



**Teacher
Supply
And
Demand**

January 2009

**FY 2008
Report
To the
Legislature**

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

Commissioner:

Alice Seagren

**Teacher
Supply
And
Demand**

For More Information Contact:

Karen Klinzing
Assistant Commissioner
Minnesota Department of Education
T: (651) 582-8627
E-mail: Karen.Klinzing@state.mn.us

John Melick
Director, Educator Licensing
Minnesota Department of Education
T: (651) 582-8807
E-mail: John.Melick@state.mn.us

Bob Shaw
Licensure via Portfolio Coordinator
Minnesota Department of Education
T: (651) 582-8383
E-mail: Robert.J.Shaw@state.mn.us

Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113-4266
TTY: (800) 627-3529 OR (651) 582-8201

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ESTIMATED COST OF PREPARING THIS REPORT

This report provides information, which is maintained and published as Minnesota Rules by the Office of 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>

Please direct questions regarding this report to any of the following:

Karen Klinzing
Assistant Commissioner
Minnesota Department of Education
T: (651) 582-8627
E-mail: Karen.Klinzing@state.mn.us

John Melick
Director, Educator Licensing
Minnesota Department of Education
T: (651) 582-8807
E-mail: John.Melick@state.mn.us

Bob Shaw
Licensure via Portfolio Coordinator
Minnesota Department of Education
T: (651) 582-8383
E-mail: Robert.J.Shaw@state.mn.us

TEACHER SUPPLY AND DEMAND IN MINNESOTA

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PURPOSE AND EXECUTIVE SUMMARY

The Educator Licensing 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), 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. 2009 Teacher Supply and Demand Survey.** Minnesota superintendents or administrative designees were asked to complete the 2009 Teacher Supply and Demand Survey. The survey was sent to 548 school districts and charter schools. Of the 548 districts, 329 (60%) of the districts responded to the survey.
- 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: Mathematics, Physics, Chemistry, Emotional Behavioral Disorders (EBD), Science 5-8, Mathematics 5-8, Special Education Early Childhood, Earth and Space Science, Spanish and Deaf and Hard of Hearing. The respondents identified Physical Education, Social Studies, Health, Vocal and Instrumental Music, Visual Arts and Communication Arts and Literature as surplus areas.

Superintendents or administrative designees identified shortages in the following related service positions: Speech Pathology, Superintendent, School Psychologist, Business Manager and School Nurse.

- 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 in Minnesota include: Bilingual/Bicultural Education, English as a Second Language, Keyboarding, Mathematics, Science, Special Education, World Languages and Work Based Learning.

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 Association of Colleges for Teacher Education's (MACTE) 2007 Measures of Teacher Quality in Minnesota (MTQM), 4,307 licensure candidates were prepared in Minnesota. These candidates were enrolled in 86 undergraduate and 75 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).** There was a decrease in the number of un-expired teaching licenses in Physics, Mathematics, Earth and Space Science, Work Based Learning and Learning Disabilities. The number of un-expired teaching licenses increased in Chemistry, Emotional Behavioral Disorders (EBD), Developmental Disabilities (DD), and Science 5-8.
10. **Retirements (actual data).** There was an increase in the number of retirements in Physics, Chemistry, Mathematics, and Science 5-8. There was a decrease in the number of retirements in Emotional Behavioral Disorders (EBD), Special Education – Early Childhood, and Deaf and Hard of Hearing.
11. **Initial licenses (actual data).** There was an increase in the number of initial licenses granted in Physics, Chemistry, Mathematics, Special Education-Early Childhood and Emotional Behavioral Disorders (EBD). The number of initial license granted in Deaf and Hard of Hearing and Science 5-8 decreased.
12. **Initial licenses to individuals prepared in Minnesota and out-of-state (actual data).** Between 2002 and 2008, the number of teachers prepared out-of-state decreased by 30%. The number of teachers prepared in Minnesota increased by 3.5% from 2002 to 2008. The supply of Developmental Disabilities teachers and Work Based Learning teachers has experienced the greatest increase in the number of initial licenses being granted. Developmental Disabilities experienced a 338% increase and Work Based Learning experienced a 319% increase.
13. **Actual Minnesota teacher retirements.** From 2002 through 2007, annual teacher retirements averaged 2.3%. In 2008 the rate of retired teachers rose to 4.8% which is an increase of 52%.
14. **Board of Teaching Licensure data (actual data).** In 2008 the Minnesota Board of Teaching issued a total of 8,768 special permissions, an increase of 11% over 2007. This included an 18% increase in the number of permissions for community experts and a 27% increase in the number of permissions granted for limited licenses.

There was a 3% decrease in the number of total variances granted in 2008 and a 10% decrease in the number of waivers granted.

15. Additional special permissions (actual data). Despite being identified as teacher surplus areas, 80 special permissions were granted in 2008 for Physical Education and Health, 51 special permissions were granted for Vocal and Instrumental Music, 34 special permissions were granted for Visual Arts and 69 special permissions were granted for Communication Arts and Literature.

16. District report about substitute teacher shortage. Data collected from 329 out of 548 (60%) Minnesota superintendents or administrative designees indicated that during the 2007-2008 school year, 71% reported having success securing substitute teachers and 12% reported being extremely successful in finding substitute teachers. Fifty percent of Minnesota Superintendents or administrative designees reported that they would not have a problem securing substitute teachers during the 2008-2009 school year.

A Report on

TEACHER SUPPLY AND DEMAND IN MINNESOTA

I. Overview of Study

A. Legislative Requirement

In compliance with Minnesota Statute 127A.05, Subdivision 6, the Educator Licensing Division of the Minnesota Department of Education contacted all public school districts and charter schools in October 2008 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 329 out of 548 (60%) school districts and charter schools responded. A description of the district survey 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 329 out of 548 (60%) 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 2006-2008, collected and reported by the Minnesota Association of Colleges for Teacher Education's (MACTE) 2007 Measures of Teacher Quality in Minnesota (MTQM).
- **Initial Licensure Patterns:** Actual number of initial teaching licenses granted in Minnesota, collected and reported by the Department of Education, Educator

Licensing between 2006 and 2008

- **Teacher Retirement Patterns:** Actual retirements from 2006 to 2008 collected by Minnesota Department of Education, Educator Licensing 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 329 out of 548 (60%) 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 six distinct sections, which include the following:

Section A: Reported Factors That Influence Teacher Supply and Demand

Section A describes the factors that influenced the 2009 Teacher Supply and Demand Report.

Section B: Teacher Supply Data

Section B 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 and the number of teachers prepared in institutions of higher learning.

Section C: Teacher Retirement Data

Section C provides current and projected teacher retirements as perceived by Minnesota Superintendents and charter school directors are provided in this section.

Section D: Teacher Surplus Data

Section D provides perceived areas of teacher surplus based on survey data.

Section E. Non-Licensed Minnesota Teacher Data

Section E 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 F: Substitute Teacher Data

Section F outlines perceptions made by 60% 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.

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.

II. Report of Findings

Section A: Reported Factors That Influence Teacher Supply and Demand

The Educator Licensing 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.

Section B: Teacher Supply Data

1. Perceived and Projected Teacher Shortage Areas

In 2008, Minnesota superintendents or administrative designees were requested to complete and return the 2009 Minnesota Teacher Supply and Demand Survey. Data collected was used to determine the status of early retirement patterns, teacher shortages, retention rates and substitute teacher shortages. It was also used to identify teacher supply and demand patterns by regions in the state. The survey was sent to 548 school districts and charter schools. Of the 548 districts surveyed, 329 (60%) 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	336	217	65%
Special (Minneapolis #1 and South St. Paul #6)	2	2	100%
Intermediate	3	2	66%
Charter/Outcome-Based School	153	57	37%
Miscellaneous Cooperative	10	0	-
Education District	13	1	8%
Secondary Facilities Cooperatives	4	2	50%
Service Cooperatives	9	0	-

Table 1 illustrates 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 2009 Teacher Supply and Demand Survey is available in **Appendix B**.

The 2009 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:

- Mathematics
- Physics
- Chemistry
- Special Education-EBD
- Science 5-8
- Mathematics 5-8
- Special Education-Early Childhood
- Deaf and Hard of Hearing

In addition, Minnesota superintendents or administrative designees indicated a significant need for school psychologists and speech pathologists. Twenty-one percent of the survey

respondents indicated an increasing need for these two support services.

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 shortages areas include:

- Mathematics
- Bilingual/bicultural
- Keyboarding
- Special Education-EBD
- Work Based Learning
- English as a Second Language
- Special Education- LD and DD
- Earth & Space Science
- World Languages
- Special Education-Early Childhood
- Physics and Chemistry

There is agreement on the perceived shortage areas identified by Minnesota superintendents or administrative designees and those identified by the United States Department of Education. The agreement is in the areas of science 5-8 (Earth & space science), world languages (Spanish) and mathematics.

Table 2 indicates the perceived difficulty in filling teacher shortage areas reported by 60% of Minnesota superintendents or administrative designees in 2008. License areas are listed by the reported perception of considerable need in certain teacher shortage areas.

Table 2: Perceived Areas of Considerable Teacher Shortages Reported by Participating Minnesota School Districts and Charter Schools

License Area	Considerable Shortage
Mathematics	38%
Physics	35%
Chemistry	32%
Special Education-EBD	31%
Science 5-8	24%
Mathematics 5-8	23%
Special Education: Early Childhood	22%
Earth & Space Science	21%
World Languages-Spanish	16%
Deaf and Hard of Hearing	12%

More than 12% of Minnesota superintendents or administrative designees who completed the survey indicated a considerable teacher shortage in Mathematics (5-12), Science (except life science), Special Education (EBD & Early Childhood), World Languages and Deaf and Hard of Hearing.

In addition, 21% of Minnesota superintendents or administrative designees anticipated a considerable shortage of Superintendents, School Psychologists and Speech Pathologists.

In response to the question of increasing need, 24% of the Minnesota’s superintendents or administrative designees surveyed listed Technology and Reading.

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.

2. Minnesota Teacher Preparation

There are 33 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 4,201 licensure candidates in 2007. These candidates were enrolled in the 86 undergraduate and 75 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 2007. The data for 2008 was not available at the time this report was prepared.

Table 3: Teacher Preparation Program Completers

License	2004	2005	2006	2007	Total 2004-2007
Physics	34	20	24	18	96
Chemistry	40	33	52	41	166
Special Education: EBD	300	247	232	197	976
Mathematics	451*	469*	478*	159*	1557
Earth and Space Science	16	17	20	16	68
English as a Second Language (ESL)	143	180	138	168	629
Special Education: LD	284	305	263	195	1047
Special Education: DD	101	103	121	74	399
Technology (Industrial Arts)	29	24	25	22	100
Science 5-8 Science	430	466	436	125	1457

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

Table 3 illustrates the number of individuals successfully completing a teacher preparation program in Minnesota from 2004 to 2007. 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.

3. Minnesota Teacher Licensing Data

The licensing 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 2009 Supply and Demand Survey and the total percent changed from 2002 to 2008. **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, 2002-2008

License Area	Total Un-expired Licenses - June 29							Total Percent Changed from 2002-2008
	2002	2003	2004	2005	2006	2007	2008	
Physics	638	577	534	620	605	621	636	-3%
Chemistry	1,256	1,141	1,030	1,464	1,426	1408	1318	+4.9%
Emotional Behavioral Disorders (EBD)	5,738	5,560	5,422	5,971	5,803	5752	5898	+2.7%
Mathematics*	10,524	9,966	9,419	10,766	10,568	10480	10414	-1.0%
Earth and Space Science	955	890	845	882	846	791	770	-19.3%
English as a Second Language (ESL)	2,244	2,162	2,025	2,335	2,245	2227	2331	+3.8%
Learning Disabilities (LD)	8,894	8,551	8,283	8,824	8,516	8343	8406	-5.4%
Developmental Disabilities (DD)	413	411	408	766	742	814	1006	+143.5%
Technology*	3,021	2,811	2,592	3,455	3,375	3294	3049	+92%
Science 5-8 Science	1,308	1,303	1,291	1,989	1,980	2154	2386	+82.4%
Work Based Learning	No Data	No Data	No Data	2321	2240	2195	2160	-6.9%

*Indicates content areas not identified in the 2009 Teacher Supply and Demand Survey as a perceived shortage during the 2007-8 and the 2008-9 school year.

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** indicates that there was a decrease in the number of un-expired teaching licenses in Physics, Earth and Space Science and Learning Disabilities (LD), Work Base Learning. **Table 4** also indicates that there was an increase in the number of un-expired teaching licenses in Chemistry, Emotional Behavioral Disorders (EBD), Developmental Disabilities (DD), Technology, English as a Second Language and Science 5-8.

4. Initial Minnesota Teaching Licenses Granted, 2002-2008, to Individuals Prepared in Minnesota and Out-of State

The licensing data reported in Table 5 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 2008, collected and reported by the Minnesota Department of Education, Educator Licensing.

Table 5: Initial Minnesota Teaching Licenses Granted, 2002-2008, to Individuals Prepared in Minnesota and Out-of State

	2002	2003	2004	2005	2006	2007	2008	% of change from 2002-08
Prepared in Minnesota	6,657	7,304	8,281	6,672	7,125	6,352	6,894	+3.5%
Prepared out of State	4,656	4,077	4,209	3,889	3,265	3,285	3,246	-30%
Total	11,313	11,381	12,490	10,561	10,390	9637	10,140	-10.4%

Table 5 data indicates that there is a 3.5% 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 a 10.4% 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 5** 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 2008 in each of the perceived shortage areas identified by Minnesota superintendents or administrative designees completing the 2009 Teacher Supply and Demand Survey.

