC SCHOOL DISTRICT  
(4162-07) SOUTHSIDE FAMILY CHARTER SCHOOL  
(4160-07) SPECTRUM HIGH SCHOOL  
(0297-01) SPRING GROVE SCHOOL DISTRICT  
(0016-01) SPRING LAKE PARK PUBLIC SCHOOLS  
(0085-01) SPRINGFIELD PUBLIC SCHOOL DISTRICT  
(4112-07) ST PAUL CONSERVATORY PERFORMING ART  
(0282-01) ST. ANTHONY-NEW BRIGHTON SCHOOLS  
(0858-01) ST. CHARLES PUBLIC SCHOOL DISTRICT  
(0075-01) ST. CLAIR PUBLIC SCHOOL DISTRICT  
(0840-01) ST. JAMES PUBLIC SCHOOL DISTRICT  
(2142-01) ST. LOUIS COUNTY SCHOOL DISTRICT  
(0508-01) ST. PETER PUBLIC SCHOOL DISTRICT  
(2856-01) STEPHEN-ARGYLE CENTRAL SCHOOLS  
(0534-01) STEWARTVILLE PUBLIC SCHOOL DISTRICT  
(4061-07) STUDIO ACADEMY CHARTER SCHOOL  
(0486-01) SWANVILLE PUBLIC SCHOOL DISTRICT  
(0564-01) THIEF RIVER FALLS SCHOOL DISTRICT  
(4106-07) TREKNORTH HIGH SCHOOL  
(2358-01) TRI-COUNTY SCHOOL DISTRICT  
(4095-07) TRIO WOLF CREEK DISTANCE LEARNING  
(2125-01) TRITON SCHOOL DISTRICT  
(4042-07) TWIN CITIES ACADEMY  
(4152-07) TWIN CITIES GERMAN IMMERSION CHARTER  
(4077-07) TWIN CITIES INTERNATIONAL ELEM SCHOOL  
(0914-01) ULEN-HITTERDAL PUBLIC SCHOOL DIST  
(0550-01) UNDERWOOD PUBLIC SCHOOL DISTRICT  
(2134-01) UNITED SOUTH CENTRAL SCHOOL DISTRICT  
(0487-01) UPSALA PUBLIC SCHOOL DISTRICT  
(4088-07) URBAN ACADEMY CHARTER SCHOOL  
(6072-62) VALLEY CROSSING COMMUNITY SCHOOL  
(0706-01) VIRGINIA PUBLIC SCHOOL DISTRICT  
(0811-01) WABASHA-KELLOGG PUBLIC SCHOOL DISTRICT  
(0640-01) WABASSO PUBLIC SCHOOL DISTRICT  
(0113-01) WALKER-HACKENSACK-AKELEY SCHOOL DIST  
(2176-01) WARREN-ALVARADO-OSLO SCHOOL DISTRICT

(0690-01) WARROAD PUBLIC SCHOOL DISTRICT  
(0829-01) WASECA PUBLIC SCHOOL DISTRICT  
(4092-07) WATERSHED HIGH SCHOOL  
(0111-01) WATERTOWN-MAYER PUBLIC SCHOOL DISTRICT  
(2143-01) WATERVILLE-ELYSIAN-MORRISTOWN  
(0284-01) WAYZATA PUBLIC SCHOOL DISTRICT  
(2342-01) WEST CENTRAL AREA  
(6069-62) WEST METRO EDUCATION PROGRAM  
(0197-01) WEST ST. PAUL-MENDOTA HEIGHTS.-EAGAN  
(2898-01) WESTBROOK-WALNUT GROVE SCHOOLS  
(0277-01) WESTONKA PUBLIC SCHOOL DISTRICT  
(0624-01) WHITE BEAR LAKE SCHOOL DISTRICT  
(0347-01) WILLMAR PUBLIC SCHOOL DISTRICT  
(0577-01) WILLOW RIVER PUBLIC SCHOOL DISTRICT  
(0177-01) WINDOM PUBLIC SCHOOL DISTRICT  
(0861-01) WINONA AREA PUBLIC SCHOOL DISTRICT  
(4016-07) WORLD LEARNER CHARTER SCHOOL  
(0518-01) WORTHINGTON PUBLIC SCHOOL DISTRICT  
(0100-01) WRENSHALL PUBLIC SCHOOL DISTRICT  
(4072-07) YANKTON COUNTRY CHARTER SCHOOL  
(2190-01) YELLOW MEDICINE EAST  
(4140-07) YINGHUA ACADEMY  
(2805-01) ZUMBROTA-MAZEPPA SCHOOL DISTRICT



**Minnesota Association for Teacher Education Colleges (MACTE)  
Member Institutions**

Augsburg College  
Bemidji State University  
Bethany Lutheran College  
Bethel University  
Carleton College  
College of Saint Benedict/Saint John's University  
College of St. Catherine  
College of St. Scholastica  
Concordia College  
Concordia University  
Crown College  
Gustavus Adolphus College  
Hamline University  
Macalester College  
Martin Luther College  
Metropolitan State University  
Minnesota State University, Mankato  
Minnesota State University-Moorhead  
North Central University  
Northwestern College  
Southwest Minnesota State University  
St. Cloud State University  
St. Mary's University of Minnesota  
St. Olaf College  
University of Minnesota-Duluth  
University of Minnesota-Morris  
University of Minnesota-Twin Cities  
University of St. Thomas  
Winona State University

Additional information is available on the Minnesota Association for Teacher Education Colleges (MACTE) website at: <http://www.mnteacher.org/>

## Appendix D

### Teacher Preparation Program Completers – All Licensure Areas Minnesota Association of Colleges for Teacher Education (MACTE)

License	2004	2005	2006
Adult Basic Education - Adult	8	14	22
Agricultural Education 5-12	17	23	21
Bilingual/Bicultural Education	4	8	6
Business 5-12	53	61	73
Career and Technical Education Accommodation Specialists for Students w/ Disabilities [endorsement]	6	4	3
Chemistry, 9-12	1	1	3
Communication Arts/Literature 5-8, 9-12	234	253	255
Dance and Theatre Arts K-12	4	2	5
Early Childhood Education Birth-Gr. 3	222	273	265
Elem K-6 + Communication Arts/Lit 5-8 specialty	439	475	434
Elem K-6 + Math 5-8 specialty	303	320	313
Elem K-6 + Prekindergarten specialty	430	408	375
Elem K-6 + Science 5-8 specialty	206	180	175
Elem K-6 + Social Studies 5-8 specialty	528	427	426
Elem K-6 + World Language & Cultures - French K-8 specialty	4	8	7
Elem K-6 + World Language & Cultures - German K-8 specialty	2	2	2
Elem K-6 + World Language & Cultures - Ojibwe K-8 Specialty	3	1	2
Elem K-6 + World Language & Cultures - Spanish K-8 specialty	37	41	30
English as a Second Language K-12	143	180	138
Family and Consumer Sciences 5-12	11	16	31
Health 5-12	83	84	96
Instrumental and Classroom Music K-12	97	98	67
Keyboarding for Computer Applications K-8 [endorsement]	1	29	36
Library Media Specialist K-12	82	47	42
Life Science, 9-12	2	8	6
Mathematics 5-12	148	149	165
Other	15	47	9
Parent and Family Education - Adult	32	26	16
Physical Education K-12	200	182	164
Physics, 9-12	3	2	3
Reading K-12 [endorsement]	41	149	256
Science - 5-8/Chemistry 9-12	39	32	49
Science - 5-8/Earth & Space Science 9-12	16	17	20
Science - 5-8/Life Science 9-12	96	128	116
Science - 5-8/Physics 9-12	31	18	21
Science - General 5-8	42	91	55
Social Studies 5-12	312	387	342
Special Education: Deaf or Hard of Hearing Birth-12	8	9	8
Special Education: Developmental Adapted Physical Education PreK-12 [endorsement]	43	36	27
Special Education: Developmental Disabilities K-12	101	103	121
Special Education: Early Childhood Birth-Age 6	55	63	63
Special Education: Emotional Behavioral Disorders K-12	300	247	232
Special Education: Learning Disabilities K-12	284	305	263
Special Education: Physical and Health Disabilities PreK-12	12	19	16
Teacher/Coordinator Work-Based Learning 5-12 [endorsement]	28	28	47
Teachers of Communication and Technology Careers	0	4	10
Teachers of Construction Careers	0	0	8
Teachers of Hospitality Service Careers	0	0	2
Teachers of Manufacturing Careers	0	4	5
Teachers of Medical Careers	0	0	4
Teachers of Transportation Careers	0	0	4

Technology 5-12	29	24	25
Visual Arts K-12	95	116	107
Vocal and Classroom Music K-12	69	85	80
World Lang Classical Languages (Greek and Latin) K-12	0	1	2
World Languages and Cultures Chinese K-12	0	0	1
World Languages and Cultures French K-12	18	17	14
World Languages and Cultures German K-12	13	15	8
World Languages and Cultures Japanese K-12	0	2	2
World Languages and Cultures Russian K-12	2	0	0
World Languages and Cultures Spanish K-12	66	78	71
	<b>5018</b>	<b>5347</b>	<b>5169</b>

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Appendix E

**TOTAL UN-EXPIRED LICENSES ALL LICENSURE AREAS**

As of June 29 each year from 2002-2006

License Area	6/29/2002	6/29/2003	6/29/2004	6/29/2005	06/29/2006	TOTAL
ABE	365	346	331	355	342	<b>1,739</b>
AGRICULTURE	595	562	518	752	713	<b>3,140</b>
AMERICAN INDIAN LANG/CULTURE	129	125	121	139	134	<b>648</b>
AMERICAN SIGN LANGUAGE	1	1	1	2	2	<b>7</b>
ARABIC	3	3	3	3	2	<b>14</b>
BILINGUAL	145	137	122	130	111	<b>645</b>
BLIND OR VISUALLY IMPAIRED	180	176	165	185	176	<b>882</b>
BUSINESS	4,444	4,117	3,763	4,717	4,624	<b>21,665</b>
C & T ED AND SP ED	1,085	1,042	998	245	242	<b>3,612</b>
CHEMISTRY	1,256	1,141	1,030	1,464	1,426	<b>6,317</b>
CHINESE	17	17	15	18	17	<b>84</b>
COMM. ARTS & LIT.	18,148	17,191	16,163	18,767*	18,294*	<b>51,502</b>
COUNSELOR				3877	3775	<b>0</b>
DANCE	28	28	28	40*	39*	<b>84</b>
DEAF OR HARD OF HEARING	520	490	472	519	501	<b>2,502</b>
DEVELOPMENTAL DISABILITIES	413	411	408	766	742	<b>2,740</b>
DEVELOPMENTAL/ADAPTIVE PHYSICAL ED	1,677	1,636	1,600	1,701	1,670	<b>8,284</b>
DRIVERS EDUCATION	3,411	3,091	2,769	3,756	3,718	<b>16,745</b>
EARLY CHILDHOOD EARLY CHILDHOOD SPECIAL EDUCATION	5,584	5,386	5,227	6,498	6,306	<b>29,001</b>
1,842	1,799	1,758	1,883	1,829	<b>9,111</b>	
EARTH AND SPACE SCIENCE	955	890	845	882	846	<b>4,418</b>
EBD	5,738	5,560	5,422	5,971	5,803	<b>28,494</b>
ELEMENTARY	68,121	64,907	62,058	70,687	68,978	<b>334,751</b>
ESL	2,244	2,162	2,025	2,335	2,245	<b>11,011</b>
FACS	3,086	2,899	2,736	3,226	3,142	<b>15,089</b>
FRENCH	1,461	1,383	1,309	1,400	1,358	<b>6,911</b>
GERMAN	1,387	1,290	1,213	1,261	1,232	<b>6,383</b>
HEALTH	5,188	4,886	4,593	4,920*	4,777*	<b>14,667</b>
HEBREW	3	2	2	2	2	<b>11</b>
INSTRUMENTAL MUSIC	19,984	1,895	1,823	2,013	1,956	<b>27,671</b>
JAPANESE	29	29	29	32	32	<b>151</b>
JR HIGH SCIENCE	212	200	187	261	257	<b>1,117</b>
LATIN	2	148	116	256	248	<b>770</b>
LD	8,894	8,551	8,283	8,824	8,516	<b>43,068</b>
LIBRARY MEDIA	3,436	3,272	3,065	3,442	3,336	<b>16,551</b>
LIFE SCIENCE	5,584	5,249	4,949	5,940	5,790	<b>27,512</b>
MATH	10,524	9,966	9,419	10,766	10,568	<b>51,243</b>
MEDICAL CAREERS	106	101	92	86	75	<b>460</b>