Table 6: Initial Minnesota Teaching Licenses Granted, 2002-2008, to Individuals Prepared in Minnesota and Out-of State in Perceived Shortage Areas

License	Initial License Granted	2002	2003	2004	2005	2006	2007	2008	Total	% of change from 2002-08
Physics	Prepared in Minnesota	8	11	11	34	22	31	29	146	+262%
	Prepared out-side of Minnesota	18	16	15	20	14	17	25	125	+38%
	Total	26	27	26	54	36	48	54	271	+107%
Chemistry	Prepared in Minnesota	30	31	24	31	51	40	48	255	+70%
	Prepared out-side of Minnesota	46	43	39	29	30	32	31	250	-60%
	Total	76	74	63	60	81	72	79	505	+4%
Special Education: EBD	Prepared in Minnesota	120	156	190	209	212	217	217	1321	+80%
	Prepared out-side of Minnesota	106	105	149	145	112	108	99	824	-7%
	Total	226	261	339	354	324	325	316	2145	+40%
Earth and Space Science	Prepared in Minnesota	37	22	15	18	18	15	17	142	-54%
	Prepared out-side of Minnesota	27	19	13	12	17	6	14	108	-48%
	Total	64	41	28	30	35	21	31	250	-52%
English as a Second Language	Prepared in Minnesota	173	77	107	117	101	113	136	824	-22%
	Prepared out-side of Minnesota	128	66	71	90	75	58	48	536	-63%
	Total	301	143	178	207	176	171	184	1360	-39%
Special Education: LD	Prepared in Minnesota	163	204	254	272	228	232	228	1581	+40%
	Prepared out-side of Minnesota	148	169	219	186	143	171	154	1190	+4%
	Total	311	373	473	458	371	403	382	2771	+23%
Special Education: DD	Prepared in Minnesota	29	60	91	78	90	95	138	581	+228%
	Prepared out-side of Minnesota	23	18	78	103	76	102	90	490	+291%
	Total	52	78	169	181	166	197	228	1071	+338%
Science 5-8 Science	Prepared in Minnesota	135	311	341	296	302	290	261	1936	+93%
	Prepared out-side of Minnesota	57	84	109	93	85	79	66	573	+16%
	Total	192	395	450	389	387	369	327	2509	+70%
Bilingual Bicultural	Prepared in Minnesota	NA	0	4	1	4	6	6	21	+50%
	Prepared out side of Minnesota	NA	4	5	11	2	3	5	30	+25%
	Total		4	9	12	6	9	11	51	+175%
Keyboarding	Prepared in Minnesota	NA	NA	NA	NA	NA	44	42	86	-5%

	Prepared out side of Minnesota	NA	NA	NA	NA	NA	12	9	21	-25%
	total						56	51	107	-9%
Work Based Learning	Prepared in Minnesota	NA	20	36	64	37	89	85	331	+325%
	Prepared out side of Minnesota	NA	12	20	25	13	51	49	170	+308%
	Total		32	56	89	50	140	134	501	+319%
World Languages	Prepared in Minnesota	NA	124	119	94	104	72	105	618	-15%
	Prepared out side of Minnesota	NA	91	84	85	70	63	70	463	-23%
	Total		215	203	179	174	135	175	1081	-19%
Special Education Early Childhood	Prepared in Minnesota	NA	36	34	45	49	53	87	304	+142%
	Prepared out side of Minnesota	NA	22	28	36	28	23	28	165	+27%
	Total		58	62	81	77	76	115	469	+98%

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 6** shows the general trend for 70% of the perceived shortages reported by Minnesota's superintendents or administrative designees on the 2009 Teacher Supply and Demand survey is an increase in teachers being prepared for the identified shortage areas. The data shows there was an increase in the number of initial licenses granted to applicants prepared in Minnesota in Physics, Chemistry, Science 5-8, Special Education (EBD, LD, DD and Early Childhood), Bilingual/Bicultural and Work Based Learning. There is also a decline in the number of initial licenses granted to applicants prepared in Minnesota in Earth and Space Science, English as a Second Language, World Languages and Keyboarding.

The data for the number of initial licenses granted to applicants prepared outside of Minnesota shows that there was an increase in the area of Special Education (EBD, LD, DD and Early Childhood), Physics, World Languages, Bilingual/Bicultural, English as a Second Language and Work Based Learning. There is a decline in the number of initial licenses granted to applicants prepared outside of Minnesota in Chemistry, Earth and Space Science, Science 5-8, Keyboarding and World Languages.

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

The data in Table 7 was provided by the Minnesota Association of Colleges for Teacher Education (MACTE) and the Minnesota Department of Education, Educator Licensing. Table 7 shows the four year trend for individuals who complete a teacher preparation program from a MACTE institution and the number of initial licenses granted. The data for 2008 was not available at the time this report was prepared.

Table 7: Minnesota Program Completers and Initial Minnesota Teaching Licenses Granted to Individuals Prepared in Minnesota in Perceived Shortage Areas

License	Initial License Granted	2004	2005	2006	2007	Total
Physics	Minnesota Program Completers	34	20	24	18	96

	Initial License Granted Prepared in Minnesota	11	34	22	31	127
Chemistry	Minnesota Program Completers	40	33	52	41	166
	Initial License Granted Prepared in Minnesota	24	31	51	40	194
Special Education: EBD	Minnesota Program Completers	300	247	232	197	976
	Initial License Granted Prepared in Minnesota	190	209	212	217	1045
World Languages	Minnesota Program Completers	*	*	*	77	77
	Initial License Granted Prepared in Minnesota	*	*	*	72	72
Earth and Space Science	Minnesota Program Completers	16	17	20	16	69
	Initial License Granted Prepared in Minnesota	15	18	18	15	83
English as a Second Language (ESL)	Minnesota Program Completers	143	180	138	168	629
	Initial License Granted Prepared in Minnesota	107	117	101	113	574
Special Education: LD	Minnesota Program Completers	284	305	263	195	1047
	Initial License Granted Prepared in Minnesota	254	272	228	232	1214
Special Education: DD	Minnesota Program Completers	101	103	121	74	399
	Initial License Granted Prepared in Minnesota	91	78	90	95	492
Science 5-8 Science	Minnesota Program Completers	430	466	436	141	1473
	Initial License Granted Prepared in Minnesota	341	296	302	290	1490
Special Education Early Childhood	Minnesota Program Completers	*	*	*	36	36
	Initial License Granted Prepared in Minnesota	*	*	*	53	53
Bilingual/Bicultural	Minnesota Program Completers	*	*	*	16	16
	Initial License Granted Prepared in Minnesota	4	1	4	6	21
Keyboarding	Minnesota Program Completers	*	*	*	18	18
	Initial License Granted Prepared in Minnesota	*	*	*	44	44
Work Based Learning	Minnesota Program Completers	*	*	*	11	11
	Initial License Granted Prepared in Minnesota	36	64	37	89	311

*no data available.

Data from the 2007 Teacher Supply and Demand Report (page 24) states that the total number of Minnesota program completers from 2004 to 2006 was greater than the total number of initial licenses granted in all perceived shortage areas as identified in the 2007 report with the exception of technology. Data collected for 2007 shows that 61% of the identified shortage areas show more initial licenses are being issued than individuals completing a teacher education program in a MACTE institution.

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

Section C: Teacher Retirement Data

1. 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 through 2008 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 8 illustrates the total number of Minnesota teachers who retired and the total number of teachers employed each year.

Table 8: Minnesota Teacher Retirements, 2002-2008, Reported as Percentage of Teachers Employed

Year	2002	2003	2004	2005	2006	2007	2008
Retirements	1,460	1,063	1,211	1,293	1,388	1,410	2,692
Totaled Employed Teachers	55,862	56,142	56,021	56,042	55,237	55,633	55,879
% Employed Teachers Retiring	2.6%	1.9%	2.2%	2.3%	2.5%	2.5%	4.8%

The figures in **Table 8** show that from 2002 through 2007, annual teacher retirements averaged 2.3%. In 2008 the rate of retired teachers rose to 4.8% which is an increase of 52%. Teachers working in more than one district, however, are duplicated in the totals.

The licensing and retirement data in **Table 9** 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 2009 Supply and Demand Survey and the total percent changed from 2004 to 2008. **Appendices E and F** contain the total number of un-expired licenses and initial licenses granted each year in all licensure areas

Table 9: Minnesota Initial Licensure and Retirement Data in Perceived Shortage Areas, 2004-2008

License Area		2004	2005	2006	2007	2008	Total Percent Changed from 2004-2008	Replacement Rate**
Physics	Total Number of Initial Licenses Granted	26	54	36	48	54	107%	
	Total Number of Retirements	7	5	7	16*	15*	114%	4
Chemistry	Total Number of Initial Licenses Granted	63	60	81	72	79	25%	
	Total Number of Retirements	10	13	15	29*	19*	90%	4
Emotional Behavioral Disorders (EBD)	Total Number of Initial Licenses Granted	339	354	324	325	316	-7%	
	Total Number of Retirements	42	41	54	53	20	-110%	8
Mathematics including Math 5-8	Total Number of Initial Licenses Granted	726	508	566	512	566	-22%	
	Total Number of Retirements	81	96	106	75	90	11%	6
Special Education-Early childhood ¹	Total Number of Initial Licenses Granted	NA	NA	NA	76	115	53%	
	Total Number of Retirements	NA	NA	NA	15	20	26%	5
Deaf and Hard of Hearing ¹	Total Number of Initial Licenses Granted	NA	NA	NA	18	17	-5%	
	Total Number of Retirements	NA	NA	NA	5	6	20%	3
Science 5-8	Total Number of Initial Licenses Granted	450	389	387	369	327	-27%	
	Total Number of Retirements	0	0	0	16	20	25%	19

*Retirement values for 2007 and 2008 are reported as individuals who hold a physics license, a chemistry license or a physical science license (chemistry and physics)

¹Special Education-Early Childhood and Deaf and Hard of Hearing are appearing on this list for the first time as part of the 2009 Teacher Supply and Demand Survey.

**A replacement rate of 4 means for every one teacher who retired from a given licensure area, 4 new initial licenses were granted in the same licensure area from 2004 to 2008. Example: physics' replacement rate is 4, which means for every physics teacher who retired, 4 initial licenses were granted in physics.

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 recognizes that running the report with a different end date could result in variations. The 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 9** indicated that there was a decrease in the number of retirements in Emotional Behavioral Disorders (EBD) and Deaf and Hard of Hearing. There is an increase in the number of retirements in Mathematics, the Sciences and Special Education-Early Childhood. The data also indicates that there was an increase in the number of initial licenses granted in Physics, Chemistry and Special Education – Early Childhood and a decrease in the number of initial licenses granted in Emotional Behavioral Disorders (EBD), Mathematics and Deaf and Hard of Hearing.

Finally, when comparing initial licenses granted with retirements, Minnesota is replacing licensed teachers at a rate greater than they are retiring from the profession.

2. Minnesota Teacher License Granted and Actual Retirees in Perceived shortage Areas by Region

In the 2009 Teacher Supply and Demand Data Survey, 329 out of 548 (60%) Minnesota superintendents or administrative designees reported the region in which their school district was located. **Appendix B** contains the name of school districts and charter schools located in each region. The retirement figures in **Table 10A & 10B** were provided by Minnesota school districts through STAR.

Table 10A: Actual Retirees in Perceived Shortage Areas by Region 2007

License	Region	1 & 2	3	4	5	6 & 8	7	9	10	11 metro	total
Physics*	Total Number of Retirements	1	3	3	0	2	0	2	1	7	19
Chemistry**	Total Number of Retirements	1	2	7	1	9	1	3	1	11	36
EBD	Total Number of Retirements	1	2	4	4	6	3	2	8	26	56
Math including 5-8	Total Number of Retirements	5	5	7	1	8	9	3	7	31	76
Special Ed. Early Childhood	Total Number of Retirements	1	2	0	0	1	2	0	1	9	16
Deaf and Hard of Hearing	Total Number of Retirements	0	0	0	1	1	0	0	2	1	5
Science 5-8	Total Number of Retirements	0	1	1	0	1	0	1	0	3	7

Table 10B: Actual Retirees in Perceived Shortage Areas by Region 2008

License	Region	1&2	3	4	5	6&8	7	9	10	11 metro	total
Physics*	Total Number of Retirements	1	1	0	1	3	2	0	4	4	16
Chemistry**	Total Number of Retirements	2	0	1	1	4	3	1	4	4	20
EBD	Total Number of Retirements	1	2	4	4	4	3	2	8	26	54
Math including 5-8	Total Number of Retirements	2	8	4	3	11	16	4	12	31	91
Special Ed. Early Childhood	Total Number of Retirements	1	0	0	3	1	3	3	3	7	21
Deaf and Hard of Hearing	Total Number of Retirements	0	0	0	1	1	0	0	2	1	5
Science 5-8	Total Number of Retirements	1	0	2	1	1	3	0	0	5	13

*Physics retirement values for 2007 and 2008 are reported as individuals who hold either a physics license or a physical science license (chemistry and physics)

**Chemistry retirement values for 2007 and 2008 are reported as individuals who hold either a chemistry license or physical science license (chemistry and physics)

Table 9 (page 21) along with **Tables 10A & 10B** indicates that more teachers were granted initial licenses than retired in all of the perceived shortage areas. This is consistent with the trend for teacher retirement by region reported by the **2007 Teacher Supply and Demand**

Report (pages 26-28). The data does not indicate, however, whether teachers granted licenses were hired, wanted to be hired, or provide a location of employment preference.

3. Projected Total Retirements by Subject Area

Minnesota superintendents or administrative designees were also asked to identify the number of teachers in their districts or charter schools who were or would be eligible for retirement from 2007-2011. Data represented in **Table 11** illustrates the projected number of retirements between 2006 and 2011 reported by Minnesota superintendents or administrative designees. Example: in Early Childhood Education, 25 superintendents or administrative designees indicated that this did not apply to their school districts, 135 indicated that they had no teachers that fit into the category of future retiree and 18 superintendents indicated that one individual in their district was or will be eligible for retirement between 2006 and 2011. Licensure areas perceived as shortage areas are highlighted.

Table 11: Projected Retirements as Reported by Minnesota Superintendents or Administrative Designees

Licensure Area	Number of Projected Retirements									Total retirements
	NA	0	1	2	3	4	5	6	7 or more	
5-8 Communication Arts and Literature	21	114	23	16	3	1	1	0	0	54
5-8 Mathematics	19	108	36	7	4	0	0	0	0	47
5-8 Science	18	103	41	8	3	0	0	0	0	52
K-8 World Languages	47	93	8	1	1	0	0	0	0	10
Preprimary	32	103	6	6	1	4	1	0	1	19
Agriculture	59	81	11	0	0	0	0	0	0	11
Business	27	102	34	7	0	0	0	0	0	41
Communication Arts and Literature Coordinators of Work Based Learning	17	95	36	15	5	6	10	0	0	72
Dance	48	76	12	1	1	0	0	1	0	15
Dance and Theatre Arts	77	34	0	0	0	0	0	0	4	4
English as a Second Language	77	43	1	0	0	0	0	0	0	1
Family and Consumer Sciences	44	95	18	1	0	0	0	1	3	23
Health	35	85	44	4	0	0	0	2	3	53
Library Media Specialist	14	122	30	4	1	0	1	0	0	36
Mathematics	25	95	42	7	1	3	0	0	0	53
Music Instrumental	6	109	45	10	8	5	0	0	0	68
Music Vocal	16	133	21	1	1	0	1	0	0	24
Physical Education	19	122	27	4	1	2	1	0	0	35
Reading	14	110	40	12	3	1	2	1	1	60
Social Studies	23	117	19	4	1	0	1	0	0	25
Technology	13	109	34	14	3	1	0	0	2	54
Theatre	22	113	28	2	0	0	0	0	0	30
Visual Arts	69	58	4	0	0	0	0	0	0	4
Chemistry	28	109	21	4	2	0	0	0	0	27
Earth and Space Science	20	115	36	1	2	0	0	0	0	39
Physics	22	118	29	2	0	1	0	0	3	35
	21	117	33	2	1	0	0	0	0	36

Table 11: Projected Retirements as Reported by Minnesota Superintendents or Administrative Designees Continued

Licensure Area	Number of Projected Retirements									
	NA	0	1	2	3	4	5	6	7 or more	total
Early Childhood Education	25	135	18	3	1	2	0	2	0	186
Parent and Family Education	31	118	16	4	0	0	0	0	0	169
Creative Design Careers	80	33	0	0	0	0	0	0	0	0
Hospitality Service Careers	84	27	0	1	0	0	0	0	0	1
Transportation Careers	82	32	2	0	0	0	0	0	0	2
American Sign Language	72	48	3	0	0	0	0	0	1	4
Chinese	82	26	3	0	1	0	0	0	0	4
French	78	33	2	3	0	0	0	0	18	23
German	73	48	3	0	0	0	0	0	2	5
Latin	89	16	0	2	0	0	0	0	0	2
Spanish	31	117	16	3	0	0	0	0	0	19
Ojibwa	84	24	3	0	0	0	0	0	0	3
Blind or Visually Impaired	63	63	3	1	0	0	0	0	0	4
Deaf or Hard of Hearing	60	68	7	1	0	0	2	0	0	10
Developmental Adapted Physical Education	28	115	18	4	0	0	0	0	0	22
Developmental Disabilities	22	119	18	10	2	0	1	1	0	32
Special Education Early Childhood	26	111	27	5	1	3	0	0	0	36
Emotional Behavioral Disorders	14	131	27	8	2	1	1	0	0	39
Learning Disabilities	12	124	32	11	4	2	2	0	1	52
Physical and Health Disabilities	37	106	5	1	1	0	0	0	0	7
Career and Technical with Disabilities	66	59	6	0	0	1	0	0	0	7
Communication Technology Careers	72	47	4	0	0	0	0	0	0	51
Manufacturing Careers	75	39	8	0	0	0	0	0	0	47
Medical Careers	76	40	3	0	0	0	0	0	0	43
Totals	2497	4589	916	182	52	34	24	10	39	2050

The data in **Table 11** indicates the total number of projected retirements in the perceived shortage areas as projected by superintendents and administrative designee is less than the number of teachers prepared by Minnesota's teacher preparation institutions on an annual basis for the 2006-07 and the 2007-08 school year. Example: based on the information from Table 9B, 54 initial licenses in physics were issued and according to the projected retirement for physics teachers during 2006-2001, 36 physics teachers may be retiring.

D. Teacher Retention Data

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 12** identifies the number of first year teachers between 2001 and 2009. The number of first year teachers returning to teaching in Minnesota schools is reported for consecutive years through the fall of the 2008-2009 school year.

Table 12: Minnesota Teacher Returning to Teaching in Minnesota 2001-2008

Cohort Year	# of 1 st Year Teachers	Return to teaching 2002	Return to teaching 2003	Return to teaching 2004	Return to teaching 2005	Return to teaching 2006	Return to teaching 2007	Return to teaching 2008	Return to teaching 2009
2001	2725	2309	2080	1952	1906	1870	1802	1737	1702
2002	2366		1980	1818	1726	1688	1633	1580	1532
2003	2081			1736	1616	1532	1470	1443	1383
2004	2011				1744	1607	1532	1494	1447
2005	2158					1844	1757	1676	1626
2006	2262						2000	1869	1772
2007	2293							1989	1834
2008	2408								2030

With the exception of the 2007 cohort, all cohorts in the study averaged a 13% drop in the number of teachers who returned to teaching in Minnesota after their first year of teaching. The 2007 cohort experienced a 20% decline in the number of teachers who returned to teaching in Minnesota the following year. The more years a cohort has been actively teaching in Minnesota, the greater the retention of the members of the cohort. The decrease in teacher returning for cohort 2001 in the first year was 15%. After seven years of teaching, 98% of the 2001 cohort who were teaching during the 2007-2008 school year returned to the classroom in the fall for the start of the 2008-2009 school year. Using the data from cohort groups 2001 through 2004, the data indicates that the five year retention rate for first year teachers in Minnesota is a 30.25% ± 2% decline in teachers returning to teaching in Minnesota after five years in the profession.

Table 13: Teacher Retention in Minnesota by Regions of the State

2000-01 Cohort

Region	2001	2002	2003	2004	2005	2006	2007	2008	2009
Central Minnesota	212	195	172	169	173	176	168	168	165

East Central Minnesota	82	77	72	67	67	64	59	57	55
Headwaters	52	44	29	31	32	30	30	29	29
N Central Minnesota	83	67	66	65	58	66	62	61	62
Northeast Minnesota	85	72	62	56	57	54	53	51	55
Northwest Minnesota	31	26	26	21	24	20	19	21	23
S Central Minnesota	115	89	73	68	66	65	61	58	59
Southeast Minnesota	232	196	175	165	155	154	141	137	135
SW Central Minnesota	68	53	57	35	37	31	31	30	28
Southwest Minnesota	76	62	54	49	46	46	47	45	45
Twin Cities Metro Area	1594	1349	1216	1161	1126	1098	1066	1018	990
Upper SW Minnesota	18	17	18	14	13	13	12	10	10
W Central Minnesota	74	62	60	51	52	53	53	52	44

2001-02 Cohort

Region	2002	2003	2004	2005	2006	2007	2008	2009
Central Minnesota	137	113	119	122	123	120	118	116
East Central Minnesota	77	61	55	57	49	49	47	44
Headwaters	28	19	20	19	21	20	23	24
N Central Minnesota	52	49	42	41	41	39	35	34
Northeast Minnesota	77	61	56	56	58	51	56	55
Northwest Minnesota	35	29	25	21	23	26	23	23
S Central Minnesota	84	74	72	63	63	52	49	52
Southeast Minnesota	175	147	134	132	126	124	117	114
SW Central Minnesota	46	42	32	26	22	17	20	19
Southwest Minnesota	67	53	47	47	48	44	40	36
Twin Cities Metro Area	1500	1253	1150	1083	1059	1035	1002	968
Upper SW Minnesota	15	13	12	11	11	10	8	7
W Central Minnesota	73	66	54	48	44	46	42	40

2002-03 Cohort

Region	2003	2004	2005	2006	2007	2008	2009
Central Minnesota	102	111	112	121	116	119	114
East Central Minnesota	86	71	65	63	63	62	62
Headwaters	35	28	26	26	22	27	26
N Central Minnesota	63	46	37	34	33	33	32
Northeast Minnesota	95	78	74	72	72	70	66
Northwest Minnesota	56	44	43	44	37	34	33
S Central Minnesota	79	67	59	56	46	46	43
Southeast Minnesota	179	146	147	129	114	115	113
SW Central Minnesota	44	33	33	34	27	25	23
Southwest Minnesota	62	52	49	42	39	37	37
Twin Cities Metro Area	1178	969	887	832	820	796	755
Upper SW Minnesota	29	28	26	19	22	21	20
W Central Minnesota	73	63	58	60	59	58	56

Table 13: Teacher Retention in Minnesota by Regions of the State (continued)

2003-04 Cohort

Region	2004	2005	2006	2007	2008	2009
Central Minnesota	140	136	128	117	118	116
East Central Minnesota	77	65	56	53	50	54
Headwaters	37	34	29	27	26	24

N Central Minnesota				45	37	34	34	36	34
Northeast Minnesota				48	42	39	43	38	36
Northwest Minnesota				37	30	22	18	19	20
S Central Minnesota				88	78	70	61	56	55
Southeast Minnesota				169	155	136	134	129	124
SW Central Minnesota				37	27	22	20	22	21
Southwest Minnesota				58	46	44	35	36	34
Twin Cities Metro Area				1198	1028	964	931	907	875
Upper SW Minnesota				19	15	13	11	13	12
W Central Minnesota				58	51	50	48	44	41

2004-05 Cohort

Region					2005	2006	2007	2008	2009
Central Minnesota					242	209	210	198	190
East Central Minnesota					86	78	66	64	62
Headwaters					51	41	34	31	28
N Central Minnesota					42	39	39	36	41
Northeast Minnesota					75	66	63	55	52
Northwest Minnesota					28	20	17	19	20
S Central Minnesota					84	72	56	53	49
Southeast Minnesota					180	143	143	149	137
SW Central Minnesota					42	40	37	33	32
Southwest Minnesota					54	44	45	38	37
Twin Cities Metro Area					1190	1024	986	942	913
Upper SW Minnesota					17	13	11	11	10
W Central Minnesota					67	55	50	47	53

2005-06 Cohort

Region						2006	2007	2008	2009
Central Minnesota						220	201	199	188
East Central Minnesota						66	57	57	53
Headwaters						47	39	33	29
N Central Minnesota						50	43	43	38
Northeast Minnesota						49	43	45	45
Northwest Minnesota						37	32	36	29
S Central Minnesota						107	75	66	63
Southeast Minnesota						214	185	161	154
SW Central Minnesota						45	36	29	28
Southwest Minnesota						78	59	60	54
Twin Cities Metro Area						1251	1149	1072	1024
Upper SW Minnesota						19	17	15	16
W Central Minnesota						79	64	53	50

Table 13: Teacher Retention in Minnesota by Regions of the State (continued)

2006-07 Cohort

Region							2007	2008	2009
Central Minnesota							197	180	165
East Central Minnesota							93	84	74
Headwaters							47	40	36

N Central Minnesota								55	53	50
Northeast Minnesota								62	53	48
Northwest Minnesota								37	32	30
S Central Minnesota								95	73	68
Southeast Minnesota								207	177	165
SW Central Minnesota								42	35	34
Southwest Minnesota								66	49	39
Twin Cities Metro Area								1286	1116	1030
Upper SW Minnesota								25	21	19
W Central Minnesota								81	76	75

2007-08 Cohort

Region								2008	2009
Central Minnesota								212	165
East Central Minnesota								77	66
Headwaters								49	43
N Central Minnesota								65	56
Northeast Minnesota								107	91
Northwest Minnesota								32	25
S Central Minnesota								102	83
Southeast Minnesota								216	179
SW Central Minnesota								35	32
Southwest Minnesota								60	47
Twin Cities Metro Area								1350	1155
Upper SW Minnesota								24	18
W Central Minnesota								79	68

The data for Cohorts 2001 through 2004 (representing 7-9 years of data) indicates that the SW Central part of Minnesota experiences the greatest decline in its cohort groups. The 2001 cohort group's decline was 58% for a nine year period. The 2002 cohort group's decline was 59% for a eight year period. The 2003 cohort group's decline was 48% decline for a seven year period. The 2004 cohort group for SW Central Minnesota experienced a 43% loss of its first year teachers. Based on the data in Table 12, the five year average loss of teaches from a cohort is approximately 30%.

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 14** 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.

Table 14: Reasons for Leaving Teaching Positions

2000-01 Cohort

Reason for Leaving Teaching Position	2001	2002	2003	2004	2005	2006	2007	2008
Death				1			1	
Educator in Another District	95	62	44	30	27	42	31	32
Educator in Another State/Country/Non-Public	34	15	12	12	4	7	5	2
Long Term Substitute	13	6	2	3	1	3		
Not Offered Reemployment	78	71	36	31	22	10	11	13
Other Educational Occupation	6	4	1	5		6	4	4
Personal Reasons	170	116	90	72	58	68	71	58
Retirement		1		1	1		1	3
Staff Reduction.	193	139	98	34	34	27	10	8
Transfer to Non-Licensed	4	7	7	4	5	1	2	2
Unknown/Other	105	50	42	23	29	26	29	25
Z No Termination Status	2027	1838	1748	1736	1725	1680	1637	1590

Table 14: Reasons for Leaving Teaching Positions -Continued

2001-02 Cohort

Reason for Leaving Teaching Position		2002	2003	2004	2005	2006	2007	2008
Death				1			1	1
Educator in Another District		64	41	40	38	41	30	40
Educator in Another State/Country/Non-Public		12	12	12	11	4	4	6
Long Term Substitute		13	3		1	3		

Not Offered Reemployment	102	51	59	17	15	13	11
Other Educational Occupation	3		7	2	6	1	2
Personal Reasons	137	97	84	68	68	80	51
Retirement	1		1	1	1		
Staff Reduction.	169	108	49	38	28	21	12
Transfer to Non-Licensed	13	13	1	3	3	3	3
Unknown/Other	72	42	43	30	29	12	25
Z No Termination Status	1780	1613	1521	1517	1490	1468	1429

2002-03 Cohort

Reason for Leaving Teaching Position			2003	2004	2005	2006	2007	2008
Death				1				
Educator in Another District			64	41	37	60	45	30
Educator in Another State/Country/Non-Public			16	11	8	12	6	6
Long Term Substitute			13	6	5	3		
Not Offered Reemployment			76	41	36	12	17	12
Other Educational Occupation			4	2	1	6	2	4
Personal Reasons			137	98	83	61	55	51
Retirement					1		1	2
Staff Reduction.			189	60	56	25	19	16
Transfer to Non-Licensed			16	4	2	1	1	2
Unknown/Other			61	40	42	22	22	26
Z No Termination Status			1505	1432	1345	1330	1302	1294

2003-04 Cohort

Reason for Leaving Teaching Position				2004	2005	2006	2007	2008
Death					1	1	1	
Educator in Another District				56	52	51	41	36
Educator in Another State/Country/Non-Public				16	16	7	9	7
Long Term Substitute				36	6	2		
Not Offered Reemployment				76	45	31	17	11
Other Educational Occupation				8	7	3	4	3
Personal Reasons				116	81	87	59	44
Retirement							1	2
Staff Reduction.				127	63	45	20	15
Transfer to Non-Licensed				5	7	3	2	5
Unknown/Other				63	43	23	25	22
Z No Termination Status				1508	1423	1354	1353	1349

Table 14: Reasons for Leaving Teaching Positions -Continued

2004-05 Cohort

Reason for Leaving Teaching Position					2005	2006	2007	2008
Educator in Another District					87	86	48	49
Educator in Another State/Country/Non-Public					22	18	12	8
Long Term Substitute					18	3		
Not Offered Reemployment					90	47	33	23
Other Educational Occupation					5	4	4	2

Personal Reasons					156	83	73	82
Staff Reduction.					120	38	46	16
Transfer to Non-Licensed					6	5	4	4
Unknown/Other					71	50	37	26
Z No Termination Status					1583	1510	1500	1466

2005-06 Cohort

Reason for Leaving Teaching Position						2006	2007	2008
Educator in Another District						92	62	56
Educator in Another State/Country/Non-Public						17	16	5
Long Term Substitute						20		
Not Offered Reemployment						92	49	55
Other Educational Occupation						12	5	4
Personal Reasons						118	118	98
Retirement						3	1	1
Staff Reduction.						103	54	39
Transfer to Non-Licensed						3	4	1
Unknown/Other						56	62	42
Z No Termination Status						1746	1629	1568

2006-07 Cohort

Reason for Leaving Teaching Position							2007	2008
Educator in Another District							89	64
Educator in Another State/Country/Non-Public							21	4
Not Offered Reemployment							83	57
Other Educational Occupation							5	2
Personal Reasons							140	121
Staff Reduction.							130	74
Transfer to Non-Licensed							13	4
Unknown/Other							75	64
Z No Termination Status							1737	1599

The most common reasons given for leaving a teaching position after the first year of teaching include accepting a teach position in another location, not offered reemployment, personal reasons and staff reductions. These reasons continue to be the main reasons for leaving a position even if the cohort members stay five to eight years teaching in Minnesota schools.