MILDLY HANDICAPPED	39	37	37	36	34	<b>183</b>
MMMI	7,141	6,908	6,679	6,809	6,651	<b>34,188</b>
MMSI	3,148	3,061	2,967	2,883	2,809	<b>14,868</b>
MUSIC OTHER	4,146	3,867	3,604	4,252	4,176	<b>20,045</b>
NORWEGIAN	18	16	16	23	23	<b>96</b>
NURSE				1313	1250	<b>0</b>
OJIBWA	11	11	11	13	13	<b>59</b>
ORAL/AURAL DEAF EDUCATION	93	88	84	98	90	<b>453</b>
OTHER VOCATIONAL NARROW CATEGORY				376	356	<b>732</b>
PARENT AND FAMILY ED	2,212	2,158	2,098	2,126	2,045	<b>10,639</b>
PHYSICAL AND HEALTH DISABILITIES	87	87	87	128	127	<b>516</b>
PHYSICAL EDUCATION	11,837	11,084	10,356	12,279*	12,019*	<b>33,277</b>
PHYSICAL SCIENCE (PHYSICS & CHEMISTRY)	1,487	1,376	1,290	1,362	1,326	<b>6,841</b>
PHYSICALLY HANDICAPPED	290	282	275	278	267	<b>1,392</b>
PHYSICS	638	577	534	620	605	<b>2,974</b>
POLISH	-	-		1	1	<b>2</b>
PRINCIPAL				7569	7323	<b>0</b>
PSYCHOLOGIST				1121	1080	<b>0</b>
READING	3,743	3,551	3,377	4,674	4,521	<b>19,866</b>
RUSSIAN	117	111	101	92	91	<b>512</b>
SCIENCE 5-8	1,308	1,303	1,291	1,989	1,980	<b>7,871</b>
SCIENCE 5-9	1,112	1,084	1,049	1,026	997	<b>5,268</b>
SCIENCE ALL	1,497	1,303	1,102	1,993	1,984	<b>7,879</b>
SERVICE OCCUPATIONS	218	209	196	199	189	<b>1,011</b>
SOCIAL STUDIES	21,181	20,121	18,835	23,069	22,613	<b>105,819</b>
SOCIAL WORKER				2007	1925	<b>0</b>
SPANISH	2,742	2,617	2,519	2,765	2,684	<b>13,327</b>
SPEECH LANGUAGE PATHOLOGIST				2924	2868	<b>0</b>
SUPERINTENDENT				2269	2170	<b>0</b>
SWEDISH	1	5	5	15	14	<b>40</b>
TECH/TRADE AND INDUSTRY	3,021	2,811	2,592	3,455	3,375	<b>15,254</b>
THEATRE	1,073	1,037	978	915*	882*	<b>3,088</b>
VISUAL ARTS	3,790	3,582	3,394	3,793	3,662	<b>18,221</b>
VOCAL MUSIC	1,792	1,712	1,627	1,805	1,747	<b>8,683</b>
WORK BASED LEARNING	2,402	2,306	2,201	2,321	2,240	<b>11,470</b>
<b>TOTAL</b>	<b>251,941</b>	<b>222,393</b>	<b>210,963</b>	<b>206,718</b>	<b>201,559</b>	<b>1,093,574</b>

\* some activity codes counted in more than one area

Appendix F

Total Initial Licenses Granted, All Licensure Areas 2002-2006

<b>ABE</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	11	5	9	13	13	51
PREPARED OUT-SIDE OF MN	5	7	6	10	7	35
<b>TOTAL</b>	<b>16</b>	<b>12</b>	<b>15</b>	<b>23</b>	<b>20</b>	<b>86</b>

<b>AGRICULTURAL</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	12	17	10	11	3	53
PREPARED OUT-SIDE OF MN	16	13	12	19	15	75
<b>TOTAL</b>	<b>28</b>	<b>30</b>	<b>22</b>	<b>30</b>	<b>18</b>	<b>128</b>

<b>AMERICAN INDIAN LANG/CULTURE</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	0	1	7	2	5	15
PREPARED OUT-SIDE OF MN	7	6	8	6	1	28
<b>TOTAL</b>	<b>7</b>	<b>7</b>	<b>15</b>	<b>8</b>	<b>6</b>	<b>43</b>

<b>BILINGUAL/BICULTURAL</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	5	0	4	1	4	14
PREPARED OUT-SIDE OF MN	21	4	5	11	2	43
<b>TOTAL</b>	<b>26</b>	<b>4</b>	<b>9</b>	<b>12</b>	<b>6</b>	<b>57</b>

<b>BUSINESS</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	34	31	70	59	90	284
PREPARED OUT-SIDE OF MN	51	40	65	49	48	253
<b>TOTAL</b>	<b>85</b>	<b>71</b>	<b>135</b>	<b>108</b>	<b>138</b>	<b>537</b>

<b>COMMUNICATION ARTS &amp; LIT.</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	602	719	690	513	580	3104
PREPARED OUT-SIDE OF MN	311	267	249	222	189	1238
<b>TOTAL</b>	<b>913</b>	<b>986</b>	<b>939</b>	<b>735</b>	<b>769</b>	<b>4342</b>

<b>DANCE</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	0	1	7	7	5	20
PREPARED OUT-SIDE OF MN	4	5	0	3	4	16
<b>TOTAL</b>	<b>4</b>	<b>6</b>	<b>7</b>	<b>10</b>	<b>9</b>	<b>36</b>

<b>DRIVERS EDUCATION</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	17	37	21	14	22	111
PREPARED OUT-SIDE OF MN	5	15	13	10	13	56
<b>TOTAL</b>	<b>22</b>	<b>52</b>	<b>34</b>	<b>24</b>	<b>35</b>	<b>167</b>

<b>EARLY CHILDHOOD</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	291	480	670	532	607	2580
PREPARED OUT-SIDE OF MN	184	174	192	177	147	874
<b>TOTAL</b>	<b>475</b>	<b>654</b>	<b>862</b>	<b>709</b>	<b>754</b>	<b>3454</b>

<b>ELEMENTARY EDUCATION</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	1562	1660	2075	1380	1522	<b>8199</b>
PREPARED OUT-SIDE OF MN	939	816	825	718	640	<b>3938</b>
<b>TOTAL</b>	<b>2501</b>	<b>2476</b>	<b>2900</b>	<b>2098</b>	<b>2162</b>	<b>12137</b>

<b>ENGLISH AS A SECOND LANGUAGE</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	173	77	107	117	101	<b>575</b>
PREPARED OUT-SIDE OF MN	128	66	71	90	75	<b>430</b>
<b>TOTAL</b>	<b>301</b>	<b>143</b>	<b>178</b>	<b>207</b>	<b>176</b>	<b>1005</b>

<b>FAMILY AND CONSUMER SCIENCE</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	32	27	10	11	21	<b>101</b>
PREPARED OUT-SIDE OF MN	41	27	28	26	28	<b>150</b>
<b>TOTAL</b>	<b>73</b>	<b>54</b>	<b>38</b>	<b>37</b>	<b>49</b>	<b>251</b>

<b>HEALTH</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	119	94	94	75	70	<b>452</b>
PREPARED OUT-SIDE OF MN	53	47	48	36	41	<b>225</b>
<b>TOTAL</b>	<b>172</b>	<b>141</b>	<b>142</b>	<b>111</b>	<b>111</b>	<b>677</b>

<b>LIBRARY MEDIA</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	45	33	35	39	31	<b>183</b>
PREPARED OUT-SIDE OF MN	19	22	24	22	24	<b>111</b>
<b>TOTAL</b>	<b>64</b>	<b>55</b>	<b>59</b>	<b>61</b>	<b>55</b>	<b>294</b>

<b>MATHEMATICS</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	386	533	560	383	439	<b>2301</b>
PREPARED OUT-SIDE OF MN	219	182	166	125	127	<b>819</b>
<b>TOTAL</b>	<b>605</b>	<b>715</b>	<b>726</b>	<b>508</b>	<b>566</b>	<b>3120</b>

<b>MEDICAL CAREERS</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	0	1	0	0	1	<b>2</b>
PREPARED OUT-SIDE OF MN	5	1	6	1	2	<b>15</b>
<b>TOTAL</b>	<b>5</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>17</b>

<b>MUSIC (INSTRUMENTAL, VOCAL &amp; CLASSROOM)</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	119	131	146	131	157	<b>684</b>
PREPARED OUT-SIDE OF MN	131	111	110	95	113	<b>560</b>
<b>TOTAL</b>	<b>250</b>	<b>242</b>	<b>256</b>	<b>226</b>	<b>270</b>	<b>1244</b>

<b>PARENT AND FAMILY EDUCATION</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	131	40	48	31	22	<b>272</b>
PREPARED OUT-SIDE OF MN	52	16	13	10	3	<b>94</b>
<b>TOTAL</b>	<b>183</b>	<b>56</b>	<b>61</b>	<b>41</b>	<b>25</b>	<b>366</b>

<b>PHYSICAL EDUCATION</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	183	177	178	154	150	<b>842</b>
PREPARED OUT-SIDE OF MN	120	94	113	96	75	<b>498</b>
<b>TOTAL</b>	<b>303</b>	<b>271</b>	<b>291</b>	<b>250</b>	<b>225</b>	<b>1340</b>

<b>READING</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	66	6	30	69	125	<b>296</b>
PREPARED OUT-SIDE OF MN	63	33	51	72	71	<b>290</b>
<b>TOTAL</b>	<b>129</b>	<b>39</b>	<b>81</b>	<b>141</b>	<b>196</b>	<b>586</b>

<b>SCIENCE</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	468	494	486	469	498	<b>2415</b>
PREPARED OUT-SIDE OF MN	321	271	269	236	225	<b>1322</b>
<b>TOTAL</b>	<b>789</b>	<b>765</b>	<b>755</b>	<b>705</b>	<b>723</b>	<b>3737</b>

<b>SERVICE OCCUPATIONS</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	0	0	0	0	1	<b>1</b>
PREPARED OUT-SIDE OF MN	3	0	3	0	0	<b>6</b>
<b>TOTAL</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>7</b>

<b>SOCIAL STUDIES</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	786	1022	1019	639	675	<b>4141</b>
PREPARED OUT-SIDE OF MN	355	310	242	225	198	<b>1330</b>
<b>TOTAL</b>	<b>1141</b>	<b>1332</b>	<b>1261</b>	<b>864</b>	<b>873</b>	<b>5471</b>

<b>TECHNOLOGY (INDUSTRIAL ARTS)</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	41	32	34	24	27	<b>158</b>
PREPARED OUT-SIDE OF MN	29	35	34	25	10	<b>133</b>
<b>TOTAL</b>	<b>70</b>	<b>67</b>	<b>68</b>	<b>49</b>	<b>37</b>	<b>291</b>

<b>THEATRE</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	11	1	9	0	4	<b>25</b>
PREPARED OUT-SIDE OF MN	19	9	5	8	3	<b>44</b>
<b>TOTAL</b>	<b>30</b>	<b>10</b>	<b>14</b>	<b>8</b>	<b>7</b>	<b>69</b>

<b>VISUAL ARTS</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	81	82	81	87	82	<b>413</b>
PREPARED OUT-SIDE OF MN	69	53	49	40	48	<b>259</b>
<b>TOTAL</b>	<b>150</b>	<b>135</b>	<b>130</b>	<b>127</b>	<b>130</b>	<b>672</b>

<b>WORK BASED LEARNING</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	26	20	36	64	37	<b>183</b>
PREPARED OUT-SIDE OF MN	27	12	20	25	13	<b>97</b>
<b>TOTAL</b>	<b>53</b>	<b>32</b>	<b>56</b>	<b>89</b>	<b>50</b>	<b>280</b>



**WORLD LANGUAGES:**

<b>FRENCH</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	25	17	17	12	20	<b>91</b>
PREPARED OUT-SIDE OF MN	25	19	12	18	15	<b>89</b>
<b>TOTAL</b>	<b>50</b>	<b>36</b>	<b>29</b>	<b>30</b>	<b>35</b>	<b>180</b>

<b>GERMAN</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	16	11	13	9	10	<b>59</b>
PREPARED OUT-SIDE OF MN	13	15	9	6	6	<b>49</b>
<b>TOTAL</b>	<b>29</b>	<b>26</b>	<b>22</b>	<b>15</b>	<b>16</b>	<b>108</b>

<b>JAPANESE</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	2	1	0	2	1	<b>6</b>
PREPARED OUT-SIDE OF MN	0	1	0	1	0	<b>2</b>
<b>TOTAL</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>8</b>

<b>SPANISH</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	75	95	89	71	73	<b>403</b>
PREPARED OUT-SIDE OF MN	63	56	63	60	49	<b>291</b>
<b>TOTAL</b>	<b>138</b>	<b>151</b>	<b>152</b>	<b>131</b>	<b>122</b>	<b>694</b>

**SPECIAL EDUCATION:**

<b>BLIND OR VISUALLY IMPAIRED</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	4	0	1	0	3	<b>8</b>
PREPARED OUT-SIDE OF MN	5	2	2	5	1	<b>15</b>
<b>TOTAL</b>	<b>9</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>23</b>

<b>DEAF OR HARD OF HEARING</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	2	2	6	8	8	<b>26</b>
PREPARED OUT-SIDE OF MN	4	9	12	52	8	<b>85</b>
<b>TOTAL</b>	<b>6</b>	<b>11</b>	<b>18</b>	<b>60</b>	<b>16</b>	<b>111</b>

<b>DEVELOPMENTAL/ADAPTIVE PHYSICAL ED</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	44	61	61	39	47	<b>252</b>
PREPARED OUT-SIDE OF MN	23	23	19	21	9	<b>95</b>
<b>TOTAL</b>	<b>67</b>	<b>84</b>	<b>80</b>	<b>60</b>	<b>56</b>	<b>347</b>

<b>DEVELOPMENTAL DISABILITIES</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	29	60	91	78	90	<b>348</b>
PREPARED OUT-SIDE OF MN	23	18	78	103	76	<b>298</b>
<b>TOTAL</b>	<b>52</b>	<b>78</b>	<b>169</b>	<b>181</b>	<b>166</b>	<b>646</b>

<b>EARLY CHILDHOOD SPECIAL EDUCATION</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	25	36	34	45	49	<b>189</b>
PREPARED OUT-SIDE OF MN	20	22	28	36	28	<b>134</b>
<b>TOTAL</b>	<b>45</b>	<b>58</b>	<b>62</b>	<b>81</b>	<b>77</b>	<b>323</b>

<b>EBD</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	120	156	190	209	212	<b>887</b>
PREPARED OUT-SIDE OF MN	106	105	149	145	112	<b>617</b>
<b>TOTAL</b>	<b>226</b>	<b>261</b>	<b>339</b>	<b>354</b>	<b>324</b>	<b>1504</b>

<b>LD</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	163	204	254	272	228	<b>1121</b>
PREPARED OUT-SIDE OF MN	148	169	219	186	143	<b>865</b>
<b>TOTAL</b>	<b>311</b>	<b>373</b>	<b>473</b>	<b>458</b>	<b>371</b>	<b>1986</b>

<b>MILDLY HANDICAPPED</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	0	0	0	0	0	<b>0</b>
PREPARED OUT-SIDE OF MN	0	0	0	0	0	<b>0</b>
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>MMMI</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	25	11	0	0	0	<b>36</b>
PREPARED OUT-SIDE OF MN	100	85	31	0	1	<b>217</b>
<b>TOTAL</b>	<b>125</b>	<b>96</b>	<b>31</b>	<b>0</b>	<b>1</b>	<b>253</b>

<b>MMSI</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	5	3	2	0	0	<b>10</b>
PREPARED OUT-SIDE OF MN	25	46	22	0	0	<b>93</b>
<b>TOTAL</b>	<b>30</b>	<b>49</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>103</b>

<b>ORAL/AURAL DEAF EDUCATION</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	2	4	3	2	6	<b>17</b>
PREPARED OUT-SIDE OF MN	14	9	15	2	9	<b>49</b>
<b>TOTAL</b>	<b>16</b>	<b>13</b>	<b>18</b>	<b>4</b>	<b>15</b>	<b>66</b>

<b>PHYSICAL AND HEALTH DISABILITIES</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	10	18	22	14	18	<b>82</b>
PREPARED OUT-SIDE OF MN	8	6	4	8	2	<b>28</b>
<b>TOTAL</b>	<b>18</b>	<b>24</b>	<b>26</b>	<b>22</b>	<b>20</b>	<b>110</b>

<b>PHYSICALLY HANDICAPPED</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	0	0	0	0	0	<b>0</b>
PREPARED OUT-SIDE OF MN	4	0	0	0	0	<b>4</b>
<b>TOTAL</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>

<b>C&amp;T/SPECIAL EDUCATION</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	9	7	4	9	1	<b>30</b>
PREPARED OUT-SIDE OF MN	10	1	1	5	1	<b>18</b>
<b>TOTAL</b>	<b>19</b>	<b>8</b>	<b>5</b>	<b>14</b>	<b>2</b>	<b>48</b>

<b>UNDUPLICATED TOTALS</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	4955	4729	5532	4833	5074	<b>25,123</b>
PREPARED OUT-SIDE OF MN	3500	3007	3261	3084	2609	<b>15,461</b>
<b>TOTAL</b>	<b>8455</b>	<b>7736</b>	<b>8793</b>	<b>7917</b>	<b>7683</b>	<b>40,584</b>

\*unduplicated counts include **all** licensure areas not all licensure areas are included in counts by category.,

<b>DUPLICATED TOTALS</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>TOTAL</b>
PREPARED IN MN	6657	7304	8281	6672	7125	<b>36,039</b>
PREPARED OUT-SIDE OF MN	4656	4077	4209	3889	3265	<b>20,096</b>
<b>TOTAL</b>	<b>11313</b>	<b>11381</b>	<b>12490</b>	<b>10561</b>	<b>10390</b>	<b>56,135</b>

\*duplicated counts include **all** licensure areas not all licensure areas are included in counts by category

Achievement data is used to determine In state and Out state locations. If an individual has more than one achieve entry the highest degree achieved is used. Achieve data entered is where the individual received his/her degree, it doesn't necessarily mean this is where the individual completed their teacher prep program.

In some cases no degree data is entered, this could be for a number of reason which include but not limited to:

1. Licensure area does not require a degree
2. Achieve data is not entered for endorsements
3. Data is not entered due to being missed

No Degree data is excluded from this report.

**School Districts and Charter Schools by Region**

**Region 1 and 2**

- 31 Bemidji Public School District
- 32 Blackduck Public School District
- 36 Kelliher Public School District
- 38 Red Lake Public School District
- 162 Bagley Public School District
- 306 Laporte Public School District
- 308 Nevis Public School District
- 309 Park Rapids Public School District
- 356 Lancaster Public School District
- 363 South Koochiching School District
- 390 Lake Of The Woods School District
- 432 Mahnomen Public School District
- 435 Waubun Public School District
- 441 Marshall County Central Schools
- 447 Grygla Public School District
- 561 Goodridge Public School District
- 564 Thief River Falls School District
- 592 Climax Public School District
- 593 Crookston Public School District
- 595 East Grand Forks Public School District
- 599 Fertile-Beltrami School District
- 600 Fisher Public School District
- 601 Fosston Public School District
- 627 Oklee Public School District
- 628 Plummer Public School District
- 630 Red Lake Falls Public School District
- 676 Badger Public School District
- 682 Roseau Public School District
- 690 Warroad Public School District
- 2171 Kittson Central School District
- 2176 Warren-Alvarado-Oslo School District
- 2215 Norman County East School District
- 2311 Clearbrook-Gonvick School District
- 2358 Tri-County School District
- 2527 Norman County West School District
- 2609 Win-E-Mac School District
- 2683 Greenbush-Middle River School District
- 2854 Ada-Borup Public School District
- 2856 Stephen-Argyle Central Schools
- 4058 Schoolcraft Learning Community Charter
- 4106 Treknorth High School
- 4155 Naytahwaush Community School
- 6015 Northwest Ed. Technology Cooperative
- 6020 Border Region Education District
- 928 Region 1 & 2-Northwest Svc. Coop

### **Region 3**

- 1 Aitkin Public School District
- 2 Hill City Public School District
- 4 Mcgregor Public School District
- 91 Barnum Public School District
- 93 Carlton Public School District
- 94 Cloquet Public School District
- 95 Cromwell-Wright Public Schools
- 97 Moose Lake Public School District
- 99 Esko Public School District
- 100 Wrenshall Public School District
- 166 Cook County Public Schools
- 316 Greenway Public School District
- 317 Deer River Public School District
- 318 Grand Rapids Public School District
- 319 Nashwauk-Keewatin School District
- 361 International Falls School District
- 362 Littlefork-Big Falls School District
- 381 Lake Superior Public School District
- 695 Chisholm Public School District
- 696 Ely Public School District
- 698 Floodwood Public School District
- 700 Hermantown Public School District
- 701 Hibbing Public School District
- 704 Proctor Public School District
- 706 Virginia Public School District
- 707 Nett Lake Public School District
- 709 Duluth Public School District
- 712 Mountain Iron-Buhl School District
- 2142 St. Louis County School District
- 2154 Eveleth-Gilbert School District
- 2711 Mesabi East School District
- 4020 Duluth Public Schools Academy
- 4046 Lake Superior High School
- 4084 North Shore Community School
- 4085 Harbor City International Charter
- 4100 Great Expectations
- 4145 Birch Grove Community School
- 4146 Northern Lights Community School
- 6076 Northland Learning Center
- 927 Region 3 - Northeast Service Coop

### **Region 4**

- 22 Detroit Lakes Public School District
- 23 Frazee-Vergas Public School District
- 25 Pine Point Public School District
- 146 Barnesville Public School District
- 150 Hawley Public School District
- 152 Moorhead Public School District
- 206 Alexandria Public School District

207 Brandon Public School District  
 208 Evansville Public School District  
 213 Osakis Public School District  
 261 Ashby Public School District  
 264 Herman-Norcross School District  
 542 Battle Lake Public School District  
 544 Fergus Falls Public School District  
 545 Henning Public School District  
 547 Parkers Prairie Public School District  
 548 Pelican Rapids Public School District  
 549 Perham Public School District  
 550 Underwood Public School District  
 553 New York Mills Public School District  
 611 Cyrus Public School District  
 768 Hancock Public School District  
 769 Morris Public School District  
 771 Chokio-Alberta Public School District  
 801 Browns Valley Public School District  
 803 Wheaton Area Public School District  
 846 Breckenridge Public School District  
 850 Rothsay Public School District  
 852 Campbell-Tintah Public School District  
 914 Ulen-Hitterdal Public School District  
 2149 Minnewaska School District  
 2164 Dilworth-Glyndon-Felton  
 2342 West Central Area  
 2889 Lake Park Audubon School District  
 4045 Lakes Area Charter School  
 6014 Runestone Area Ed. District  
 6016 Pomme De Terre Ed. District  
 926 Region 4-Lakes Country Service Coop

## **Region 5**

113 Walker-Hackensack-Akeley School. District  
 115 Cass Lake-Bena Public Schools  
 116 Pillager Public School District  
 118 Northland Community Schools  
 181 Brainerd Public School District  
 182 Crosby-Ironton Public School District  
 186 Pequot Lakes Public Schools  
 482 Little Falls Public School District  
 484 Pierz Public School District  
 485 Royalton Public School District  
 486 Swanville Public School District  
 487 Upsala Public School District  
 786 Bertha-Hewitt Public School District  
 787 Browerville Public School District  
 818 Verndale Public School District  
 820 Sebeka Public School District  
 821 Menahga Public School District

- 2155 Wadena-Deer Creek School District
- 2170 Staples-Motley School District
- 2174 Pine River-Backus School District
- 2753 Long Prairie-Grey Eagle School District
- 2759 Eagle Valley Public School District
- 4012 Emily Charter School
- 4059 Crosslake Community Charter School
- 4080 Pillager Area Charter School
- 6070 Quad County Telecomm Project
- 6004 Freshwater Ed. District
- 6979 Mid State Education District
- 924 Region 5-North Central Service Cooperative

**Region 6 and 8**

- 4161 New Discoveries Montessori Academy
- 62 Ortonville Public School District
- 129 Montevideo Public School District
- 173 Mountain Lake Public Schools
- 177 Windom Public School District
- 330 Heron Lake-Okabena School District
- 345 New London-Spicer School District
- 347 Willmar Public School District
- 371 Bellingham Public School District
- 378 Dawson-Boyd Public School District
- 402 Hendricks Public School District
- 403 Ivanhoe Public School District
- 404 Lake Benton Public School District
- 409 Tyler Public School District
- 411 Balaton Public School District
- 413 Marshall Public School District
- 414 Minneota Public School District
- 415 Lynd Public School District
- 417 Tracy Public School District
- 418 Russell Public School District
- 423 Hutchinson Public School District
- 424 Lester Prairie Public School District
- 463 Eden Valley-Watkins School District
- 465 Litchfield Public School District
- 466 Dassel-Cokato Public School District
- 505 Fulda Public School District
- 511 Adrian Public School District
- 513 Brewster Public School District
- 514 Ellsworth Public School District
- 516 Round Lake Public School District
- 518 Worthington Public School District
- 581 Edgerton Public School District
- 584 Ruthton Public School District
- 635 Milroy Public School District
- 640 Wabasso Public School District
- 671 Hills-Beaver Creek School District