Section E: Teacher Surplus Data

1. Perceived Areas of Teacher Surplus

In the 2009 Teacher Supply and Demand Survey, 329 out of 548 (60%) Minnesota superintendents and administrative designees indicated that there was either no shortage or a slight need for Physical Education, Health, Social Studies, Communication Arts and Literature teachers. **Table 15** identifies the licensure area and percentage of Minnesota superintendents and administrative designees indicating that there was either no shortage or a

slight need of teachers.

Table 15: Perceived Areas of Teacher Surplus

License Area	No Shortage or Slight Need	Initial License Granted Between 2002-2008
Physical Education	83%	1,437
Social Studies	85%	5810
Health	75%	714
Communication Arts and Literature	64%	4819

Table 15 indicates that 64% of respondents reported either no shortage or a slight need for Communication Arts and Literature teachers, 75% indicated no need for Health teachers, 85% indicated no need for Social Studies teachers and 83% percent of respondents reported either no shortage or a slight need for elementary teachers.

Section F: 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 16** illustrates the total number of special permissions granted from 2002 to 2008.

Table 16: Special Permissions Granted by the Minnesota Board of Teaching in all License Areas 2002-2008

Type of Permission	Number of Permissions
Personnel Variance	16915
Appeal Variance	362
Discretionary Variance	47
Temporary Limited License	13,141
Waivers	8367

Community Expert	2,176
3 Year Non-Renewable License*	281

*The 3 year non-renewable license data is for 2007 and 2008 only. See definition on page 35 for an explanation of the 3 year non-renewable license.

2. Special Permissions Defined

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

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

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

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

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

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

A **3 Year non-renewable license** allows a professionally licensed individual to teach out-of-field in a subject as they work towards full licensure. A district only needs to apply for this license once and does not need to advertise for the position after the first year. The special permission was issued for the first time during the 2006-2007 school year.

Table 17 disaggregates Board of Teaching special permissions by type between 2002 and 2008. The Minnesota Department of Education’s Staff Automated Reporting (STAR) system provided the data.

**Table 17: Minnesota Board of Teaching Special Permission Trends
In All Licensure Areas**

	2002	2003	2004	2005	2006	2007	2008	% of Change From 2002-2008
Personnel Variances	2,512	3,133	2,998	2,330	2,059	1,958	1,925	-23%
Appeal Variance	NA	NA	NA	122	98	73	69	-43%
Discretionary Variance	NA	NA	NA	NA	23	12	12	-48%
Limited License	374	548	492	463	3617**	3,367**	4,280**	+1,044%
Waivers	777	657	480	608	1,827*	2,059*	1959*	+152%
Community Expert	477	368	209	227	272	286	337	-29%
Non Renewable	NA***	NA***	NA***	NA***	NA***	95	186	+96%

* Experimental program waivers were granted by core subjects for the first time in 05-06 to align with federal No Child Left Behind requirements. The unduplicated count of waivers granted in 04-05 was 608, 05-06 was 522, 06-07 was 522, and 07-08 was 499.

** The number of Limited Short Call Substitute licenses was included under Limited Permissions for the first time in 05-06. In 05-06 3,196 of the Limited permissions were Limited Short Call Substitute licenses and in 06-07 2,957 Limited permissions were Limited Short Call Substitute licenses and in 07-08 3,840 were Limited Short Call Substitute licenses.

*** Non Renewable licenses were issued for the first time in 06-07.

The number of variances and community expert licenses issued by the Minnesota Board of Teaching from 2002 to 2008 has decreased.

During 2007 and 2008, 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 18** illustrates the total number of special permissions and FTE data reported by school districts for comparison.

Table 18: Special Permission with FTE Data, 2007-2008 All Licensure Areas

Type of Permission	2007	2007 Total FTE	2008	2008 Total FTE
Personnel Variance	1985	1151.72	1925	1147.38
Appeal Variance	73	38.62	69	41.38
Discretionary Variance	12	5.91	12	5.50
Temporary Limited License	3367	NA	4280	NA
Waivers	2059	344.01	1959	343.38
Community Expert	286	188.34	337	231.96
Total	7782	1728.6	8581	1769.6
3 Year Non-Renewable License	95	NA*	186	NA*

*This data is not collected

The data in **Table 15** shows an overall increase in special permissions issued. In 2007, the total number of special permissions issued was 7782. In 2008 the total number was 8581, an increase of 10% over the two year period. In 2007 the total number of waivers issued was 2059. In 2008 the total number was 1959 which is a decrease of 5%.

3. Total Special Permissions Granted by Region

Total Special Permissions data is disaggregated by type of special permission and Minnesota region in **Table 19. Appendix B** contains the name of school districts and charter schools located in each region.

Table 19: Special Permissions Granted by Region

Type of permission	Region	1 & 2	3	4	5	6 & 8	7	9	10	11 Metro
Personnel variance	2007	111	147	79	52	190	185	110	187	919
	2008	86	149	67	63	197	183	92	155	890
Appeal variance	2007	10	7	5	1	3	2	3	6	36
	2008	2	8	6	3	9	6	4	3	28
Discretionary Variance	2007	2	3	0	0	0	0	4	1	2
	2008	1	1	1	1	0	0	1	1	2
Limited License	2007	48	155	110	227	159	345	195	133	668
	2008	45	201	138	232	158	331	219	155	446
Waivers	2007	210	89	181	87	207	446	105	365	1661
	2008	251	133	191	114	259	597	98	421	2235
Community Expert	2007	6	3	9	6	17	19	8	25	191
	2008	9	5	2	8	15	21	15	25	237
3 Year Non-Renewable License	2007	6	4	1	5	9	2	0	23	45
	2008	17	5	3	8	20	5	17	30	68

4. 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, Physical Education, Social Studies, Health and Communication Arts and Literature. Despite being identified as teacher surplus areas, there were 100 special permissions granted in Health and Physical Education, 45 in Social Studies, and 69 in

Communication Arts and Literature.

5. Special Permissions Granted in Perceived Shortage Areas

Data represented in **Table 20** illustrates the number of special permissions granted by the Minnesota Board of Teaching disaggregated by total special permissions granted in the perceived shortage areas for 2006-2007 and 2007-2008.

Table 20: Special Permissions Granted by the Minnesota Board of Teaching in Perceived Shortage Areas for 2006-2008

Perceived Shortage Area	Total permission granted in 2006-2007	Total permission granted in 2007-2008
Physics	86	66
Chemistry	121	97
Special Education – EBD	492	412
Mathematics	259	211
Special Education-Early Childhood	70	43
Deaf and Hard of Hearing	36	34
Science 5-8	237	191

*Physics values are reported as individuals who hold either a physics license or a physical science license (chemistry and physics)

** Chemistry values are reported as individuals who hold either a chemistry license or a physical science license (chemistry and physics)

***Science 5-8 values are reported as individuals who hold either a Science 5-8 license or a Science 5-9 license.

Based on data from the 2007 Teacher Supply and Demand Report, there has been a change in the perceived shortage areas by superintendents and charter school directors. There is no longer a perceived shortage in ESL and technology. Science, mathematics, and some areas of special education continue to be perceived as shortage areas. In 2007, a total of 435 special permissions were granted in the perceived shortage areas in science. In 2008, a total of 341 special permissions were granted. This is a 22% decrease in special permissions in science. In 2007, a total of 256 special permissions were granted in mathematics. In 2008, a total of 216 permissions were granted. This is a 16% drop in special permissions for mathematics. The number of special permissions in the perceived shortage areas of special education has also declined for the same period.

6. Total Special Permissions Granted in Perceived Shortage Areas by Region

Total Special Permissions data is disaggregated by perceived shortage area as reported by Minnesota superintendents or administrative designees by Minnesota region in **Table 21**. **Appendix B** contains the name of school districts and charter schools located in each region.

Table 21: Total Special Permissions Granted in Perceived Shortage Areas by Region

Perceived Shortage Area	Region	1 & 2	3	4	5	6 & 8	7	9	10	11 Metro Area
	Year									
Physics*	2007	8	15	11	12	24	19	16	14	27
	2008	3	20	9	11	18	14	13	8	23
Chemistry*	2007	13	33	18	14	28	7	10	21	53
	2008	8	34	17	12	19	5	6	20	46
Special Education – EBD	2007	50	58	80	127	93	126	37	83	434
	2008	44	68	69	143	63	122	36	75	250
Math – including 5-8	2007	25	60	8	44	30	52	28	27	174
	2008	14	45	28	35	41	63	33	25	119
Special Education – Early Childhood	2007	2	4	1	1	13	4	17	10	41
	2008	0	4	0	2	4	4	18	9	16
Deaf and Hard of Hearing	2007	0	1	0	1	1	6	0	6	25
	2008	0	1	0	0	3	3	0	2	27
Science 5-8**	2007	18	30	14	11	23	65	17	30	141
	2008	15	31	14	15	17	50	18	27	96

*Physics values are reported as individuals who hold either a physics license or a physical science license (chemistry and physics)

** Chemistry values are reported as individuals who hold either a chemistry license or a physical science license (chemistry and physics)

***Science 5-8 values are reported as individuals who hold either a Science 5-8 license or a Science 5-9 license.

The data presented in **Table 21** indicates that the total number of special permissions granted by the Minnesota Board of Teaching in the perceived shortage areas has decreased by 36%. The data also indicates 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. In the 2006-2007 school year, requests for special permissions in science were 25%. In the 2007-2008 school year, the number of requests rose to 29%. In the 2006-2007 school year, 56% of the requests for special permissions were for special education. In the 2007-2008 school year, the requests represented 51% of the total requested special permissions.

Table 22 data compares the total number of special permissions granted in perceived shortage areas to the total number of FTE's represented by the permissions.

Table 22: Total Special Permissions with FTE Data, 2006-2007, in Perceived Shortage Areas

Perceived Shortage	Total Permissions 2006-2007	Total FTE 2006-2007	Total Permissions 2007-2008	Total FTE 2007-2008
--------------------	-----------------------------	---------------------	-----------------------------	---------------------

Physics	83	17.03	61	11.77
Chemistry	116	22.92	91	17.93
Special Education-EBD	481	247.44	392	217.84
Mathematics	256	45.5	216	50.06
Special Education-Early Childhood	70	54.57	43	84.4
Deaf and Hard of Hearing	35	5.64	32	3.75
Science 5-8	236	33.9	189	37.41

Table 23 data provides the total number of special permissions in the core academic areas as defined by the federal No Child Left Behind Act of 2001.

Table 23: Special Permission Granted by the Minnesota Board of Education in Core Areas, 2006-2008

Assignment	Waivers Granted in Core Areas	2006-2007	2007-2008
Communication Arts and Literature	Total Number of Special Permissions Granted	368	323
	Total Number of Full Time Equivalents (FTE)	42.23	31.55
Reading	Total Number of Special Permissions Granted	366	323
	Total Number of Full Time Equivalents (FTE)	36.19	31.03
Mathematics	Total Number of Special Permissions Granted	437	418
	Total Number of Full Time Equivalents (FTE)	45.55	50.06
Science	Total Number of Special Permissions Granted	586	533
	Total Number of Full Time Equivalents (FTE)	101.45	90.73
World Language	Total Number of Special Permissions Granted	207	216
	Total Number of Full Time Equivalents (FTE)	105.45	84.03
Social Studies	Total Number of Special Permissions Granted	720	695
	Total Number of Full Time Equivalents (FTE)	25.14	21.99
Visual Arts and Music	Total Number of Special Permissions Granted	218	200
	Total Number of Full Time Equivalents (FTE)	26.29	15.41

Minnesota superintendents or their administrative designees responded on the 2008 Teacher Supply and Demand Survey that there is a perceived shortage in two of the core areas for 2006-2008. The perceived shortage areas include the core areas of mathematics and science. Sixteen percent of survey respondents indicated that there is a considerable need for teachers of Spanish. Special permissions granted by the Minnesota Board of Teaching for Spanish accounted for 47% of the total special permissions from 2006-2008. The request for special permission teachers of Chinese accounted for 11% of the total permissions granted from 2006-2008.

	00	01	02	03	04
Ag					
Business					
ESL					
Math					
Music					
Science					
EBD					
LD					
Spanish					
Technology					

7. 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 24** illustrates the number of commissioner exemptions granted from 2002 to 2008.

Table 24: Commissioner Exemptions Granted, 2002-2008

License Area	2002	2003	2004	2005	2006	2007	2008	Total
English as a Second Language	35	40	34	40	39	43	0	231
Bilingual/Bicultural Education	18	29	18	15	6	3	0	89
Total	53	69	52	55	45	46	0	320

Data presented in **Table 24** indicated that 320 total Commissioners Exemptions were granted between 2002 and 2008, of which 231 were granted in English as a Second Language and 89 in Bilingual/Bicultural Education. With the repeal of state statute 124D.62 during the 2007 legislative session, the Commissioner will no longer grant exemptions for English as a Second Language and Bilingual/Bicultural Education.

8. Summary of Findings

Overall the number of special permissions granted by the Minnesota Board of Teaching tends to be decreasing. Based on the Teacher Supply and Demand Report from 2005 and 2007, together with the results from the 2009 survey results, perceived shortage areas fluctuate and the issuance of special permissions tends to reflect those perceived shortages. During the 2007-2008 school year, the Minnesota Board of Teaching granted 1,769.6 FTE total special permissions and this represents 3.3% of all teachers teaching in Minnesota schools during the 2007-2008 school year.

Section G: Substitute Teacher Data

Seventy-one percent of the Minnesota superintendents or administrative designees who completed the 2009 Supply and Demand Survey indicated they experienced slight to no difficulty recruiting an adequate number of substitute teachers.

Table 25 describes the overall perception of the supply of substitute teachers as reported by Minnesota superintendents or administrative designees in 2007-2008 and 2008-2009 school years.