775 Kerkhoven-Murdock-Sunburg  
 777 Benson Public School District  
 891 Canby Public School District  
 2159 Buffalo Lake-Hector School District  
 2167 Lakeview School District  
 2169 Murray County Central School District  
 2180 M.A.C.C.R.A.Y. School District  
 2184 Luverne Public School District  
 2190 Yellow Medicine East  
 2396 A.C.G.C.  
 2534 Bird Island-Olivia-Lake Lillian  
 2689 Pipestone Area School District  
 2754 Cedar Mountain School District  
 2853 Lac Qui Parle Valley School District  
 2859 Glencoe-Silver Lake School District  
 2884 Red Rock Central School District  
 2887 Mcleod West Public School District  
 2888 Clinton-Graceville-Beardsley  
 2890 Renville County West School District  
 2895 Jackson County Central School District  
 2897 Redwood Area School District  
 2898 Westbrook-Walnut Grove Schools  
 815 Prinsburg Public School District  
 4026 E.C.H.O. Charter School  
 4028 Eci' Nompa Woonspé  
 4072 Yankton Country Charter School  
 4093 New Century Charter School  
 4125 Worthington Area Language Academy  
 4138 Milroy Area Charter School  
 6002 Des Moines River Valley. Tele-Media  
 6040 Little Crow Tele-Media Network  
 6043 Redwood County Tele-Network  
 6018 Minnesota River Valley Education District  
 6022 Central Lakes Education District  
 991 Region 6 & 8-S.W/W.C. Service Cooperative

**Region 7**

4160 Spectrum High School  
 47 Sauk Rapids Public School District  
 51 Foley Public School District  
 138 North Branch Public Schools  
 139 Rush City Public School District  
 314 Braham Public School District  
 332 Mora Public School District  
 333 Ogilvie Public School District  
 473 Isle Public School District  
 477 Princeton Public School District  
 480 Onamia Public School District  
 577 Willow River Public School District  
 578 Pine City Public School District



- 726 Becker Public School District
- 727 Big Lake Public School District
- 728 Elk River Public School District
- 738 Holdingford Public School District
- 739 Kimball Public School District
- 740 Melrose Public School District
- 741 Paynesville Public School District
- 742 St. Cloud Public School District
- 743 Sauk Centre Public School District
- 745 Albany Public School District
- 748 Sartell-St. Stephen School District
- 750 Rocori Public School District
- 876 Annandale Public School District
- 877 Buffalo Public School District
- 879 Delano Public School District
- 881 Maple Lake Public School District
- 882 Monticello Public School District
- 883 Rockford Public School District
- 885 St. Michael-Albertville School District
- 911 Cambridge-Isanti Public School District
- 912 Milaca Public School District
- 2144 Chisago Lakes School District
- 2165 Hinckley-Finlayson School District
- 2364 Belgrade-Brooten-Elrosa School Dist
- 2580 East Central School District
- 2687 Howard Lake-Waverly-Winsted
- 323 Franconia Public School District
- 4048 Great River Education Center
- 4095 Trio Wolf Creek Distance Learning
- 4107 Voyageurs Expeditionary
- 4118 Kaleidoscope Charter School
- 4137 Swan River Montessori Charter School
- 4142 Stride Academy Charter School
- 246 Central Minnesota E.R.D.C.
- 6003 East Central Minnesota Ed. Cable Cooperative
- 6054 Central Minnesota Ed Telecom System
- 6074 Central Minnesota Jt. Powers District
- 6009 St. Croix River Education District
- 6026 West Central Education District
- 6383 Benton-Stearns Ed. District
- 923 Region 7-Resource Training. & Solutions

**Region 9**

- 75 St. Clair Public School District
- 77 Mankato Public School District
- 81 Comfrey Public School District
- 84 Sleepy Eye Public School District
- 85 Springfield Public School District
- 88 New Ulm Public School District
- 391 Cleveland Public School District

392 Lecenter Public School District  
 394 Montgomery-Lonsdale School District  
 458 Truman Public School District  
 507 Nicollet Public School District  
 508 St. Peter Public School District  
 829 Waseca Public School District  
 836 Butterfield Public School District  
 837 Madelia Public School District  
 840 St. James Public School District  
 2071 Lake Crystal-Wellcome Memorial  
 2134 United South Central School District  
 2135 Maple River School District  
 2143 Waterville-Elysian-Morristown  
 2168 N.R.H.E.G. School District  
 2310 Sibley East School District  
 2365 G.F.W.  
 2397 Lesueur-Henderson School District  
 2448 Martin County West School District  
 2536 Granada Huntley-East Chain #2536  
 2752 Fairmont Area School District  
 2835 Janesville-Waldorf-Pemberton  
 2860 Blue Earth Area Public School  
 4007 Minnesota New Country School  
 4050 Lafayette Public Charter School  
 4066 Riverbend Academy  
 4127 Team Academy  
 4144 Green Isle Community School  
 4151 Edvisions Off Campus School  
 6036 Socrates Program  
 6027 Minnesota Valley Education District  
 6049 River Bend Education District  
 922 Region 9-South Central Service Coop

**Region 10**

203 Hayfield Public School District  
 204 Kasson-Mantorville School District  
 227 Chatfield Public Schools  
 229 Lanesboro Public School District  
 238 Mabel-Canton Public School District  
 239 Rushford-Peterson Public Schools  
 241 Albert Lea Public School District  
 242 Alden-Conger Public School District  
 252 Cannon Falls Public School District  
 253 Goodhue Public School District  
 255 Pine Island Public School District  
 256 Red Wing Public School District  
 294 Houston Public School District  
 297 Spring Grove School District  
 299 Caledonia Public School District  
 300 Lacrescent-Hokah School District

492 Austin Public School District  
 495 Grand Meadow Public School District  
 497 Lyle Public School District  
 499 Leroy Public School District  
 500 Southland Public School District  
 531 Byron Public School District  
 533 Dover-Eyota Public School District  
 534 Stewartville Public School District  
 535 Rochester Public School District  
 656 Faribault Public School District  
 659 Northfield Public School District  
 756 Blooming Prairie Public School District  
 761 Owatonna Public School District  
 763 Medford Public School District  
 806 Elgin-Millville Public School District  
 810 Plainview Public School District  
 811 Wabasha-Kellogg Public School District  
 813 Lake City Public School District  
 857 Lewiston-Altura Public School District  
 858 St. Charles Public School District  
 861 Winona Area Public School District  
 2125 Triton School District  
 2137 Kingsland Public School District  
 2172 Kenyon-Wanamingo School District  
 2198 Fillmore Central  
 2805 Zumbrota-Mazeppa School District  
 2886 Glenville-Emmons School District  
 4001 Bluffview Montessori  
 4021 Village School Of Northfield  
 4054 Lacrescent Montessori Academy  
 4055 Nerstrand Charter School  
 4056 Rochester Off-Campus Charter High  
 4061 Studio Academy Charter School  
 4064 Riverway Learning Community Charter  
 4081 Discovery Public School Faribault  
 4083 Ridgeway Community School  
 4090 Prairie Creek Community School  
 4091 Artech  
 4123 Dakota Area Community Charter School  
 4154 Recovery School Of Southern Minnesota  
 6048 Wasioja Ed. Technology Coop.  
 6012 Zumbro Education District  
 6013 Hiawatha Valley Ed. District  
 6017 Cedar River Education District  
 6042 Root River Education District  
 6051 Goodhue County Education Dist.  
 921 Region 10-Southeast Service Coop

## Region 11 – Metro

- 4162 Southside Family Charter School
- 4163 Learning For Leadership Charter
  - 11 Anoka-Hennepin Public School District
  - 12 Centennial Public School District
  - 13 Columbia Heights Public School District
  - 14 Fridley Public School District
  - 15 St. Francis Public School District
  - 16 Spring Lake Park Public Schools
- 108 Norwood Public School District
- 110 Waconia Public School District
- 111 Watertown-Mayer Public School District
- 112 Chaska Public School District
- 191 Burnsville Public School District
- 192 Farmington Public School District
- 194 Lakeville Public School District
- 195 Randolph Public School District
- 196 Rosemount-Apple Valley-Eagan
- 197 West St. Paul-Mendota Heights.-Eagan
- 199 Inver Grove Heights Schools
- 200 Hastings Public School District
- 270 Hopkins Public School District
- 271 Bloomington Public School District
- 272 Eden Prairie Public School District
- 273 Edina Public School District
- 276 Minnetonka Public School District
- 277 Westonka Public School District
- 278 Orono Public School District
- 279 Osseo Public School District
- 280 Richfield Public School District
- 281 Robbinsdale Public School District
- 282 St. Anthony-New Brighton Schools
- 283 St. Louis Park Public School District
- 284 Wayzata Public School District
- 286 Brooklyn Center School District
- 621 Mounds View Public School District
- 622 North St Paul-Maplewood School District
- 623 Roseville Public School District
- 624 White Bear Lake School District
- 625 St. Paul Public School District
- 716 Belle Plaine Public School District
- 717 Jordan Public School District
- 719 Prior Lake-Savage Area Schools
- 720 Shakopee Public School District
- 721 New Prague Area Schools
- 831 Forest Lake Public School District
- 832 Mahtomedi Public School District
- 833 South Washington County School District
- 834 Stillwater Public School District
  - 1 Minneapolis Public School District

6 South St. Paul Public School District  
287 Intermediate School District 287  
916 N.E. Metro Intermediate Dist. 916  
917 Intermediate School District 917  
4000 City Academy  
4003 New Heights School, Inc.  
4004 Cedar Riverside Community School  
4005 Metro Deaf School  
4006 Skills For Tomorrow Charter School  
4008 Pact Charter School  
4011 New Visions Charter School  
4015 Community Of Peace Academy  
4016 World Learner Charter School  
4017 Minnesota Transitions Charter School  
4018 Achieve Language Academy  
4019 New Voyage Academy Charter School  
4025 Cyber Village Academy  
4027 Higher Ground Academy  
4029 New Spirit Schools  
4030 Odyssey Charter School  
4031 Jennings Experiential High School  
4032 Harvest Prep School/Seed Academy  
4035 Concordia Creative Learning Academy  
4036 Face To Face Academy  
4038 Sojourner Truth Academy  
4039 High School For Recording Arts  
4042 Twin Cities Academy  
4043 Math & Science Academy  
4044 Heart Of The Earth Charter  
4049 Coon Rapids Learning Center  
4052 Four Directions Charter Schools  
4053 North Lakes Academy  
4057 El Colegio Charter School  
4062 Family Academy Charter School  
4065 Minnesota Business Academy Charter  
4067 Aurora Charter School  
4068 Excell Academy Charter  
4070 Hope Community Academy  
4073 Academia Cesar Chavez Charter School  
4074 Agricultural Food Science Academy  
4075 Avalon School  
4077 Twin Cities International Elem School  
4078 Minnesota International Middle Charter  
4079 Friendship Academy Of Fine Arts Charter  
4082 Bluesky Charter School  
4086 Woodson Institute For Excellence Charter  
4087 Sage Academy Charter School  
4088 Urban Academy Charter School  
4089 New City School  
4092 Watershed High School

4097 Partnership Academy, Inc.  
4098 Nova Classical Academy  
4099 Tarek Ibn Ziyad Academy  
4101 Minnesota North Star Academy  
4102 Minnesota Internship Center  
4103 Hmong Academy  
4104 Liberty High School  
4105 Great River School  
4108 General John Vessey Jr Leadership  
4109 Sobriety High  
4110 Main Street School Performing Arts  
4111 Augsburg Academy For Health Careers  
4112 St Paul Conservatory Performing Art  
4113 Fraser Academy  
4114 Ascension Academy Charter School  
4115 Minneapolis Academy Charter School  
4116 Lakes International Language Academy  
4119 River Heights Charter School  
4120 St. Croix Preparatory Academy  
4121 Ubah Medical Academy Charter School  
4122 Eagle Ridge Academy Charter School  
4124 Beacon Academy  
4126 Prairie Seeds Academy  
4129 Mary Mcevoy Early Literacy Academy  
4131 Lighthouse Academy Of Nations  
4132 Twin Cities Academy High School  
4133 Beacon Preparatory School  
4134 F. Scott Fitzgerald Writing Academy  
4135 Adam Abdulle Academy  
4136 Soul Academy Charter School  
4139 Loveworks Academy For Arts  
4140 Yinghua Academy  
4141 Paideia Academy Charter School  
4143 New Millennium Academy Charter School  
4148 Academy Of Biosciences  
4150 Minnesota Online High School  
4152 Twin Cities German Immersion Charter  
4153 Dugsi Academy  
4157 New Salem Academy  
4158 Dakota Academy  
4159 Seven Hills Classical Academy  
6065 Metropolitan Learning Alliance  
6067 East Metro Integration District  
6069 West Metro Education Program  
6072 Valley Crossing Community School  
6078 N.W.Suburban Integration District  
920 Region 11-Metro Education Service Unit

Appendix H

Minnesota Teacher Retention, 2000-2006, by Perceived Shortage Areas and Reasons for Leaving Teaching

English as a Second Language (ESL)											
Year and Number of First Year Teachers	Returning in MN 2001	%	Returning in MN 2002	%	Returning in MN 2003	%	Returning in MN 2004	%	Returning in MN 2005	%	
2000	91	81	89%	79	87%	71	78%	65	71%	66	73%
2001	102		88	86%	85	83%	86	84%	85	83%	
2002	67			59	88%	56	84%	54	81%		
2003	71				67	94%	66	93%			
2004	82					73	89%				
2005	74										
Year	Termination Code					2000	2001	2002	2003	2004	
2000	Educator in Another District					2		3		1	
	Long Term Substitute						1				
	Not Offered Reemployment for Reasons Other Than Staff Reduction					1	1	2			
	Personal Reasons					7	4	3	10	3	
	Staff Reduction					2	3	7			
	Unknown/or Other					3	1		1	2	
	No Termination Status					76	71	64	60	77	
2001	Educator in Another District						1	1	1	2	
	Educator in Another State, Country or Non-Public Setting									2	
	Not Offered Reemployment for Reasons Other Than Staff Reduction						6	1	4	1	
	Personal Reasons						9	3	2	1	
	Staff Reduction						4	4	3	1	
	Transfer to Non-Licensed Staff						1				
	Unknown/or Other						1	4	1	2	
No Termination Status						80	75	74	7		
2002	Educator in Another District							1	1		
	Educator in Another State, Country or Non-Public Setting							2			
	Not Offered Reemployment for Reasons Other Than Staff Reduction								1		
	Personal Reasons							7	3	1	
	Staff Reduction							3		2	
	Unknown/or Other							3	1	1	
	No Termination Status							52	54	52	
2003	Educator in Another District								2	1	
	Educator in Another State, Country or Non-Public Setting									1	
	Long Term Substitute								1		
	Personal Reasons								4	3	
	Staff Reduction								3	1	
	Unknown/or Other								1	1	
	No Termination Status								60	60	
2004	Educator in Another District									4	
	Not Offered Reemployment for Reasons Other Than Staff Reduction									2	
	Personal Reasons									4	
	Staff Reduction									2	
	Unknown/or Other									5	
	No Termination Status									65	

Mathematics											
Year and Number of First Year Teachers	Returning in MN 2001	%	Returning in MN 2002	%	Returning in MN 2003	%	Returning in MN 2004	%	Returning in MN 2005	%	
2000	189	162	86%	146	77%	141	75%	134	70%	128	67%
2001	176		150	85%	139	78%	127	72%	123	70%	
2002	204		176	86%	162	79%	162	79%	162	79%	
2003	236		209	89%	202	86%	202	86%	202	86%	
2004	255		221	87%	221	87%	221	87%	221	87%	
2005	264		264	100%	264	100%	264	100%	264	100%	
Year	Termination Code						2000	2001	2002	2003	2004
2000	Educator in Another District						8	6	1	1	2
	Educator in Another State, Country or Non-Public Setting						1	2	2	2	
	Not Offered Reemployment for Reasons Other Than Staff Reduction						4	7	4	2	3
	Other Educational Occupation						1				
	Personal Reasons						18	6	5	9	3
	Retirement									1	
	Staff Reduction						7	3	5	2	2
	Transfer to Non-Licensed Staff								1		
	Unknown/or Other						6	4	4	2	2
No Termination Status						144	135	125	123	122	
2001	Educator in Another District							2	4	4	1
	Educator in Another State, Country or Non-Public Setting							7	1		
	Long Term Substitute							1			
	Not Offered Reemployment for Reasons Other Than Staff Reduction							8	3	4	5
	Personal Reasons							12	10	8	2
	Retirement									1	
	Staff Reduction							13	7	5	1
	Transfer to Non-Licensed Staff							2	1		
	Unknown/or Other							5	2	3	1
No Termination Status							126	122	114	117	
2002	Educator in Another District								5	4	7
	Educator in Another State, Country or Non-Public Setting									1	2
	Long Term Substitute								2	2	
	Not Offered Reemployment for Reasons Other Than Staff Reduction								9	5	5
	Personal Reasons								17	11	3
	Staff Reduction								19	7	5
	Transfer to Non-Licensed Staff								3	1	
	Unknown/or Other								4	4	2
No Termination Status								145	143	139	
2003	Educator in Another District									7	6
	Educator in Another State, Country or Non-Public Setting									3	1
	Long Term Substitute									4	2
	Not Offered Reemployment for Reasons Other Than Staff Reduction									9	3
	Other Educational Occupation									1	
	Personal Reasons									9	6
	Staff Reduction									16	6
	Unknown/or Other									6	3
No Termination Status									181	184	
2004	Educator in Another District										14
	Not Offered Reemployment for Reasons Other Than Staff Reduction										16
	Personal Reasons										20
	Staff Reduction										14
	Unknown/or Other										8
No Termination Status										183	



**Science: 5-8**

Year and Number of First Year Teachers	Returning in MN 2001	%	Returning in MN 2002	%	Returning in MN 2003	%	Returning in MN 2004	%	Returning in MN 2005	%	
<b>2000</b>	22	22	100%	19	86%	16	73%	17	77%	17	77%
<b>2001</b>	54		54	100%	43	80%	44	81%	41	76%	
<b>2002</b>	113			94	83%	90	80%	90	80%	90	80%
<b>2003</b>	151					133	88%	119	79%		
<b>2004</b>	168							150	89%		
<b>2005</b>	176										
Year	Termination Code						2000	2001	2002	2003	2004
<b>2000</b>	Educator in Another District							1			2
	Not Offered Reemployment for Reasons Other Than Staff Reduction							2			
	Personal Reasons							1	1		1
	Staff Reduction						1	1	2	2	
	Transfer to Non-Licensed Staff								1		
	No Termination Status						21	17	15	14	15
<b>2001</b>	Educator in Another District							1			1
	Educator in Another State, Country or Non-Public Setting										1
	Long Term Substitute							1			
	Not Offered Reemployment for Reasons Other Than Staff Reduction							1		1	
	Personal Reasons							6	3	3	2
	Staff Reduction							3	3		1
	Unknown/or Other							1	1	3	
	No Termination Status							41	40	36	39
<b>2002</b>	Educator in Another District								7	1	2
	Educator in Another State, Country or Non-Public Setting									1	
	Long Term Substitute								2		
	Not Offered Reemployment for Reasons Other Than Staff Reduction								4	2	3
	Personal Reasons								7	3	7
	Staff Reduction								10	3	3
	Transfer to Non-Licensed Staff								2	1	
	Unknown/or Other								3	1	3
No Termination Status								78	82	72	
<b>2003</b>	Educator in Another District									4	3
	Educator in Another State, Country or Non-Public Setting									3	
	Long Term Substitute									3	2
	Not Offered Reemployment for Reasons Other Than Staff Reduction									6	5
	Personal Reasons									8	6
	Staff Reduction									7	5
	Unknown/or Other									3	2
	No Termination Status									117	110
<b>2004</b>	Educator in Another District										9
	Educator in Another State, Country or Non-Public Setting										2
	Long Term Substitute										1
	Not Offered Reemployment for Reasons Other Than Staff Reduction										5
	Personal Reasons										6
	Staff Reduction										7
	Unknown/or Other										7
	No Termination Status										131

**Science: Chemistry**

<b>Year and Number of First Year Teachers</b>	<b>Returning in MN 2001</b>	<b>%</b>	<b>Returning in MN 2002</b>	<b>%</b>	<b>Returning in MN 2003</b>	<b>%</b>	<b>Returning in MN 2004</b>	<b>%</b>	<b>Returning in MN 2005</b>	<b>%</b>
<b>2000</b> 26	22	85%	23	88%	22	81%	20	80%	20	80%
<b>2001</b>	27		24	89%	22	81%	20	74%	18	67%
<b>2002</b>	44			39	87%	33	75%	32	73%	
<b>2003</b>	32					28	88%	24	75%	
<b>2004</b>	27							22	81%	
<b>2005</b>	34									
<b>Year</b>	<b>Termination Code</b>					<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
2000	Educator in Another District						1			1
	Educator in Another State, Country or Non-Public Setting					1				
	Not Offered Reemployment for Reasons Other Than Staff Reduction					1	1		1	
	Other Educational Occupation								1	
	Personal Reasons					1		1		
	Staff Reduction					2	1	1		
No Termination Status					21	19	21	20	20	
2001	Educator in Another District									1
	Educator in Another State, Country or Non-Public Setting									1
	Personal Reasons						2		2	1
	Staff Reduction						1	1		
	Unknown/or Other						2	1	1	
	No Termination Status						22	21	19	17
2002	Educator in Another District									2
	Not Offered Reemployment for Reasons Other Than Staff Reduction							1	1	1
	Personal Reasons							2	5	3
	Staff Reduction							3	4	1
	Transfer to Non-Licensed Staff									1
	Unknown/or Other							1		1
No Termination Status							37	29	24	
2003	Educator in Another District								2	1
	Not Offered Reemployment for Reasons Other Than Staff Reduction								1	1
	Personal Reasons								1	4
	Unknown/or Other								1	1
	No Termination Status								27	21
2004	Educator in Another District									1
	Not Offered Reemployment for Reasons Other Than Staff Reduction									2
	Personal Reasons									5
	Unknown/or Other									1
	No Termination Status									18

**Science: Earth and Space**

Year and Number of First Year Teachers	Returning in MN 2001	%	Returning in MN 2002	%	Returning in MN 2003	%	Returning in MN 2004	%	Returning in MN 2005	%	
<b>2000</b>	<b>33</b>	31	94%	28	85%	26	79%	25	76%	24	83%
<b>2001</b>		<b>29</b>	24	83%	23	79%	25	86%	19	66%	
<b>2002</b>			<b>19</b>	16	84%	14	74%	14	74%		
<b>2003</b>				<b>17</b>	16	94%	15	88%			
<b>2004</b>					<b>9</b>	9	100%				
<b>2005</b>							<b>16</b>				
Year	Termination Code						2000	2001	2002	2003	2004
<b>2000</b>	Educator in Another District						1	1		1	
	Long Term Substitute						1				
	Not Offered Reemployment for Reasons Other Than Staff Reduction							2	1		1
	Personal Reasons							1	1	3	
	Staff Reduction						1		2		
	Unknown/or Other						1	2	2		
	No Termination Status						30	25	22	22	24
<b>2001</b>	Educator in Another District							1		1	2
	Educator in Another State, Country or Non-Public Setting										1
	Not Offered Reemployment for Reasons Other Than Staff Reduction							2	1		1
	Personal Reasons							2	1		2
	Staff Reduction							1			1
	Unknown/or Other							1		3	1
	No Termination Status							22	22	19	17
<b>2002</b>	Educator in Another District									1	1
	Not Offered Reemployment for Reasons Other Than Staff Reduction								2		1
	Personal Reasons								2	2	
	Staff Reduction								2	1	
	Transfer to Non-Licensed Staff										1
	Unknown/or Other								1		
	No Termination Status								13	121	11
<b>2003</b>	Not Offered Reemployment for Reasons Other Than Staff Reduction									1	
	Personal Reasons									1	
	Staff Reduction										1
	No Termination Status									15	15
<b>2004</b>	Educator in Another District										1
	No Termination Status										8

**Science: Physics**

Year and Number of First Year Teachers	Returning in MN 2001	%	Returning in MN 2002	%	Returning in MN 2003	%	Returning in MN 2004	%	Returning in MN 2005	%	
<b>2000</b>	7	6	86%	3	43%	4	57%	4	57%	5	71%
<b>2001</b>	10		8	80%	6	60%	7	70%	6	60%	
<b>2002</b>	20			17	85%	17	85%	16	80%		
<b>2003</b>	11				9	82%	8	73%			
<b>2004</b>	12					11	92%				
<b>2005</b>	15										
Year	Termination Code					2000	2001	2002	2003	2004	
<b>2000</b>	Not Offered Reemployment for Reasons Other Than Staff Reduction						2				
	Personal Reasons					1		1			
	Staff Reduction						1				
	Unknown/or Other						1				
	No Termination Status					6	2	2	4	4	
<b>2001</b>	Educator in Another District						1		2		
	Educator in Another State, Country, or Non-Public Setting									1	
	Personal Reasons						1	1			
	Staff Reduction							2			
	No Termination Status						8	5	4	6	
<b>2002</b>	Educator in Another District							1		1	
	Not Offered Reemployment for Reasons Other Than Staff Reduction							1			
	Personal Reasons							1	1	1	
	Staff Reduction							1			
	No Termination Status							16	16	15	
<b>2003</b>	Not Offered Reemployment for Reasons Other Than Staff Reduction								2		
	Personal Reasons								1		
	Unknown/or Other									1	
	No Termination Status								8	8	
<b>2004</b>	Educator in Another District									1	
	Personal Reasons									1	
	No Termination Status									10	