Table 25: Supply of Substitute Teachers

Supply of Substitute Teacher	
2009 Survey Results	2009 Survey Results 2007-08 and 2008-09
71% Experienced slight to no difficulty	11% Extremely Successful
	23% Very Successful
	36% Successful
	26% Somewhat Successful
	5% Not Successful

Survey results indicated that 5% of the superintendents or administrative designees reported their district’s overall experience as not successful in securing substitutes during the 2006-2007 and 2007-2008 school years. Thirty-six percent reported their district’s overall experience as a success while thirty-four percent 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 2008-2009 school year. Sixty seven percent reported they would not have a problem securing substitute teachers, while 31% reported they would have a problem.

The 45% of superintendents or administrative designees that anticipated a problem securing substitute teachers in 2008-2009 were asked how difficult it would be to secure substitute teachers. five percent indicated it would be extremely difficult and 26% moderately difficult..

Summary of Findings

Data collected from 329 out of 528 (60%) Minnesota superintendents or administrative designees indicated that 36% reported their district’s overall experience securing substitute teacher as a success; while 34% indicated they were very to extremely successful in securing substitute teachers.

When compared to responses to the 2007 Teacher Supply and Demand Report, school districts are finding it easier to secure qualified substitute teachers.

References

- Minnesota Association for Teacher Education Colleges (MACTE), Measure of Teacher Quality in Minnesota, 2006-2007
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2009 Teacher Supply and Demand Survey

The 2009 Teacher Supply and Demand Survey was created using the web based software company Survey Monkey.com®. The survey was sent to all superintendents and charter school directors through the Friday newsletter for superintendents and directors during the month of October 2008.

The online survey asked respondents to provide seven different kinds of data related to the 2006-07 and the 2007-08 school years. The superintendents and charter school directors were asked to provide the following information:

1. For each of the subject areas listed, enter the number of vacancies you had for the academic year.
2. Enter the number of applications that were received from appropriately licensed applicants for the vacancies.
3. Enter the number of applications that were received for the vacancies.
4. Enter the number of vacancies that were filled with a teacher holding the appropriate licensure.
5. Enter your perception of supply (availability of licensed teachers) compared to the demand (number of openings in your district) over the past two years.
6. Enter the number of eligible retirees in your district in each of the subject areas for academic years 2007 through 2011.
7. Based on your anticipated staff retirements for academic years 2007 through 2011, enter your perceived need for the replacement of licensed teachers in the subject areas listed.
8. How difficult is it to secure substitute teachers in your district?
9. How many teachers in your district left the teaching profession for the following reasons: family, personal reasons, retirement, school staffing action and job dissatisfaction?

All respondents to the survey had an opportunity to provide comments at the end of the survey through a constructed response.



Appendix B

School Districts or Charter Schools Completing and Returning the 2009 Teacher Supply and Demand Survey by Region of State

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey
1	2854	1	ADA-BORUP PUBLIC SCHOOL DISTRICT	
1	997	52	AREA SPECIAL EDUCATION COOPERATIVE	
1	676	1	BADGER PUBLIC SCHOOL DISTRICT	X
1	162	1	BAGLEY PUBLIC SCHOOL DISTRICT	X
1	31	1	BEMIDJI PUBLIC SCHOOL DISTRICT	X
1	998	52	BEMIDJI REGIONAL INTERDIST. COUNCIL	
1	32	1	BLACKDUCK PUBLIC SCHOOL DISTRICT	
1	2311	1	CLEARBROOK-GONVICK SCHOOL DISTRICT	X
1	592	1	CLIMAX PUBLIC SCHOOL DISTRICT	X
1	593	1	CROOKSTON PUBLIC SCHOOL DISTRICT	X
1	595	1	EAST GRAND FORKS PUBLIC SCHOOL DIST	X
1	599	1	FERTILE-BELTRAMI SCHOOL DISTRICT	
1	600	1	FISHER PUBLIC SCHOOL DISTRICT	
1	601	1	FOSSTON PUBLIC SCHOOL DISTRICT	X
1	561	1	GOODRIDGE PUBLIC SCHOOL DISTRICT	X
1	2683	1	GREENBUSH-MIDDLE RIVER SCHOOL DIST.	X
1	447	1	GRYGLA PUBLIC SCHOOL DISTRICT	X
1	36	1	KELLIHER PUBLIC SCHOOL DISTRICT	X
1	2171	1	KITTSOON CENTRAL SCHOOL DISTRICT	X
1	390	1	LAKE OF THE WOODS SCHOOL DISTRICT	
1	356	1	LANCASTER PUBLIC SCHOOL DISTRICT	X
1	306	1	LAPORTE PUBLIC SCHOOL DISTRICT	X
1	432	1	MAHNOMEN PUBLIC SCHOOL DISTRICT	
1	441	1	MARSHALL COUNTY CENTRAL SCHOOLS	X
1	4155	7	NAYTAHWAUSH COMMUNITY SCHOOL	X
1	308	1	NEVIS PUBLIC SCHOOL DISTRICT	
1	2215	1	NORMAN COUNTY EAST SCHOOL DISTRICT	X
1	2527	1	NORMAN COUNTY WEST SCHOOL DISTRICT	
1	627	1	OKLEE PUBLIC SCHOOL DISTRICT	
1	309	1	PARK RAPIDS PUBLIC SCHOOL DISTRICT	X
1	628	1	PLUMMER PUBLIC SCHOOL DISTRICT	
1	630	1	RED LAKE FALLS PUBLIC SCHOOL DIST.	X
1	38	1	RED LAKE PUBLIC SCHOOL DISTRICT	
1	682	1	ROSEAU PUBLIC SCHOOL DISTRICT	
1	4058	7	SCHOOLCRAFT LEARNING COMMUNITY CHTR	
1	363	1	SOUTH KOOCHICHING SCHOOL DISTRICT	X
1	2856	1	STEPHEN-ARGYLE CENTRAL SCHOOLS	X
1	564	1	THIEF RIVER FALLS SCHOOL DISTRICT	X

1	4106	7	TREKNORTH HIGH SCHOOL	
1	2358	1	TRI-COUNTY SCHOOL DISTRICT	X
1	2176	1	WARREN-ALVARADO-OSLO SCHOOL DIST.	
1	690	1	WARROAD PUBLIC SCHOOL DISTRICT	
1	435	1	WAUBUN PUBLIC SCHOOL DISTRICT	
1	2609	1	WIN-E-MAC SCHOOL DISTRICT	X
3	1	1	AITKIN PUBLIC SCHOOL DISTRICT	X
3	91	1	BARNUM PUBLIC SCHOOL DISTRICT	X
3	4145	7	BIRCH GROVE COMMUNITY SCHOOL	
3	93	1	CARLTON PUBLIC SCHOOL DISTRICT	
3	695	1	CHISHOLM PUBLIC SCHOOL DISTRICT	X
3	94	1	CLOQUET PUBLIC SCHOOL DISTRICT	X
3	166	1	COOK COUNTY PUBLIC SCHOOLS	X
3	95	1	CROMWELL-WRIGHT PUBLIC SCHOOLS	X
3	317	1	DEER RIVER PUBLIC SCHOOL DISTRICT	X
3	709	1	DULUTH PUBLIC SCHOOL DISTRICT	X
3	4020	7	DULUTH PUBLIC SCHOOLS ACADEMY	
3	4166	7	EAST RANGE ACADEMY OF TECH & SCIENCE	
3	696	1	ELY PUBLIC SCHOOL DISTRICT	
3	99	1	ESKO PUBLIC SCHOOL DISTRICT	
3	2154	1	EVELETH-GILBERT SCHOOL DISTRICT	
3	698	1	FLOODWOOD PUBLIC SCHOOL DISTRICT	X
3	318	1	GRAND RAPIDS PUBLIC SCHOOL DISTRICT	X
3	4100	7	GREAT EXPECTATIONS	
3	316	1	GREENWAY PUBLIC SCHOOL DISTRICT	
3	4085	7	HARBOR CITY INTERNATIONAL CHARTER	
3	700	1	HERMANTOWN PUBLIC SCHOOL DISTRICT	X
3	701	1	HIBBING PUBLIC SCHOOL DISTRICT	X
3	2	1	HILL CITY PUBLIC SCHOOL DISTRICT	X
3	361	1	INTERNATIONAL FALLS SCHOOL DISTRICT	
3	4046	7	LAKE SUPERIOR HIGH SCHOOL	
3	381	1	LAKE SUPERIOR PUBLIC SCHOOL DIST.	
3	362	1	LITTLEFORK-BIG FALLS SCHOOL DIST.	X
3	4	1	MCGREGOR PUBLIC SCHOOL DISTRICT	X
3	2711	1	MESABI EAST SCHOOL DISTRICT	X
3	4177	7	MINISINAAKWAANG LEADERSHIP ACADEMY	
3	97	1	MOOSE LAKE PUBLIC SCHOOL DISTRICT	
3	712	1	MOUNTAIN IRON-BUHL SCHOOL DISTRICT	X
3	319	1	NASHWAUK-KEEWATIN SCHOOL DISTRICT	
3	707	1	NETT LAKE PUBLIC SCHOOL DISTRICT	
3	4084	7	NORTH SHORE COMMUNITY SCHOOL	
3	4146	7	NORTHERN LIGHTS COMMUNITY SCHOOL	
3	6076	50	NORTHLAND LEARNING CENTER	
3	704	1	PROCTOR PUBLIC SCHOOL DISTRICT	X
3	927	83	REGION 3 - NORTHEAST SERVICE COOP	
3	2142	1	ST. LOUIS COUNTY SCHOOL DISTRICT	X
3	706	1	VIRGINIA PUBLIC SCHOOL DISTRICT	X
3	100	1	WRENSHALL PUBLIC SCHOOL DISTRICT	X
4	206	1	ALEXANDRIA PUBLIC SCHOOL DISTRICT	X

4	261	1	ASHBY PUBLIC SCHOOL DISTRICT	X
4	146	1	BARNESVILLE PUBLIC SCHOOL DIST.	
4	542	1	BATTLE LAKE PUBLIC SCHOOL DISTRICT	
4	207	1	BRANDON PUBLIC SCHOOL DISTRICT	X
4	846	1	BRECKENRIDGE PUBLIC SCHOOL DISTRICT	
4	801	1	BROWNS VALLEY PUBLIC SCHOOL DIST.	
4	852	1	CAMPBELL-TINTAH PUBLIC SCHOOL DIST.	X
4	771	1	CHOKIO-ALBERTA PUBLIC SCHOOL DIST.	
4	611	1	CYRUS PUBLIC SCHOOL DISTRICT	
4	22	1	DETROIT LAKES PUBLIC SCHOOL DIST.	
4	2164	1	DILWORTH-GLYNDON-FELTON	X
4	208	1	EVANSVILLE PUBLIC SCHOOL DISTRICT	
4	935	52	FERGUS FALLS AREA SP. ED. COOP.	
4	544	1	FERGUS FALLS PUBLIC SCHOOL DISTRICT	
4	23	1	FRAZEE-VERGAS PUBLIC SCHOOL DIST.	X
4	4168	7	GLACIAL HILLS ELEMENTARY	
4	768	1	HANCOCK PUBLIC SCHOOL DISTRICT	
4	150	1	HAWLEY PUBLIC SCHOOL DISTRICT	X
4	545	1	HENNING PUBLIC SCHOOL DISTRICT	X
4	264	1	HERMAN-NORCROSS SCHOOL DISTRICT	X
4	2889	1	LAKE PARK AUDUBON SCHOOL DISTRICT	X
4	4045	7	LAKES AREA CHARTER SCHOOL	
4	398	52	MIDWEST SPECIAL EDUCATION COOP.	
4	2149	1	MINNEWASKA SCHOOL DISTRICT	X
4	152	1	MOORHEAD PUBLIC SCHOOL DISTRICT	X
4	769	1	MORRIS PUBLIC SCHOOL DISTRICT	X
4	553	1	NEW YORK MILLS PUBLIC SCHOOL DIST.	X
4	213	1	OSAKIS PUBLIC SCHOOL DISTRICT	X
4	547	1	PARKERS PRAIRIE PUBLIC SCHOOL DIST.	
4	548	1	PELICAN RAPIDS PUBLIC SCHOOL DIST.	
4	549	1	PERHAM PUBLIC SCHOOL DISTRICT	
4	25	1	PINE POINT PUBLIC SCHOOL DISTRICT	X
4	926	83	REGION 4-LAKES COUNTRY SERVICE COOP	
4	850	1	ROTHSAY PUBLIC SCHOOL DISTRICT	
4	6014	61	RUNESTONE AREA ED. DISTRICT	
4	914	1	ULEN-HITTERDAL PUBLIC SCHOOL DIST	
4	550	1	UNDERWOOD PUBLIC SCHOOL DISTRICT	X
4	2342	1	WEST CENTRAL AREA	X
4	803	1	WHEATON AREA PUBLIC SCHOOL DISTRICT	X
5	786	1	BERTHA-HEWITT PUBLIC SCHOOL DIST.	X
5	181	1	BRAINERD PUBLIC SCHOOL DISTRICT	
5	787	1	BROWERVILLE PUBLIC SCHOOL DISTRICT	X
5	115	1	CASS LAKE-BENA PUBLIC SCHOOLS	X
5	182	1	CROSBY-IRONTON PUBLIC SCHOOL DIST.	X
5	4059	7	CROSSLAKE COMMUNITY CHARTER SCHOOL	
5	2759	1	EAGLE VALLEY PUBLIC SCHOOL DISTRICT	
5	4012	7	EMILY CHARTER SCHOOL	
5	6004	61	FRESHWATER ED. DIST.	
5	482	1	LITTLE FALLS PUBLIC SCHOOL DISTRICT	