**Special Education: Developmental Disabilities (DD)**

<b>Year and Number of First Year Teachers</b>	<b>Returning in MN 2001</b>	<b>%</b>	<b>Returning in MN 2002</b>	<b>%</b>	<b>Returning in MN 2003</b>	<b>%</b>	<b>Returning in MN 2004</b>	<b>%</b>	<b>Returning in MN 2005</b>	<b>%</b>	
<b>2000</b>	<b>22</b>	20	90%	20	90%	19	86%	19	86%	21	95%
<b>2001</b>		<b>38</b>	32	84%	34	89%	34	89%	34	89%	
<b>2002</b>			<b>51</b>	49	96%	49	96%	47	92%		
<b>2003</b>				<b>68</b>	68	100%	65	96%			
<b>2004</b>					<b>70</b>	53	76%				
<b>2005</b>						<b>60</b>					
<b>Year</b>	<b>Termination Code</b>					<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	
2000	Educator in Another District						2				
	Educator in Another State, Country or Non-Public Setting								1		
	Not Offered Reemployment for Reasons Other Than Staff Reduction					1	2	1			
	Personal Reasons					1		1			
	Transfer to Non-Licensed Staff								1		
	Unknown/or Other					1		1			
	No Termination Status					19	16	17	17	19	
2001	Educator in Another District							1	2	3	
	Not Offered Reemployment for Reasons Other Than Staff Reduction						2		1		
	Personal Reasons						5		1	1	
	Staff Reduction						1		1		
	Transfer to Non-Licensed Staff						1				
	Unknown/or Other						2			1	
	No Termination Status						28	31	29	29	
2002	Educator in Another District							1	2		
	Not Offered Reemployment for Reasons Other Than Staff Reduction								2	1	
	Personal Reasons							5	2	3	
	Staff Reduction							6	1	2	
	Unknown/or Other							1	1	1	
	No Termination Status							39	41	42	
2003	Educator in Another District								2	4	
	Long Term Substitute								1		
	Not Offered Reemployment for Reasons Other Than Staff Reduction								1	3	
	Other Educational Occupation									1	
	Personal Reasons								2	2	
	Staff Reduction								1	2	
	Unknown/or Other								1	4	
	No Termination Status								60	52	
2004	Educator in Another District									2	
	Not Offered Reemployment for Reasons Other Than Staff Reduction									2	
	Personal Reasons									6	
	Staff Reduction									8	
	Unknown/or Other									2	
	No Termination Status									50	

**Special Education: Emotional Behavioral Disorders (EBD)**

<b>Year and Number of First Year Teachers</b>	<b>Returning in MN 2001</b>	<b>%</b>	<b>Returning in MN 2002</b>	<b>%</b>	<b>Returning in MN 2003</b>	<b>%</b>	<b>Returning in MN 2004</b>	<b>%</b>	<b>Returning in MN 2005</b>	<b>%</b>	
<b>2000</b>	<b>189</b>										
		174	92%	167	88%	164	87%	158	84%	159	84%
<b>2001</b>		<b>146</b>		136	93%	131	90%	119	82%	119	82%
<b>2002</b>			<b>140</b>		121	86%	118	84%	119	85%	
<b>2003</b>					<b>149</b>		132	89%	127	85%	
<b>2004</b>							<b>142</b>		127	89%	
<b>2005</b>										<b>125</b>	
<b>Year</b>	<b>Termination Code</b>					<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	
<b>2000</b>	Death								1		
	Educator in Another District					11	8	6	5	2	
	Educator in Another State, Country or Non-Public Setting						2		2	1	
	Long Term Substitute						1				
	Not Offered Reemployment for Reasons Other Than Staff Reduction					6	6	6	5	1	
	Other Educational Occupation								1		
	Personal Reasons					14	7	14	5	6	
	Retirement									1	
	Staff Reduction					8	7	2	2	2	
	Transfer to Non-Licensed Staff								1		
	Unknown/or Other					5	3	4	4	3	
No Termination Status					145	141	137	138	142		
<b>2001</b>	Educator in Another District						2	4	4	2	
	Educator in Another State, Country or Non-Public Setting							1	3		
	Not Offered Reemployment for Reasons Other Than Staff Reduction						4	8	9	2	
	Personal Reasons						8	7	5	6	
	Retirement						1				
	Staff Reduction						9	6	5	4	
	Unknown/or Other						5	5	3	4	
	No Termination Status						118	105	103	102	
<b>2002</b>	Educator in Another District							7	7	4	
	Educator in Another State, Country or Non-Public Setting							1	2		
	Long Term Substitute							1		1	
	Not Offered Reemployment for Reasons Other Than Staff Reduction							6	6	5	
	Other Educational Occupation									1	
	Personal Reasons							14	4	6	
	Staff Reduction							14	3	2	
	Transfer to Non-Licensed Staff							1	1		
	Unknown/or Other							1	4	4	
No Termination Status							95	94	95		
<b>2003</b>	Educator in Another District								9	3	
	Educator in Another State, Country or Non-Public Setting								2	1	
	Long Term Substitute								1		
	Not Offered Reemployment for Reasons Other Than Staff Reduction								5	7	
	Other Educational Occupation									1	
	Personal Reasons								10	3	
	Staff Reduction								10	6	
	Transfer to Non-Licensed Staff								1	1	
	Unknown/or Other								2	1	
No Termination Status								109	108		

**Special Education: Emotional Behavioral Disorders (EBD) Continued**

<b>Year</b>	<b>Termination Code</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
<b>2004</b>	Educator in Another District					4
	Not Offered Reemployment for Reasons Other Than Staff Reduction					9
	Personal Reasons					11
	Staff Reduction					11
	Unknown/or Other					7
	No Termination Status					100

**Special Education: Learning Disabilities (LD)**

Year and Number of First Year Teachers	Returning in MN 2001	%	Returning in MN 2002	%	Returning in MN 2003	%	Returning in MN 2004	%	Returning in MN 2005	%	
<b>2000</b>	<b>224</b>	199	89%	190	85%	185	83%	184	82%	183	82%
<b>2001</b>		<b>173</b>		160	92%	152	88%	142	82%	144	83%
<b>2002</b>			<b>179</b>		155	87%	152	85%	153	85%	
<b>2003</b>				<b>178</b>		166	93%	155	87%		
<b>2004</b>					<b>181</b>		158	87%			
<b>2005</b>								<b>158</b>			
Year	Termination Code					2000	2001	2002	2003	2004	
2000	Death								1		
	Educator in Another District					18	9	5	3	5	
	Educator in Another State, Country or Non-Public Setting					5	2		1	1	
	Long Term Substitute						1				
	Not Offered Reemployment for Reasons Other Than Staff Reduction					5	6	4	3	2	
	Other Educational Occupation					1			1		
	Personal Reasons					20	10	11	2	8	
	Staff Reduction					9	6	7	4	2	
	Transfer to Non-Licensed Staff							1			
	Unknown/or Other					6	3	5	2	2	
No Termination Status					160	163	158	168	164		
2001	Educator in Another District						3	4	8	3	
	Educator in Another State, Country or Non-Public Setting						1	1	3		
	Long Term Substitute						1				
	Not Offered Reemployment for Reasons Other Than Staff Reduction						6	7	9	2	
	Other Educational Occupation								1	1	
	Personal Reasons						12	10	8	3	
	Staff Reduction						7	6	4	3	
	Transfer to Non-Licensed Staff						1		1		
	Unknown/or Other						4	3	1	5	
No Termination Status						139	129	118	125		
2002	Educator in Another District							6	4	2	
	Educator in Another State, Country or Non-Public Setting							3			
	Long Term Substitute							1		1	
	Not Offered Reemployment for Reasons Other Than Staff Reduction							4	1	2	
	Other Educational Occupation									1	
	Personal Reasons							16	6	5	
	Staff Reduction							14	4	5	
	Transfer to Non-Licensed Staff							2	1		
	Unknown/or Other							4	4	4	
No Termination Status							129	135	132		
2003	Educator in Another District								8	8	
	Educator in Another State, Country or Non-Public Setting								1	3	
	Long Term Substitute								3	1	
	Not Offered Reemployment for Reasons Other Than Staff Reduction								9	6	
	Other Educational Occupation									1	
	Personal Reasons								6	6	
	Staff Reduction								9	7	
	Transfer to Non-Licensed Staff									1	
	Unknown/or Other								5	1	
No Termination Status								137	132		



**Special Education: Learning Disabilities (LD) Continued**

<b>Year</b>	<b>Termination Code</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
<b>2004</b>	Educator in Another District					6
	Educator in Another State, Country or Non-Public Setting					3
	Long Term Substitute					1
	Not Offered Reemployment for Reasons Other Than Staff Reduction					14
	Personal Reasons					9
	Staff Reduction					12
	Unknown/or Other					4
No Termination Status					132	

**Technology (Industrial Arts)**

Year and Number of First Year Teachers	Returning in MN 2001	%	Returning in MN 2002	%	Returning in MN 2003	%	Returning in MN 2004	%	Returning in MN 2005	%
<b>2000</b>	5	5	100%	5	100%	5	100%	5	100%	100%
<b>2001</b>		12	12	100%	11	92%	11	92%	11	92%
<b>2002</b>			35	32	91%	29	83%	30	86%	86%
<b>2003</b>				25	21	84%	21	84%	21	84%
<b>2004</b>						26	24	92%	24	92%
<b>2005</b>									27	27
Year	Termination Code					2000	2001	2002	2003	2004
<b>2000</b>	Not Offered Reemployment for Reasons Other Than Staff Reduction							1		
	No Termination Status					5	5	4	5	5
<b>2001</b>	Educator in Another District									
	Not Offered Reemployment for Reasons Other Than Staff Reduction						1	1		
	Personal Reasons									1
	Staff Reduction						1	1		1
	No Termination Status						10	10	11	8
<b>2002</b>	Educator in Another District							2	3	1
	Long Term Substitute							1		
	Not Offered Reemployment for Reasons Other Than Staff Reduction							1	2	1
	Personal Reasons							3	3	
	Staff Reduction							1	2	1
	Unknown/or Other									1
	No Termination Status							27	23	25
<b>2003</b>	Educator in Another District								3	
	Other Educational Occupation									1
	Personal Reasons								2	2
	Staff Reduction								1	1
	Unknown/or Other								4	
	No Termination Status								15	17
<b>2004</b>	Educator in Another State, Country or Non-Public Setting									1
	Other Educational Occupation									1
	Personal Reasons									1
	Staff Reduction									1
	Unknown/or Other									1
	No Termination Status									21

## Appendix I

**PERSONNEL VARIANCES GRANTED from 2002 to 2006  
ALL LICENSURE AREAS**

LICENSE	2002	2003	2004	2005	2006	TOTAL
SUPPORT SERVICE FACILITATOR	1				0	1
TEACHER/COORD WORK EXP DISADVANTAGED	2	2	1		0	5
TEACHER/COORD WORK EXP HANDICAPPED	9	1			0	10
VOCATIONAL AGRICULTURE	1	1	1		0	3
AGRICULTURE PRODUCTION FARM MGMT	1	3	4		1	9
VISUAL ARTS	30	44	29	28	27	158
MARKETING OCCUPATIONS		1			0	1
ENGLISH LANGUAGE ARTS	13				0	13
COMMUNICATION ARTS/LITERATURE	40	111	118	83	72	424
READING	16	60	61	45	37	219
ELEMENTARY REMEDIAL READING	3				0	3
SECONDARY REMEDIAL READING	1				0	1
SECONDARY DEVELOPMENTAL READING	21	1			0	22
SPEECH	8				0	8
SPEECH & THEATRE ARTS	2	1			0	3
THEATRE ARTS		1			0	1
DANCE AND THEATRE	16	17	21	15	10	79
JOURNALISM	1				0	1
LATIN	1	1	2	1	3	8
AMERICAN SIGN LANGUAGE	17	10	15	18	18	78
ARABIC	2		1	1	1	5
CHINESE	1	1		1	1	4
ENGLISH AS A SECOND LANGUAGE	109	138	128	135	121	631
FRENCH	7	4	10	8	6	35
GERMAN	3	3	3	1	1	11
ITALIAN					0	0
JAPANESE	3	3	2	2	1	11
RUSSIAN		2	2	2	0	6
SPANISH	56	63	66	60	44	289
OJIBWE		2	3	2	3	10
BILINGUAL/BICULTURAL EDUCATION	10	12	7	7	14	50
HMONG					1	1
PUBLIC AFFAIRS/COMMUNITY SVC OCCUPATIONS		1			0	1
HEALTH CARE CAREERS	1				0	1
NURSING ASSISTING					0	0
TEACHER/COORD HEALTH OCC CO-OP					0	0
HEALTH & PHYSICAL EDUCATION	1				0	1
HEALTH EDUCATION	59	71	55	59	49	293
PHYSICAL EDUCATION	18	25	37	28	21	129
HOME ECONOMICS					0	0
FAMILY AND CONSUMER SCIENCES	27	52	57	35	39	210
CONSUMER AND HOMEMAKING/FAMILY LIFE	1				0	1
CHILD CARE/GUIDANCE & ED OCCUPATIONS					0	0
FOODS OCCUPATIONS			1		0	1
INDUSTRIAL ARTS	5				0	5
TECHNOLOGY	57	35	30	19	19	160