5	2753	1	LONG PRAIRIE-GREY EAGLE SCHOOL DIST	
5	821	1	MENAHGA PUBLIC SCHOOL DISTRICT	X
5	118	1	NORTHLAND COMMUNITY SCHOOLS	X
5	186	1	PEQUOT LAKES PUBLIC SCHOOLS	X
5	484	1	PIERZ PUBLIC SCHOOL DISTRICT	
5	4080	7	PILLAGER AREA CHARTER SCHOOL	X
5	116	1	PILLAGER PUBLIC SCHOOL DISTRICT	X
5	2174	1	PINE RIVER-BACKUS SCHOOL DISTRICT	X
5	6070	50	QUAD COUNTY TELECOMM PROJECT	
5	924	83	REGION 5-NATIONAL JOINT POWERS	
5	485	1	ROYALTON PUBLIC SCHOOL DISTRICT	
5	6079	52	RUM RIVER SPECIAL EDUCATION COOP	
5	820	1	SEBEKA PUBLIC SCHOOL DISTRICT	X
5	2170	1	STAPLES-MOTLEY SCHOOL DISTRICT	
5	486	1	SWANVILLE PUBLIC SCHOOL DISTRICT	X
5	487	1	UPSALA PUBLIC SCHOOL DISTRICT	
5	818	1	VERNDALE PUBLIC SCHOOL DISTRICT	X
5	2155	1	WADENA-DEER CREEK SCHOOL DISTRICT	X
5	113	1	WALKER-HACKENSACK-AKELEY SCHL. DIST	X
6	2396	1	A.C.G.C.	X
6	511	1	ADRIAN PUBLIC SCHOOL DISTRICT	X
6	411	1	BALATON PUBLIC SCHOOL DISTRICT	
6	371	1	BELLINGHAM PUBLIC SCHOOL DISTRICT	X
6	777	1	BENSON PUBLIC SCHOOL DISTRICT	X
6	2534	1	BIRD ISLAND-OLIVIA-LAKE LILLIAN	
6	2159	1	BUFFALO LAKE-HECTOR SCHOOL DISTRICT	
6	891	1	CANBY PUBLIC SCHOOL DISTRICT	X
6	2754	1	CEDAR MOUNTAIN SCHOOL DISTRICT	X
6	4172	7	CLARKFIELD CHARTER SCHOOL	
6	2888	1	CLINTON-GRACEVILLE-BEARDSLEY	X
6	466	1	DASSEL-COKATO PUBLIC SCHOOL DIST.	
6	378	1	DAWSON-BOYD PUBLIC SCHOOL DISTRICT	X
6	4026	7	E.C.H.O. CHARTER SCHOOL	X
6	4028	7	ECI' NOMPA WOONSPE	
6	463	1	EDEN VALLEY-WATKINS SCHOOL DISTRICT	
6	514	1	ELLSWORTH PUBLIC SCHOOL DISTRICT	X
6	505	1	FULDA PUBLIC SCHOOL DISTRICT	X
6	2859	1	GLENCOE-SILVER LAKE SCHOOL DISTRICT	
6	330	1	HERON LAKE-OKABENA SCHOOL DISTRICT	X
6	671	1	HILLS-BEAVER CREEK SCHOOL DISTRICT	X
6	423	1	HUTCHINSON PUBLIC SCHOOL DISTRICT	
6	403	1	IVANHOE PUBLIC SCHOOL DISTRICT	X
6	2895	1	JACKSON COUNTY CENTRAL SCHOOL DIST.	
6	775	1	KERKHOVEN-MURDOCK-SUNBURG	
6	2853	1	LAC QUI PARLE VALLEY SCHOOL DIST.	X
6	404	1	LAKE BENTON PUBLIC SCHOOL DISTRICT	X
6	2167	1	LAKEVIEW SCHOOL DISTRICT	X
6	424	1	LESTER PRAIRIE PUBLIC SCHOOL DIST.	X
6	465	1	LITCHFIELD PUBLIC SCHOOL DISTRICT	X

6	2184	1	LUVERNE PUBLIC SCHOOL DISTRICT	X
6	415	1	LYND PUBLIC SCHOOL DISTRICT	
6	2180	1	M.A.C.C.R.A.Y. SCHOOL DISTRICT	
6	413	1	MARSHALL PUBLIC SCHOOL DISTRICT	X
6	2887	1	MCLEOD WEST PUBLIC SCHOOL DISTRICT	X
6	938	52	MEEKER & WRIGHT SPECIAL EDUCATION	
6	4138	7	MILROY AREA CHARTER SCHOOL	X
6	635	1	MILROY PUBLIC SCHOOL DISTRICT	X
6	414	1	MINNEOTA PUBLIC SCHOOL DISTRICT	X
6	978	52	MINNESOTA VALLEY COOPERATIVE	
6	6018	61	MN RIVER VALLEY EDUCATION DISTRICT	
6	129	1	MONTEVIDEO PUBLIC SCHOOL DISTRICT	X
6	173	1	MOUNTAIN LAKE PUBLIC SCHOOLS	
6	2169	1	MURRAY COUNTY CENTRAL SCHOOL DIST.	
6	4093	7	NEW CENTURY CHARTER SCHOOL	
6	4161	7	NEW DISCOVERIES MONTESSORI ACADEMY	
6	345	1	NEW LONDON-SPICER SCHOOL DISTRICT	X
6	62	1	ORTONVILLE PUBLIC SCHOOL DISTRICT	X
6	2689	1	PIPESTONE AREA SCHOOL DISTRICT	
6	815	2	PRINSBURG PUBLIC SCHOOL DISTRICT	
6	2884	1	RED ROCK CENTRAL SCHOOL DISTRICT	X
6	2897	1	REDWOOD AREA SCHOOL DISTRICT	X
6	991	83	REGN 6 & 8-S.W/W.C. SRV COOPERATIVE	
6	2890	1	RENVILLE COUNTY WEST SCHOOL DIST.	X
6	516	1	ROUND LAKE PUBLIC SCHOOL DISTRICT	
6	2902	1	RTR PUBLIC SCHOOLS	X
6	417	1	TRACY PUBLIC SCHOOL DISTRICT	X
6	640	1	WABASSO PUBLIC SCHOOL DISTRICT	X
6	2898	1	WESTBROOK-WALNUT GROVE SCHOOLS	X
6	347	1	WILLMAR PUBLIC SCHOOL DISTRICT	
6	177	1	WINDOM PUBLIC SCHOOL DISTRICT	X
6	4125	7	WORTHINGTON AREA LANGUAGE ACADEMY	
6	518	1	WORTHINGTON PUBLIC SCHOOL DISTRICT	X
6	4072	7	YANKTON COUNTRY CHARTER SCHOOL	
6	2190	1	YELLOW MEDICINE EAST	X
7	745	1	ALBANY PUBLIC SCHOOL DISTRICT	
7	876	1	ANNANDALE PUBLIC SCHOOL DISTRICT	
7	726	1	BECKER PUBLIC SCHOOL DISTRICT	X
7	2364	1	BELGRADE-BROOTEN-ELROSA SCHOOL DIST	
7	727	1	BIG LAKE PUBLIC SCHOOL DISTRICT	
7	314	1	BRAHAM PUBLIC SCHOOL DISTRICT	X
7	877	1	BUFFALO PUBLIC SCHOOL DISTRICT	
7	911	1	CAMBRIDGE-ISANTI PUBLIC SCHOOL DIST	
7	2144	1	CHISAGO LAKES SCHOOL DISTRICT	X
7	879	1	DELANO PUBLIC SCHOOL DISTRICT	X
7	2580	1	EAST CENTRAL SCHOOL DISTRICT	X
7	728	1	ELK RIVER PUBLIC SCHOOL DISTRICT	
7	51	1	FOLEY PUBLIC SCHOOL DISTRICT	
7	4048	7	GREAT RIVER EDUCATION CENTER	

7	2165	1	HINCKLEY-FINLAYSON SCHOOL DISTRICT	X
7	738	1	HOLDINGFORD PUBLIC SCHOOL DISTRICT	X
7	2687	1	HOWARD LAKE-WAVERLY-WINSTED	
7	473	1	ISLE PUBLIC SCHOOL DISTRICT	X
7	739	1	KIMBALL PUBLIC SCHOOL DISTRICT	
7	881	1	MAPLE LAKE PUBLIC SCHOOL DISTRICT	X
7	740	1	MELROSE PUBLIC SCHOOL DISTRICT	X
7	912	1	MILACA PUBLIC SCHOOL DISTRICT	X
7	882	1	MONTICELLO PUBLIC SCHOOL DISTRICT	X
7	332	1	MORA PUBLIC SCHOOL DISTRICT	
7	138	1	NORTH BRANCH PUBLIC SCHOOLS	
7	957	51	OAK LAND VOCATIONAL CENTER	
7	333	1	OGILVIE PUBLIC SCHOOL DISTRICT	
7	480	1	ONAMIA PUBLIC SCHOOL DISTRICT	X
7	741	1	PAYNESVILLE PUBLIC SCHOOL DISTRICT	X
7	578	1	PINE CITY PUBLIC SCHOOL DISTRICT	X
7	4174	7	PINE GROVE LEADERSHIP ACADEMY	
7	477	1	PRINCETON PUBLIC SCHOOL DISTRICT	
7	883	1	ROCKFORD PUBLIC SCHOOL DISTRICT	
7	750	1	ROCORI PUBLIC SCHOOL DISTRICT	
7	139	1	RUSH CITY PUBLIC SCHOOL DISTRICT	X
7	748	1	SARTELL-ST. STEPHEN SCHOOL DISTRICT	X
7	743	1	SAUK CENTRE PUBLIC SCHOOL DISTRICT	X
7	47	1	SAUK RAPIDS PUBLIC SCHOOL DISTRICT	X
7	742	1	ST. CLOUD PUBLIC SCHOOL DISTRICT	X
7	885	1	ST. MICHAEL-ALBERTVILLE SCHOOL DIST	
7	4142	7	STRIDE ACADEMY CHARTER SCHOOL	
7	4137	7	SWAN RIVER MONTESSORI CHARTER SCH	X
7	4095	7	TRIO WOLF CREEK DISTANCE LEARNING	X
7	4107	7	VOYAGEURS EXPEDITIONARY	X
7	6026	61	WEST CENTRAL EDUCATION DISTRICT	
7	577	1	WILLOW RIVER PUBLIC SCHOOL DISTRICT	X
7	966	51	WRIGHT TECHNICAL CENTER	
8	513	1	BREWSTER PUBLIC SCHOOL DISTRICT	
8	581	1	EDGERTON PUBLIC SCHOOL DISTRICT	X
8	402	1	HENDRICKS PUBLIC SCHOOL DISTRICT	
9	2860	1	BLUE EARTH AREA PUBLIC SCHOOL	X
9	836	1	BUTTERFIELD PUBLIC SCHOOL DISTRICT	
9	391	1	CLEVELAND PUBLIC SCHOOL DISTRICT	
9	81	1	COMFREY PUBLIC SCHOOL DISTRICT	X
9	4151	7	EDVISIONS OFF CAMPUS SCHOOL	
9	2752	1	FAIRMONT AREA SCHOOL DISTRICT	X
9	2365	1	G.F.W.	
9	2536	1	GRANADA HUNTLEY-EAST CHAIN	
9	4144	7	GREEN ISLE COMMUNITY SCHOOL	
9	2835	1	JANESVILLE-WALDORF-PEMBERTON	
9	4050	7	LAFAYETTE PUBLIC CHARTER SCHOOL	X
9	2071	1	LAKE CRYSTAL-WELLCOME MEMORIAL	X
9	392	1	LECENTER PUBLIC SCHOOL DISTRICT	X

9	2397	1	LESUEUR-HENDERSON SCHOOL DISTRICT	X
9	837	1	MADLIA PUBLIC SCHOOL DISTRICT	
9	77	1	MANKATO PUBLIC SCHOOL DISTRICT	X
9	2135	1	MAPLE RIVER SCHOOL DISTRICT	X
9	2448	1	MARTIN COUNTY WEST SCHOOL DISTRICT	
9	4007	7	MINNESOTA NEW COUNTRY SCHOOL	X
9	6027	61	MN VALLEY EDUCATION DISTRICT	
9	394	1	MONTGOMERY-LONSDALE SCHOOL DISTRICT	X
9	2168	1	N.R.H.E.G. SCHOOL DISTRICT	X
9	88	1	NEW ULM PUBLIC SCHOOL DISTRICT	X
9	507	1	NICOLLET PUBLIC SCHOOL DISTRICT	X
9	922	83	REGION 9-SOUTH CENTRAL SERVICE COOP	
9	6049	61	RIVER BEND EDUCATION DISTRICT	
9	4066	7	RIVERBEND ACADEMY	
9	2310	1	SIBLEY EAST SCHOOL DISTRICT	X
9	84	1	SLEEPY EYE PUBLIC SCHOOL DISTRICT	X
9	870	52	SOUTHERN MINN. SPECIAL SERVICE COOP	
9	85	1	SPRINGFIELD PUBLIC SCHOOL DISTRICT	X
9	75	1	ST. CLAIR PUBLIC SCHOOL DISTRICT	
9	840	1	ST. JAMES PUBLIC SCHOOL DISTRICT	
9	508	1	ST. PETER PUBLIC SCHOOL DISTRICT	X
9	4127	7	TEAM ACADEMY	
9	458	1	TRUMAN PUBLIC SCHOOL DISTRICT	X
9	2134	1	UNITED SOUTH CENTRAL SCHOOL DIST.	X
9	829	1	WASECA PUBLIC SCHOOL DISTRICT	X
9	2143	1	WATERVILLE-ELYSIAN-MORRISTOWN	X
10	241	1	ALBERT LEA PUBLIC SCHOOL DISTRICT	X
10	242	1	ALDEN-CONGER PUBLIC SCHOOL DISTRICT	X
10	4091	7	ARTECH	
10	492	1	AUSTIN PUBLIC SCHOOL DISTRICT	X
10	756	1	BLOOMING PRAIRIE PUBLIC SCHOOL DIST	X
10	4001	7	BLUFFVIEW MONTESSORI	
10	531	1	BYRON PUBLIC SCHOOL DISTRICT	X
10	299	1	CALEDONIA PUBLIC SCHOOL DISTRICT	
10	252	1	CANNON FALLS PUBLIC SCHOOL DISTRICT	X
10	227	1	CHATFIELD PUBLIC SCHOOLS	X
10	4123	7	DAKOTA AREA COMMUNITY CHARTER SCH	X
10	4081	7	DISCOVERY PUBLIC SCHOOL FARIBAULT	
10	533	1	DOVER-EYOTA PUBLIC SCHOOL DISTRICT	
10	656	1	FARIBAULT PUBLIC SCHOOL DISTRICT	X
10	2198	1	FILLMORE CENTRAL	X
10	2886	1	GLENVILLE-EMMONS SCHOOL DISTRICT	
10	6051	61	GOODHUE COUNTY EDUCATION DIST.	
10	253	1	GOODHUE PUBLIC SCHOOL DISTRICT	X
10	495	1	GRAND MEADOW PUBLIC SCHOOL DISTRICT	
10	203	1	HAYFIELD PUBLIC SCHOOL DISTRICT	X
10	6013	61	HIAWATHA VALLEY ED. DISTRICT	
10	294	1	HOUSTON PUBLIC SCHOOL DISTRICT	X