MATHEMATICS	118	181	133	105	82	<b>619</b>
MUSIC	9				0	<b>9</b>
CLASSROOM MUSIC	1				0	<b>1</b>
VOCAL AND CLASSROOM MUSIC	23	36	24	27	19	<b>129</b>
VOCAL MUSIC	1				0	
INSTRUMENTAL(BAND/ORCH) AND CLASSROOM MUSIC	13	16	18	11	8	<b>66</b>
BAND					0	<b>0</b>
SCIENCE ALL	18	2			0	<b>20</b>
JR HIGH SCIENCE					0	<b>0</b>
LIFE SCIENCE	25	44	51	25	28	<b>173</b>
PHYSICAL SCIENCE	59	1		2	0	<b>62</b>
CHEMISTRY	31	121	124	71	62	<b>409</b>
PHYSICS	19	109	129	71	60	<b>388</b>
EARTH AND SPACE SCIENCE	59	48	62	50	32	<b>251</b>
SCIENCE 5-9	10	8			0	<b>18</b>
SCIENCE 5-8	16	115	115	89	67	<b>402</b>
BUSINESS	66				0	<b>66</b>
BUSINESS	39	88	73	42	33	<b>275</b>
ACCOUNTING	2				0	<b>2</b>
BANKING & FINANCE	1				0	<b>1</b>
BUSINESS SIMULATION OCCUPATIONS	1	2			0	<b>3</b>
ADMINISTRATIVE SUPPORT OCCUPATIONS	2		1		0	<b>3</b>
BUSINESS ED BASIC & ECONOMICS					0	<b>0</b>
TEACHER/COORD BUSINESS OCC CO-OP	2				0	<b>2</b>
KEYBOARDING FOR COMPUTER APPLICATION	3	65	69	49	68	<b>254</b>
SOCIAL STUDIES	40	68	71	42	28	<b>249</b>
AMERICAN INDIAN LANGUAGE & CULTURE	1	1			0	<b>2</b>
GEOGRAPHY					0	<b>0</b>
HISTORY	2				0	<b>2</b>
HISTORY-HUMANITIES	1				0	<b>1</b>
PSYCHOLOGY					0	<b>0</b>
TEACHER/COORDINATOR WORK BASED LEARNING	23	43	56	69	52	<b>243</b>
VEHICLE SERVICES OCCUPATIONS					0	<b>0</b>
AVIATION OCCUPATIONS		1			0	<b>1</b>
CONSTRUCTION OCCUPATIONS	3	3			0	<b>6</b>
DRAFTING OCCUPATIONS		4	1		0	<b>5</b>
RADIO & TV PRODUCTION					0	<b>0</b>
BROADCAST/MEDIA OCCUPATIONS		1			0	<b>1</b>
COMMUNICATIONS/MEDIA OCCUPATIONS	2				0	<b>2</b>
GRAPHIC ARTS		1			0	<b>1</b>
METAL/MATERIAL PROCESSING OCCUPATIONS	2	2			0	<b>4</b>
WELDING OCCUPATIONS	1				0	<b>1</b>
SMALL ENGINE MECHANICS	1				0	<b>1</b>
GENERAL ACADEMIC SUBJECTS	24	5			0	<b>29</b>
ELEMENTARY EDUCATION	36	37	32	30	21	<b>156</b>
KINDERGARTEN			4		6	<b>10</b>
PRE KINDERGARTEN	6	6	4		0	<b>16</b>
PRE PRIMARY	2	3	4	2	6	<b>17</b>
EARLY CHILDHOOD EDUCATION	6	41	33	27	19	<b>126</b>
ADULT BASIC EDUCATION		2	1		3	<b>6</b>
PARENT AND FAMILY EDUCATION	19	30	32	29	24	<b>134</b>
FAMILY ED/EARLY CHILDHOOD EDUCATOR	25		1		0	<b>26</b>
SPEECH LANGUAGE PATHOLOGIST					0	<b>0</b>

EMOTIONALLY/BEHAVIORALLY DISORDERED	434	465	434	329	275	<b>1,937</b>
SPECIFIC LEARNING DISABILITIES	361	397	345	256	240	<b>1,599</b>
PHYSICALLY HANDICAPPED	10	2	1		0	<b>13</b>
DEVELOPMENTAL/ADAPTED PHYSICAL ED.	50	57	56	36	50	<b>249</b>
PHYSICAL AND HEALTH DISABILITIES	10	15	15	13	16	<b>69</b>
ORAL/AURAL DEAF EDUCATION	11	11	16	20	29	<b>87</b>
DEAF OR HARD OF HEARING	4	4	2	2	3	<b>15</b>
BLIND OR VISUALLY IMPAIRED	2	1	3	12	19	<b>37</b>
EARLY CHILDHOOD SPECIAL EDUCATION	65	91	77	75	71	<b>379</b>
DEVELOPMENTAL DISABILITIES	27	123	176	136	131	<b>593</b>
MILD TO MODERATE MENTALLY HANDICAPPED	118	64	22	8	0	<b>212</b>
MODERATE TO SEVERE MENTALLY HANDICAPPED	70	37	20	10	0	
CAREER ACCOMMODATION SPECIALIST				1	1	<b>2</b>
DRIVER EDUCATION	3	1	2	1	1	<b>8</b>
COMMUNICATIONS TECHNOLOGY CAREERS		6	21	19	17	<b>63</b>
CONSTRUCTION CAREERS		5	12	19	18	<b>54</b>
MANUFACTURING CAREERS		1	6	12	3	<b>22</b>
MEDICAL CAREERS		12	12	13	17	<b>54</b>
CREATIVE DESIGN CAREERS				2	1	<b>3</b>
EARLY CHILDHOOD CAREERS				2	1	<b>3</b>
HOSPITALITY SERVICE CAREERS		1		2	1	<b>4</b>
TRANSPORTATION CAREERS		2	12	7	11	<b>32</b>
SECONDARY GUIDANCE AND COUNSELING	1				0	<b>1</b>
MIDDLE SCHOOL GUIDANCE AND COUNSELING					0	<b>0</b>
ELEMENTARY GUIDANCE AND COUNSELING	6				0	<b>6</b>
SCHOOL COUNSELOR	6	10	9	6	3	<b>34</b>
LIBRARIAN					0	<b>0</b>
LIBRARY MEDIA SPECIALIST	79	78	64	58	43	<b>322</b>
COMMUNITY EDUCATION DIRECTOR					0	<b>0</b>
EXPERIMENTAL PROGRAM	0	0	1	0	0	<b>1</b>
<b>TOTAL</b>	<b>2,512</b>	<b>3,133</b>	<b>2,998</b>	<b>2,330</b>	<b>2,058</b>	<b>13,031</b>

**APPEAL VARIANCES, DISCRETIONARY VARIANCES AND FTE GRANTED from 2005  
to 2006 ALL FIELDS**

<b>ACTIVITY</b>	<b>Appeal Variance 2005</b>	<b>Appeal Variance 2006</b>	<b>Discretionary Variance 2006</b>	<b>FTE All Variances 2006</b>
AGRICULTURAL EDUCATION	2	0	0	1.00
VISUAL ARTS		0	1	12.50
COMMUNICATION ARTS/LITERATURE	3	2	0	38.08
READING	3	1	0	21.39
DANCE AND THEATRE		0	1	5.45
LATIN		0	0	1.90
AMERICAN SIGN LANGUAGE	2	2	0	16.35
ARABIC		0	0	1.00
CHINESE		0	0	.40
ESL	4	4	0	85.92
FRENCH		0	0	2.43
GERMAN		0	0	.30
JAPANESE		0	0	.80
RUSSIAN		0	0	0
SPANISH	3	6	0	31.25

OJIBWE		0	0	2.40
BILINGUAL/BICULTURAL EDUCATION		0	0	12.65
HMONG		0	0	1.00
HEALTH EDUCATION	2	0	1	21.70
PHYSICAL EDUCATION		0	0	4.24
FAMILY AND CONSUMER SCIENCES	3	2	1	19.66
COSMETOLOGY OCCUPATIONS		0	0	0
TECHNOLOGY	2	2	1	13.88
MATHEMATICS	5	6	0	46.99
MUSIC		0	0	0
VOCAL AND CLASSROOM MUSIC	2	1	1	8.19
INSTR(BAND/ORCH) AND CLASSROOM	4	1	0	3.40
LIFE SCIENCES	2	1	1	8.50
CHEMISTRY	7	5	2	24.07
PHYSICS	5	6	3	20.96
EARTH SCIENCE	4	1	0	14.44
SCIENCE 5-8	7	7	3	42.11
BUSINESS	2	2	1	12.29
KEYBOARDING FOR COMPUTER	2	2	0	44.68
SOCIAL STUDIES -ALL-	4	2	0	13.18
TEACHER/COORDINATOR WORK BASED		3	0	26.18
VEHICLE SERVICES OCCUPATIONS	1			
ELEMENTARY EDUCATION	3	0	0	16.83
KINDERGARTEN		0	0	4.60
PRE-PRIMARY		0	0	2.94
EARLY CHILDHOOD EDUCATION		1	0	9.08
ADULT BASIC EDUCATION	1	0	0	2.40
PARENT AND FAMILY EDUCATION	2	1	1	8.33
COUNSELOR OR TEACHING INTERN		0	0	0
ALTERNATIVE LICENSURE INTERN		0	0	0
EDUC. SPEECH/LANGUAGE PATHOLOG		0	0	0
EMOTIONALLY/BEHAVIORALLY DISOR	18	14	2	220.35
SPECIFIC LEARNING DISABILITIES	12	8	2	172.89
DEVELOPMENTAL/ADAPTED PHYSICAL	2	5	0	17.80
PHYSICAL AND HEALTH DISABILITIES		0	0	10.62
ORAL/AURAL DEAF EDUCATION		0	0	13.35
DEAF OR HARD OF HEARING	1	1	0	2.60
BLIND OR VISUALLY IMPAIRED		0	0	10.71
SPECIAL ED/EARLY CHILDHOOD	2	2	0	58.47
DEVELOPMENTAL DISABILITIES	9	6	1	103.15
CAREER ACCOMMODATION SPEC.		0	0	.40
DRIVER EDUCATION		0	0	.25
COMMUNICATIONS TECHNOLOGY CARE		0	0	12.59
CONSTRUCTION CAREERS		1	0	10.15
MANUFACTURING CAREERS		0	0	1.67
MEDICAL CAREERS		1	1	9.10
CREATIVE DESIGN CAREERS		0	0	1.00
EARLY CHILDHOOD CAREERS		0	0	.40
HOSPITALITY SERVICE CAREERS		0	0	1.30
TRANSPORTATION CAREERS		0	0	6.79
NON LICENSURE AREA (waiver only)		0	0	0
SCHOOL COUNSELOR	1	1	0	1.36
SCHOOL PSYCHOLOGIST		0	0	0
PUBLIC SCHOOL NURSE		0	0	0
LIBRARY MEDIA SPECIALIST	2	1	0	31.09
SHORT CALL SUBSTITUTE TEACHER		0	0	0
EXPERIMENTAL PROGRAM-ENGLISH		0	0	0
EXPERIMENTAL PROGRAM-READ & LANG		0	0	0

EXPERIMENTAL PROGRAM-MATH	0	0	0
EXPERIMENTAL PROGRAM-SCIENCE	0	0	0
EXPERIMENTAL PROGRAM-FOREIGN LANG	0	0	0
EXPERIMENTAL PROGRAM-CIVIC & GOV	0	0	0
EXPERIMENTAL PROGRAM-ECONOMICS	0	0	0
EXPERIMENTAL PROGRAM-GEOGRAPHY	0	0	0
EXPERIMENTAL PROGRAM-HISTORY	0	0	0
EXPERIMENTAL PROGRAM-VISUAL & MUSIC	0	0	0
EXPERIMENTAL PROGRAM-NON CORE	0	0	0
<b>Total Count</b>	<b>122</b>	<b>98</b>	<b>23</b>
<b>Total Unduplicated Count</b>		<b>83</b>	<b>16</b>
<b>Total FTE Count</b>		<b>53.32</b>	<b>8.59</b>
			<b>1289.51</b>

Appendix J

**TEMPORARY LIMITED LICENSES GRANTED from 2002 to 2006  
ALL LICENSURE AREAS**

LICENSE	2002	2003	2004	2005	2006	TOTAL
VOCATIONAL AGRICULTURE	1	1			3	5
AGRICULTURE PRODUCTION FARM MGMT	1	2	2	1		6
VISUAL ARTS	4	17	11	9	6	47
ENGLISH LANGUAGE ARTS	8	9	1	1		19
COMMUNICATION ARTS/LITERATURE	1	13	16	14	13	57
READING			1	1	1	3
SPEECH	1					1
SPEECH & THEATRE ARTS	1					1
THEATRE ARTS	0	1	1			2
DANE AND THEATRE	6	8	7	6	7	34
HUMANITIES				1		1
LATIN		3	1	3	2	9
AMERICAN SIGN LANGUAGE	5	7	8	6	8	34
ARABIC			1		1	2
CHINESE					1	1
ENGLISH AS A SECOND LANGUAGE	1	1	2			4
FRENCH	8	6	9	5	6	34
GERMAN	1	3	2	2	1	9
JAPANESE		2	2	3	1	8
RUSSIAN	1			1	1	3
SPANISH	20	27	28	25		100
BILINGUAL/BICULTURAL EDUCATION	0					0
HMONG						0
HEALTH EDUCATION	1	1	2	4	1	9
PHYSICAL EDUCATION	3	2	3	5	3	16
HOME ECONOMICS	6	4	1			11
FAMILY AND CONSUMER SCIENCES	1	5	2	4	2	14
INDUSTRIAL ARTS	6	5	3	1		15
TECHNOLOGY	5	9	9	3	3	29
MATHEMATICS	33	44	33	32	30	172
CLASSROOM MUSIC	1	1		1	1	4
VOCAL AND CLASSROOM MUSIC	8	12	7	1	2	30
INSTRUMENTAL(BAND/ORCHESTRA) AND CLASSROOM MUSIC	7	7	8	7	6	35
SCIENCE ALL	1					1
LIFE SCIENCE	22	16	14	15	11	78
PHYSICAL SCIENCE	10	7	3	1		21
CHEMISTRY	6	10	11	9	10	46
PHYSICS	3	9	7	4	2	25
EARTH AND SPACE SCIENCE	5	4	5	5	4	23
SCIENCE 5-9						0
SCIENCE 5-8	1	5	4	9	7	26
BUSINESS –ALL-	11	8	4	2		25



BUSINESS	1	3	6	3	5	18
KEYBOARDING FOR COMPUTER APPLICATION	0	2	3	2		7
SOCIAL STUDIES	12	9	11	9	11	52
ECONOMICS	0		1			1
POLITICAL SCIENCE	0	1	1			2
TEACHER/COORDINATOR WORK BASED LEARNING	1	3		1		5
ELEMENTARY EDUCATION	23	20	22	25	20	110
PRE KINDERGARTEN	3					3
EARLY CHILDHOOD EDUCATION	0	3	1	3	1	8
ADULT BASIC EDUCATION	1		2	1	1	5
PARENT AND FAMILY EDUCATION	3	5	8	3	3	22
FAMILY ED/EARLY CHILDHOOD EDUCATOR	0					0
COUNSELOR OR TEACHING INTERN	6	9	2	1	2	20
ALTERNATIVE LICENSURE INTERN	23	14			1	38
SPEECH LANGUAGE PATHOLOGIST	28	27	30	33	25	143
EMOTIONALLY/BEHAVIORALLY DISORDERED	28	62	50	51	39	230
SPECIFIC LEARNING DISABILITIES	15	32	31	25	29	132
PHYSICALLY HANDICAPPED	0			1	1	2
DEVELOPMENTAL/ADAPTED PHYSICAL ED.	0			1	1	2
ORAL/AURAL DEAF EDUCATION	0		2	2	1	5
DEAF OR HARD OF HEARING	4	6	2	1	2	15
BLIND OR VISUALLY IMPAIRED	1	2	2	1	5	11
EARLY CHILDHOOD SPECIAL EDUCATION	0	1	1		3	5
DEVELOPMENTAL DISABILITIES	0	2	7	8	4	21
MILD TO MODERATE MENTALLY HANDICAPPED	1	9	8	12	10	40
MODERATE TO SEVERE MENTALLY HANDICAPPED	3	1				4
SHORT CALL SUBSTITUTE	2	2	1			5
COMMUNICATIONS TECHNOLOGY CAREERS	1	1	6	7	3,196	3,211
CONSTRUCTION CAREERS	0	6	8	6	7	27
MANUFACTURING CAREERS	0		1	1	1	3
MEDICAL CAREERS	0	2	1	2	1	6
CREATIVE DESIGN CAREERS	1	8	6	9	6	30
HOSPITALITY SERVICE CAREERS	0				1	1
TRANSPORTATION CAREERS	0	1	1	2	2	6
SECONDARY GUIDANCE AND COUNSELING	0	7	11	11	10	39
MIDDLE SCHOOL GUIDANCE AND COUNSELING	1	2	1	1		5
ELEMENTARY GUIDANCE AND COUNSELING	1					1
SCHOOL COUNSELOR	2	2	1			5

SCHOOL PSYCHOLOGIST	3	7	2	7	8	27
SCHOOL SOCIAL WORKER I	13	41	49	50	64	217
SCHOOL SOCIAL WORKER	0					0
LIBRARY MEDIA SPECIALIST	3	4				7
<b>TOTAL</b>	5	5	6	4	7	5,451
<b>TOTAL UNDUPLICATED COUNT</b>	<b>374</b>	<b>548</b>	<b>492</b>	<b>463</b>	<b>3,617</b>	
				<b>410</b>	<b>3,221</b>	

Appendix K

**NON-LICENSED COMMUNITY EXPERTS GRANTED from 2002 to 2006  
ALL LICENSURE AREAS**

LICENSE	2002	2003	2004	2005	2006	TOTAL
VOCATIONAL AGRICULTURE	1	1				2
AGRICULTURE PRODUCTION FARM MGMT	0	1	1	1	1	4
VISUAL ARTS	6	9	5	2	5	27
MARKETING OCCUPATIONS	0					0
TEACHER/COORDINATOR MARKETING OCCUPATIONS CO-OP	0					0
ENGLISH LANGUAGE ARTS	2					2
COMMUNICATION ARTS/LITERATURE	10	7	3	5	8	33
READING	1			2		3
ELEMENTARY REMEDIAL READING	0					0
SECONDARY REMEDIAL READING	0					0
SECONDARY DEVELOPMENTAL READING	0					0
THEATRE ARTS						0
DANCE AND THEATRE	7	8	6	4	9	34
LATIN	1			3	1	5
AMERICAN SIGN LANGUAGE	10	8	5	7	5	35
ARABIC				3	4	7
CHINESE	1	2	3	3	3	12
ENGLISH AS A SECOND LANGUAGE	7	4		4	2	17
FRENCH	2	3	1	2	4	12
GERMAN	2		1			3
JAPANESE	5	3	4	3	6	21
RUSSIAN				1		1
SPANISH	15	10	12	9	14	60
OJIBWA		1				1
BILINGUAL/BICULTURAL EDUCATION	0				1	1
HMONG	3		2	4	7	16
HEALTH CARE CAREERS	5					5
EMERGENCY MEDICAL TECHNICIAN	0					0
HEALTH & PHYSICAL EDUCATION	0					0
HEALTH EDUCATION	6	2	2		1	11
PHYSICAL EDUCATION	10	9	6	2	5	32
HOME ECONOMICS	0					0
FAMILY AND CONSUMER SCIENCES	4		3	2	1	10
COSMETOLOGY OCCUPATIONS	2	2	1	2	4	11
INDUSTRIAL ARTS	4	1				5
TECHNOLOGY	10	5	5	6	3	29
MATHEMATICS	19	14	3	12	7	55
MUSIC	7					7
CLASSROOM MUSIC	0					0
VOCAL AND CLASSROOM MUSIC	7	5	1	3	3	19
VOCAL MUSIC						0
INSTRUMENTAL(BAND/ORCH) AND CLASSROOM MUSIC	3	6	3	3	5	20

SCIENCE ALL	6	1				7
GENERAL SCIENCE* JR HI SCIENCE	0					0
LIFE SCIENCE	4	6		3	2	15
PHYSICAL SCIENCE	2					2
CHEMISTRY	1	6	1	4	2	14
PHYSICS		5	1	3	1	10
EARTH AND SPACE SCIENCE	1	4		1		6
SCIENCE 5-9						0
SCIENCE 5-8	3	2	1	4	3	13
BUSINESS	14					14
BUSINESS	7	12	7	4	6	36
BUSINESS SIMULATION OCCUPATION	0			1		1
DATA PROCESSING OCCUPATIONS	1					1
ADMINISTRATIVE SUPPORT OCCUPATIONS	0					0
KEYBOARDING FOR COMPUTER APPLICATION	1	5	1	1	2	10
SOCIAL STUDIES	9	7	4	3	6	29
AMERICAN INDIAN LANGUAGE & CULTURE	2	1		1		4
ECONOMICS						0
HISTORY						0
PSYCHOLOGY						0
TEACHER/COORDINATOR WORK BASED LEARNING	2	2	1	12	9	26
AUTO BODY REPAIR OCCUPATIONS	0					0
AUTO MECHANICS	4					4
VEHICLE SERVICES OCCUPATIONS	1					1
AVIATION OCCUPATIONS	1					1
CONSTRUCTION OCCUPATIONS	1					1
TRUCK/DIESEL MECHANICS	0					0
DRAFTING OCCUPATIONS	0					0
COMMUNICATIONS/MEDIA TECHNICIAN	0					0
BROADCAST/MEDIA OCCUPATIONS	0					0
COMMUNICATIONS/MEDIA OCCUPATIONS	0					0
INDUSTRIAL DESIGN TECHNOLOGY OCCUPATIONS	1					1
MANUFACTURING TECHNOLOGY	0					0
GRAPHIC ARTS	1					1
METAL/MATERIAL PROCESSING OCCUPATIONS	0					0
WELDING OCCUPATIONS	0					0
GENERAL ACADEMIC SUBJECTS	14	6				20
ELEMENTARY EDUCATION	48	28	4	4	10	94
KINDERGARTEN						0
PRE KINDERGARTEN						0
EARLY CHILDHOOD EDUCATION	0	9	3	4	5	21
ADULT BASIC EDUCATION	3	2			3	8
PARENT AND FAMILY EDUCATION	9	6	7	8	9	39
FAMILY ED/EARLY CHILDHOOD EDUCATOR	5	1				6
SPEECH LANGUAGE PATHOLOGIST	2			1		3
EMOTIONALLY/BEHAVIORALLY DISORDERED	75	59	49	36	45	264
SPECIFIC LEARNING DISABILITIES	29	26	18	12	8	93
PHYSICALLY HANDICAPPED	2				1	3
DEVELOPMENTAL/ADAPTED PHYSICAL ED.	1					1

PHYSICAL AND HEALTH DISABILITIES	1	4	3	2		<b>10</b>
ORAL/AURAL DEAF EDUCATION	4					<b>4</b>
DEAF OR HARD OF HEARING	1		1		2	<b>4</b>
BLIND OR VISUALLY IMPAIRED	1		1	1	1	<b>4</b>
EARLY CHILDHOOD SPECIAL EDUCATION	1	5	2	2	4	<b>14</b>
DEVELOPMENTAL DISABILITIES	5	8	15	18	22	<b>68</b>
MILD TO MODERATE MENTALLY HANDICAPPED	4	5	1	2		<b>12</b>
MODERATE TO SEVERE MENTALLY HANDICAPPED	12	9	3	1		<b>25</b>
SHORT CALL SUBSTITUTE	35	40	10	4	6	<b>95</b>
DRIVER EDUCATION	0					<b>0</b>
COMMUNICATIONS TECHNOLOGY CAREERS	1			1	1	<b>3</b>
MEDICAL CAREERS	1		2		1	<b>4</b>
NON LICENSURE AREA	0			2	1	<b>3</b>
TRANSPORTATION CAREERS	0	2		1		<b>3</b>
SECONDARY GUIDANCE AND COUNSELING	1					<b>1</b>
SCHOOL COUNSELOR	8	4	1	1	2	<b>16</b>
SCHOOL PSYCHOLOGIST	0					<b>0</b>
SCHOOL SOCIAL WORKER	0					<b>0</b>
PUBLIC SCHOOL NURSE	0				1	<b>1</b>
LIBRARY MEDIA SPECIALIST	2	2	1			<b>5</b>
EXPERIMENTAL PROGRAM-ENGLISH	0				3	<b>3</b>
EXPERIMENTAL PROGRAM-READ & LANG	0				1	<b>1</b>
EXPERIMENTAL PROGRAM-MATH	0				2	<b>2</b>
EXPERIMENTAL PROGRAM-SCIENCE	0				2	<b>2</b>
EXPERIMENTAL PROGRAM-FOREIGN LANG	0				1	<b>1</b>
EXPERIMENTAL PROGRAM-CIVIC & GOV	0				2	<b>2</b>
EXPERIMENTAL PROGRAM-ECONOMICS	0				1	<b>1</b>
EXPERIMENTAL PROGRAM-GEOGRAPHY	0				1	<b>1</b>
EXPERIMENTAL PROGRAM-HISTORY	0				3	<b>3</b>
EXPERIMENTAL PROGRAM-VISUAL & MUSIC	0				2	<b>2</b>
EXPERIMENTAL PROGRAM	0	0	5	7	2	<b>0</b>
<b>TOTAL</b>	<b>477</b>	<b>368</b>	<b>209</b>	<b>227</b>	<b>272</b>	<b>1,553</b>