10	204	1	KASSON-MANTORVILLE SCHOOL DIST.	X
10	2172	1	KENYON-WANAMINGO SCHOOL DISTRICT	
10	2137	1	KINGSLAND PUBLIC SCHOOL DISTRICT	X
10	4054	7	LACRESCENT MONTESSORI ACADEMY	
10	300	1	LACRESCENT-HOKAH SCHOOL DISTRICT	X
10	813	1	LAKE CITY PUBLIC SCHOOL DISTRICT	X
10	229	1	LANESBORO PUBLIC SCHOOL DISTRICT	X
10	499	1	LEROY PUBLIC SCHOOL DISTRICT	
10	857	1	LEWISTON-ALTURA PUBLIC SCHOOL DIST.	X
10	497	1	LYLE PUBLIC SCHOOL DISTRICT	
10	238	1	MABEL-CANTON PUBLIC SCHOOL DIST.	X
10	763	1	MEDFORD PUBLIC SCHOOL DISTRICT	X
10	160	70	MINNESOTA STATE ACADEMIES	
10	4055	7	NERSTRAND CHARTER SCHOOL	
10	659	1	NORTHFIELD PUBLIC SCHOOL DISTRICT	X
10	761	1	OWATONNA PUBLIC SCHOOL DISTRICT	
10	255	1	PINE ISLAND PUBLIC SCHOOL DIST.	X
10	2899	1	PLAINVIEW-ELGIN-MILLVILLE	
10	4090	7	PRAIRIE CREEK COMMUNITY SCHOOL	
10	4154	7	RECOVERY SCHOOL OF SOUTHERN MN	
10	256	1	RED WING PUBLIC SCHOOL DISTRICT	
10	4083	7	RIDGEWAY COMMUNITY SCHOOL	
10	4064	7	RIVERWAY LEARNING COMMUNITY CHTR	
10	4056	7	ROCHESTER OFF-CAMPUS CHARTER HIGH	
10	535	1	ROCHESTER PUBLIC SCHOOL DISTRICT	X
10	239	1	RUSHFORD-PETERSON PUBLIC SCHLS.	X
10	500	1	SOUTHLAND PUBLIC SCHOOL DISTRICT	
10	297	1	SPRING GROVE SCHOOL DISTRICT	X
10	858	1	ST. CHARLES PUBLIC SCHOOL DISTRICT	
10	534	1	STEWARTVILLE PUBLIC SCHOOL DISTRICT	X
10	4061	7	STUDIO ACADEMY CHARTER SCHOOL	X
10	2125	1	TRITON SCHOOL DISTRICT	
10	811	1	WABASHA-KELLOGG PUBLIC SCHOOL DIST.	
10	861	1	WINONA AREA PUBLIC SCHOOL DISTRICT	X
10	6012	61	ZUMBRO EDUCATION DISTRICT	
10	2805	1	ZUMBROTA-MAZEPPA SCHOOL DISTRICT	X
11	4073	7	ACADEMIA CESAR CHAVEZ CHARTER SCH.	
11	4148	7	ACADEMY OF BIOSCIENCES	
11	4018	7	ACHIEVE LANGUAGE ACADEMY	
11	4135	7	ADAM ABDULLE ACADEMY	
11	4074	7	AFSA HIGH SCHOOL	
11	11	1	ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	
11	4114	7	ASCENSION ACADEMY CHARTER SCHOOL	
11	4184	7	ASPEN ACADEMY	
11	4111	7	AUGSBURG ACADEMY FOR HEALTH CAREERS	
11	4067	7	AURORA CHARTER SCHOOL	
11	4075	7	AVALON SCHOOL	X
11	4124	7	BEACON ACADEMY	X

11	4133	7	BEACON PREPARATORY SCHOOL	
11	716	1	BELLE PLAINE PUBLIC SCHOOL DISTRICT	X
11	4192	7	BEST ACADEMY	
11	271	1	BLOOMINGTON PUBLIC SCHOOL DISTRICT	
11	4082	7	BLUESKY CHARTER SCHOOL	
11	4189	7	BRIGHT WATER ELEMENTARY	
11	286	1	BROOKLYN CENTER SCHOOL DISTRICT	X
11	191	1	BURNSVILLE PUBLIC SCHOOL DISTRICT	X
11	930	53	CARVER-SCOTT EDUCATIONAL COOP.	
11	4004	7	CEDAR RIVERSIDE COMMUNITY SCHOOL	X
11	12	1	CENTENNIAL PUBLIC SCHOOL DISTRICT	
11	4000	7	CITY ACADEMY	
11	4188	7	COLOGNE ACADEMY	
11	13	1	COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	X
11	4015	7	COMMUNITY OF PEACE ACADEMY	X
11	4181	7	COMMUNITY SCHOOL OF EXCELLENCE	
11	4035	7	CONCORDIA CREATIVE LEARNING ACADEMY	
11	4025	7	CYBER VILLAGE ACADEMY	
11	4149	7	CYGNUS ACADEMY	
11	4185	7	DAVINCI ACADEMY	
11	112	1	DISTRICT 112	
11	4153	7	DUGSI ACADEMY	
11	4173	7	DUNWOODY ACADEMY	
11	4122	7	EAGLE RIDGE ACADEMY CHARTER SCHOOL	
11	6067	62	EAST METRO INTEGRATION DISTRICT	X
11	272	1	EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	
11	273	1	EDINA PUBLIC SCHOOL DISTRICT	
11	4057	7	EL COLEGIO CHARTER SCHOOL	
11	4180	7	EMILY O. GOODRIDGE-GREY ACCELERATED	
11	4068	7	EXCELL ACADEMY CHARTER	
11	4036	7	FACE TO FACE ACADEMY	
11	192	1	FARMINGTON PUBLIC SCHOOL DISTRICT	
11	831	1	FOREST LAKE PUBLIC SCHOOL DISTRICT	X
11	4052	7	FOUR DIRECTIONS CHARTER SCHOOLS	X
11	4113	7	FRASER ACADEMY	X
11	14	1	FRIDLEY PUBLIC SCHOOL DISTRICT	X
11	4079	7	FRIENDSHIP ACDMY OF FINE ARTS CHTR.	X
11	4108	7	GENERAL JOHN VESSEY JR LEADERSHIP	
11	4186	7	GLOBAL ACADEMY	
11	4105	7	GREAT RIVER SCHOOL	
11	4032	7	HARVEST PREP SCHOOL/SEED ACADEMY	
11	200	1	HASTINGS PUBLIC SCHOOL DISTRICT	
11	4170	7	HIAWATHA LEADERSHIP ACADEMY	
11	4039	7	HIGH SCHOOL FOR RECORDING ARTS	X
11	4027	7	HIGHER GROUND ACADEMY	
11	4103	7	HMONG ACADEMY	
11	4070	7	HOPE COMMUNITY ACADEMY	
11	270	1	HOPKINS PUBLIC SCHOOL DISTRICT	X
11	287	6	INTERMEDIATE SCHOOL DISTRICT 287	

11	917	6	INTERMEDIATE SCHOOL DISTRICT 917	X
11	4167	7	INTERNATIONAL SPANISH LANGUAGE ACAD	X
11	199	1	INVER GROVE HEIGHTS SCHOOLS	X
11	4031	7	JENNINGS COMMUNITY LEARNING CENTER	
11	717	1	JORDAN PUBLIC SCHOOL DISTRICT	
11	4118	7	KALEIDOSCOPE CHARTER SCHOOL	
11	4191	7	KIPP MINNESOTA CHARTER SCHOOL	
11	4116	7	LAKES INTERNATIONAL LANGUAGE ADMY	
11	194	1	LAKEVILLE PUBLIC SCHOOL DISTRICT	X
11	4163	7	LEARNING FOR LEADERSHIP CHARTER	X
11	4104	7	LIBERTY HIGH SCHOOL	
11	4131	7	LIGHTHOUSE ACADEMY OF NATIONS	
11	4178	7	LINCOLN INTERNATIONAL SCHOOL	
11	4183	7	LIONSGATE ACADEMY	
11	4175	7	LONG TIENG ACADEMY	
11	4139	7	LOVEWORKS ACADEMY FOR ARTS	
11	832	1	MAHTOMEDI PUBLIC SCHOOL DISTRICT	
11	4110	7	MAIN STREET SCHOOL PERFORMING ARTS	
11	4043	7	MATH & SCIENCE ACADEMY	
11	4005	7	METRO DEAF SCHOOL	
11	4187	7	MICHAEL FROME ACADEMY	
11	4115	7	MINNEAPOLIS ACADEMY CHARTER SCHOOL	
11	1	3	MINNEAPOLIS PUBLIC SCHOOL DIST.	X
11			MINNESOTA INTERNATIONAL MIDDLE SCHOOL	X
11	4102	7	MINNESOTA INTERNSHIP CENTER	
11	4101	7	MINNESOTA NORTH STAR ACADEMY	X
11	4150	7	MINNESOTA ONLINE HIGH SCHOOL	
11	4017	7	MINNESOTA TRANSITIONS CHARTER SCH	
11	276	1	MINNETONKA PUBLIC SCHOOL DISTRICT	X
11	4078	7	MN INTERNATIONAL MIDDLE CHARTER	
11	993	52	MN RIVER VALLEY SPECIAL ED. COOP.	
11	621	1	MOUNDS VIEW PUBLIC SCHOOL DISTRICT	X
11	916	6	N.E. METRO INTERMEDIATE DIST. 916	X
11	4089	7	NEW CITY SCHOOL	
11	4003	7	NEW HEIGHTS SCHOOL, INC.	
11	4143	7	NEW MILLENNIUM ACADEMY CHARTER SCH	
11	721	1	NEW PRAGUE AREA SCHOOLS	
11	4029	7	NEW SPIRIT SCHOOLS	X
11	4011	7	NEW VISIONS CHARTER SCHOOL	
11	4171	7	NOBLE ACADEMY	
11	4053	7	NORTH LAKES ACADEMY	
11	622	1	NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	X
11	4049	7	NORTHWEST PASSAGE HIGH SCHOOL	X
11	108	1	NORWOOD PUBLIC SCHOOL DISTRICT	X
11	4098	7	NOVA CLASSICAL ACADEMY	
11	4030	7	ODYSSEY CHARTER SCHOOL	
11	278	1	ORONO PUBLIC SCHOOL DISTRICT	X
11	279	1	OSSEO PUBLIC SCHOOL DISTRICT	X

11	4008	7	PACT CHARTER SCHOOL	
11	4141	7	PAIDEIA ACADEMY CHARTER SCHOOL	
11	4097	7	PARTNERSHIP ACADEMY, INC.	
11	1000	70	PERPICH CENTER FOR ARTS EDUCATION	
11	4126	7	PRAIRIE SEEDS ACADEMY	
11	719	1	PRIOR LAKE-SAVAGE AREA SCHOOLS	
11	4182	7	QUEST ACADEMY	
11	195	1	RANDOLPH PUBLIC SCHOOL DISTRICT	X
11	280	1	RICHFIELD PUBLIC SCHOOL DISTRICT	
11	4119	7	RIVER HEIGHTS CHARTER SCHOOL	
11	281	1	ROBBINSDALE PUBLIC SCHOOL DISTRICT	
11	196	1	ROSEMOUNT-APPLE VALLEY-EAGAN	
11	623	1	ROSEVILLE PUBLIC SCHOOL DISTRICT	X
11	4087	7	SAGE ACADEMY CHARTER SCHOOL	X
11	4159	7	SEVEN HILLS CLASSICAL ACADEMY	
11	720	1	SHAKOPEE PUBLIC SCHOOL DISTRICT	X
11	4006	7	SKILLS FOR TOMORROW CHARTER SCHOOL	
11	4109	7	SOBRIETY HIGH	
11	4038	7	SOJOURNER TRUTH ACADEMY	
11	6	3	SOUTH ST. PAUL PUBLIC SCHOOL DIST.	
11	833	1	SOUTH WASHINGTON COUNTY SCHOOL DIST	
11	4162	7	SOUTHSIDE FAMILY CHARTER SCHOOL	X
11	4160	7	SPECTRUM HIGH SCHOOL	
11	16	1	SPRING LAKE PARK PUBLIC SCHOOLS	
11	282	1	ST. ANTHONY-NEW BRIGHTON SCHOOLS	
11	4120	7	ST. CROIX PREPARATORY ACADEMY	
11	15	1	ST. FRANCIS PUBLIC SCHOOL DISTRICT	
11	283	1	ST. LOUIS PARK PUBLIC SCHOOL DIST.	
11	4112	7	ST. PAUL CONSERVATORY PERFORMING ART	X
11	625	1	ST. PAUL PUBLIC SCHOOL DISTRICT	X
11	834	1	STILLWATER AREA PUBLIC SCHOOL DIST.	X
11	4169	7	STONEBRIDGE COMMUNITY SCHOOL	
11	4099	7	TAREK IBN ZIYAD ACADEMY	
11	4042	7	TWIN CITIES ACADEMY	
11	4132	7	TWIN CITIES ACADEMY HIGH SCHOOL	
11	4152	7	TWIN CITIES GERMAN IMMERSION CHRTR	
11	4077	7	TWIN CITIES INTERNATIONAL ELEM SCH.	
11	4121	7	UBAH MEDICAL ACADEMY CHARTER SCHOOL	
11	4088	7	URBAN ACADEMY CHARTER SCHOOL	
11	110	1	WACONIA PUBLIC SCHOOL DISTRICT	
11	4092	7	WATERSHED HIGH SCHOOL	
11	111	1	WATERTOWN-MAYER PUBLIC SCHOOL DIST.	
11	4176	7	WAYNEWOOD SCHOOL OF HOPE	
11	284	1	WAYZATA PUBLIC SCHOOL DISTRICT	X
11	6069	62	WEST METRO EDUCATION PROGRAM	
11	197	1	WEST ST. PAUL-MENDOTA HTS.-EAGAN	X
11	277	1	WESTONKA PUBLIC SCHOOL DISTRICT	X
11	624	1	WHITE BEAR LAKE SCHOOL DISTRICT	X

11	4086	7	WOODSON INSTITUTE FOR EXCELLENCE CH
11	4016	7	WORLD LEARNER CHARTER SCHOOL
11	4140	7	YINGHUA ACADEMY
	6383	61	BENTON-STEARNES ED. DISTRICT
	6080	50	INFINITY:MINNESOTA DIGITAL ACADEMY
	397	52	LAKE AGASSIZ SPECIAL ED. COOP.
	6065	62	METROPOLITAN LEARNING ALLIANCE
	6979	61	MID STATE EDUCATION DISTRICT
	901	52	NORTHERN LAKES SPECIAL ED. COOP
	382	52	NW REGION INTERDISTRICT COUNCIL
	985	51	PINE TO PRAIRIE COOPERATIVE CTR.
	915	52	SOUTHERN PLAINS EDUCATION COOP.
	6072	62	VALLEY CROSSING COMMUNITY SCHOOL

X

APPENDIX C

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

Augsburg College

Bemidji State University
 Bethany Lutheran College
 Bethel University
 Capella
 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
 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-Crookston
 University of Minnesota-
 University of Minnesota-Duluth
 University of Minnesota-Morris
 University of Minnesota-Twin Cities
 University of St. Thomas
 Walden University
 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	2007
Adult Basic Education - Adult	8	14	22	13

Agricultural Education 5-12	17	23	21	4
Bilingual/Bicultural Education	4	8	6	16
Business 5-12	53	61	73	57
Career and Technical Education Accommodation Specialists for Students w/ Disabilities [endorsement]	6	4	3	8
Chemistry, 9-12	1	1	3	41
Communication Arts/Literature 5-8, 9-12	234	253	255	209
Dance and Theatre Arts K-12	4	2	5	9
Early Childhood Education Birth-Gr. 3	222	273	265	209
Elem K-6 + Communication Arts/Lit 5-8 specialty	439	475	434	363
Elem K-6 + Math 5-8 specialty	303	320	313	233
Elem K-6 + Prekindergarten specialty	430	408	375	208
Elem K-6 + Science 5-8 specialty	206	180	175	140
Elem K-6 + Social Studies 5-8 specialty	528	427	426	324
Elem K-6 + World Language & Cultures - French K-8 specialty	4	8	7	7
Elem K-6 + World Language & Cultures - German K-8 specialty	2	2	2	0
Elem K-6 + World Language & Cultures - Ojibwe K-8 Specialty	3	1	2	0
Elem K-6 + World Language & Cultures - Spanish K-8 specialty	37	41	30	1
English as a Second Language K-12	143	180	138	168
Family and Consumer Sciences 5-12	11	16	31	15
Health 5-12	83	84	96	63
Instrumental and Classroom Music K-12	97	98	67	81
Keyboarding for Computer Applications K-8 [endorsement]	1	29	36	18
Library Media Specialist K-12	82	47	42	44
Life Science, 9-12	2	8	6	116
Mathematics 5-12	148	149	165	143
Other	15	47	9	
Parent and Family Education - Adult	32	26	16	0
Physical Education K-12	200	182	164	136
Physics, 9-12	3	2	3	18
Reading K-12 [endorsement]	41	149	256	212
Science - 5-8/Chemistry 9-12	39	32	49	NA
Science - 5-8/Earth & Space Science 9-12	16	17	20	NA
Science - 5-8/Life Science 9-12	96	128	116	NA
Science - 5-8/Physics 9-12	31	18	21	NA
Science - General 5-8	42	91	55	125
Social Studies 5-12	312	387	342	261
Special Education: Deaf or Hard of Hearing Birth-12	8	9	8	22
Special Education: Developmental Adapted Physical Education PreK-12 [endorsement]	43	36	27	25
Special Education: Developmental Disabilities K-12	101	103	121	74
Special Education: Early Childhood Birth-Age 6	55	63	63	36
Special Education: Emotional Behavioral Disorders K-12	300	247	232	197
Special Education: Learning Disabilities K-12	284	305	263	195
Special Education: Physical and Health Disabilities PreK-12	12	19	16	6
Teacher/Coordinator Work-Based Learning 5-12 [endorsement]	28	28	47	11
Teachers of Communication and Technology Careers	0	4	10	1
Teachers of Construction Careers	0	0	8	2
Teachers of Hospitality Service Careers	0	0	2	0
Teachers of Manufacturing Careers	0	4	5	1
Teachers of Medical Careers	0	0	4	3
Teachers of Transportation Careers	0	0	4	0
Technology 5-12	29	24	25	22
Visual Arts K-12	95	116	107	105
Vocal and Classroom Music K-12	69	85	80	58
World Lang Classical Languages (Greek and Latin) K-12	0	1	2	0
World Languages and Cultures Chinese K-12	0	0	1	1
World Languages and Cultures French K-12	18	17	14	21
World Languages and Cultures German K-12	13	15	8	4
World Languages and Cultures Japanese K-12	0	2	2	1
World Languages and Cultures Russian K-12	2	0	0	0
World Languages and Cultures Spanish K-12	66	78	71	574084

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

Appendix E

Total Special Permissions Granted for all License Areas 2008

License	Variance	Appeal Variance	Discretionary Variance	Waiver	Temporary Limited License FTE not collected	Non licensed Community Expert	Non Renewable License FTE not collected
AGRICULTURAL EDUCATION	4	0	0	0	1	1	0
VISUAL ARTS	18	1	0	0	10	4	1
COMMUNICATION ARTS/LITERATURE	49	5	0	0	12	2	1
READING	49	0	0	0	1	0	9
THEATRE ARTS	12	0	0	0	5	2	0
DANCE AND THEATRE	0	0	0	0	1	1	0
DANCE	2	0	0	0	4	6	0
LATIN	1	0	0	0	4	0	0
AMERICAN SIGN LANGUAGE	23	2	0	0	1	11	0
ARABIC	0	0	0	0	0	9	0
CHINESE	4	1	0	0	4	28	0
ESL	101	3	0	0	17	20	18
FRENCH	4	1	0	0	1	2	2
GERMAN	4	0	0	0	2	0	0
HEBREW	0	0	0	0	0	1	0
JAPANESE	0	0	0	0	0	2	0
RUSSIAN	1	0	0	0	0	0	0
SPANISH	37	1	1	0	31	19	5
OJIBWE	0	0	0	0	0	0	0
BILINGUAL/BICULTURAL EDUCATION	6	0	0	0	0	1	1
HMONG	0	0	0	1	0	13	0
HEALTH EDUCATION	46	0	0	0	1	0	2
PHYSICAL EDUCATION	24	0	0	0	4	2	1
FAMILY AND CONSUMER SCIENCES	29	1	0	0	2	1	2
COSMETOLOGY OCCUPATIONS	0	0	0	0	0	6	0
TECHNOLOGY	17	1	0	0	1	3	2
MATHEMATICS	66	5	1	0	28	15	5
MUSIC	0	0	0	0	1	0	0
CLASSROOM MUSIC	1	0	0	0	0	0	0
VOCAL AND CLASSROOM MUSIC	9	1	0	0	10	7	2
INSTR(BAND/ORCH) AND CLASSROOM	6	0	0	0	6	5	3
LIFE SCIENCES	22	2	0	0	12	0	3
CHEMISTRY	47	4	3	0	6	2	6
PHYSICS	28	5	3	0	2	2	5
EARTH SCIENCE	32	1	0	0	0	1	2
SCIENCE 5-8	72	1	0	0	7	0	2
BUSINESS	31	1	1	0	8	6	4
KEYBOARDING FOR COMPUTER	54	1	0	0	10	2	2
SOCIAL STUDIES -ALL-	35	1	0	0	0	7	2
TEACHER/COORDINATOR WORK BASED	51	1	0	0	0	5	12
ELEMENTARY EDUCATION	57	0	0	0	34	23	2

KINDERGARTEN	0	0	0	0	0	0	0
PRE-PRIMARY	4	2	0	0	0	2	0
EARLY CHILDHOOD EDUCATION	6	3	0	0	0	3	0
ADULT BASIC EDUCATION	0	0	0	0	0	0	0
PARENT AND FAMILY EDUCATION	17	0	0	0	2	9	2
FAMILY ED/EARLY CHILDHOOD ED	0	0	0	0	0	0	0
COUNSELOR OR TEACHING INTERN	0	0	0	0	6	0	0
SPEECH/LANGUAGE PATHOLOGIST	0	0	0	0	26	0	0
EMOTIONALLY/BEHAVIORALLY DISOR	258	9	0	0	40	36	20
LEARNING DISABILITIES	222	7	1	0	19	15	15
DEVELOPMENTAL/ADAPTED PHYSICAL	40	1	0	0	2	2	3
PHYSICAL AND HEALTH DISABILITI	12	0	0	0	1	2	1
ORAL/AURAL DEAF EDUCATION	0	1	0	0	1	0	0
DEAF OR HARD OF HEARING	7	0	0	0	5	0	2
BLIND OR VISUALLY IMPAIRED	11	0	0	0	3	0	2
SPECIAL ED/EARLY CHILDHOOD	106	1	0	0	7	5	10
DEVELOPMENTAL DISABILITIES	157	2	0	0	9	13	12
CAREER ACCOMMODATION SPEC.	2	0	0	0	0	1	1
DRIVER EDUCATION	2	0	0	0	0	0	0
COMMUNICATIONS TECHNOLOGY CARE	25	2	0	0	6	4	3
CONSTRUCTION CAREERS	21	0	0	0	2	1	1
MANUFACTURING CAREERS	15	0	0	0	1	2	0
MEDICAL CAREERS	5	0	0	0	9	0	10
CREATIVE DESIGN CAREERS	0	0	0	0	1	0	0
HOSPITALITY SERVICE CAREERS	1	0	0	0	3	1	0
TRANSPORTATION CAREERS	15	2	0	0	8	1	0
NON LICENSURE AREA	0	0	0	0	0	5	0
SCHOOL COUNSELOR	2	0	2	0	7	1	0
SCHOOL PSYCHOLOGIST	0	0	0	0	53	0	0
PUBLIC SCHOOL NURSE	0	0	0	0	0	1	0
LIBRARY MEDIA SPECIALIST	55	0	0	0	3	1	10
SHORT CALL SUBSTITUTE TEACHER	0	0	0	0	3840	6	0
EXPERIMENTAL PROGRAM-ENGLISH	0	0	0	251	0	3	0
EXPERIMENTAL PROGRAM-READ & LANG	0	0	0	263	0	1	0
EXPERIMENTAL PROGRAM-MATH	0	0	0	297	0	1	0
EXPERIMENTAL PROGRAM-SCIENCE	0	0	0	261	0	2	0
EXPERIMENTAL PROGRAM-FOREIGN LANG	0	0	0	0	0	0	0
EXPERIMENTAL PROGRAM-CIVIC & GOV	0	0	0	166	0	1	0
EXPERIMENTAL PROGRAM-ECONOMICS	0	0	0	112	0	2	0
EXPERIMENTAL PROGRAM-GEOGRAPHY	0	0	0	156	0	0	0
EXPERIMENTAL PROGRAM-HISTORY	0	0	0	200	0	3	0
EXPERIMENTAL PROGRAM-VISUAL & MUSIC	0	0	0	115	0	1	0
EXPERIMENTAL PROGRAM-NON CORE	0	0	0	137	0	3	0
Total Count	1925	69	12	1959	4280	337	186
Total Unduplicated Count	1660	62	11	499	3707	297	159

Total FTE Count	1147.38	41.38	5.50		NA		NA
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Appendix F

Total Initial Licenses Granted, All Licensure Areas 2004-2008

ABE	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	9	13	13	8	8	51
PREPARED OUT-SIDE OF MN	6	10	7	6	2	31
TOTAL	15	23	20	14	10	82

AGRICULTURAL	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	10	11	3	15	20	59
PREPARED OUT-SIDE OF MN	12	19	15	14	2	62
TOTAL	22	30	18	29	22	121

AMERICAN INDIAN LANG/CULTURE	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	7	2	5	3	2	19
PREPARED OUT-SIDE OF MN	8	6	1	2	2	19
TOTAL	15	8	6	5	4	38

BILINGUAL/BICULTURAL	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	4	1	4	6	6	21
PREPARED OUT-SIDE OF MN	5	11	2	3	5	26
TOTAL	9	12	6	9	11	47

BUSINESS	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	70	59	90	72	79	370
PREPARED OUT-SIDE OF MN	65	49	48	40	29	231
TOTAL	135	108	138	112	108	601

COMMUNICATION ARTS & LIT.	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	690	513	580	512	547	2842
PREPARED OUT-SIDE OF MN	249	222	189	162	169	991
TOTAL	939	735	769	672	716	3833

DANCE	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	7	7	5	7	6	32
PREPARED OUT-SIDE OF MN	0	3	4	3	5	15
TOTAL	7	10	9	10	11	47

DRIVERS EDUCATION	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	21	14	22	20	21	98
PREPARED OUT-SIDE OF MN	13	10	13	6	16	58
TOTAL	34	24	35	26	37	156

EARLY CHILDHOOD	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	670	532	607	422	563	2794
PREPARED OUT-SIDE OF MN	192	177	147	142	149	807
TOTAL	862	709	754	564	712	3601

ELEMENTARY EDUCATION	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	2075	1380	1522	1251	1313	7541
PREPARED OUT-SIDE OF MN	825	718	640	689	657	3629
TOTAL	2900	2098	2162	1940	1970	11170

ENGLISH AS A SECOND LANGUAGE	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	107	117	101	113	136	574
PREPARED OUT-SIDE OF MN	71	90	75	58	48	342
TOTAL	178	207	176	171	184	916

FAMILY AND CONSUMER SCIENCE	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	10	11	21	17	11	70
PREPARED OUT-SIDE OF MN	28	26	28	28	13	123
TOTAL	38	37	49	45	24	193

HEALTH	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	94	75	70	75	81	395
PREPARED OUT-SIDE OF MN	48	36	41	24	29	178
TOTAL	142	111	111	99	111	573

LIBRARY MEDIA	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	35	39	31	30	41	176
PREPARED OUT-SIDE OF MN	24	22	24	11	21	102
TOTAL	59	61	55	43	66	278

MATHEMATICS	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	560	383	439	369	410	2161
PREPARED OUT-SIDE OF MN	166	125	127	127	136	681
TOTAL	726	508	566	496	546	2842

MEDICAL CAREERS	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	0	0	1	5	4	10
PREPARED OUT-SIDE OF MN	6	1	2	2	3	14
TOTAL	6	1	3	7	7	24

MUSIC (INSTRUMENTAL, VOCAL & CLASSROOM)	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	146	131	157	145	149	728
PREPARED OUT-SIDE OF MN	110	95	113	90	103	511
TOTAL	256	226	270	235	252	1239

PARENT AND FAMILY EDUCATION	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	48	31	22	11	17	129
PREPARED OUT-SIDE OF MN	13	10	3	7	3	36
TOTAL	61	41	25	18	20	165

PHYSICAL EDUCATION	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	178	154	150	110	135	727
PREPARED OUT-SIDE OF MN	113	96	75	89	66	439
TOTAL	291	250	225	199	201	1166

READING	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	30	69	125	181	108	513
PREPARED OUT-SIDE OF MN	51	72	71	69	50	313
TOTAL	81	141	196	250	158	826

SCIENCE	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	486	469	498	483	442	2378
PREPARED OUT-SIDE OF MN	269	236	225	210	213	1153
TOTAL	755	705	723	693	655	3531

SERVICE OCCUPATIONS	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	0	0	1	1	0	2
PREPARED OUT-SIDE OF MN	3	0	0	0	0	3
TOTAL	3	0	1	1	0	5

SOCIAL STUDIES	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	1019	639	675	519	593	3445
PREPARED OUT-SIDE OF MN	242	225	198	183	185	1033
TOTAL	1261	864	873	702	718	4478

TECHNOLOGY (INDUSTRIAL ARTS)	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	34	24	27	22	15	122
PREPARED OUT-SIDE OF MN	34	25	10	19	13	101
TOTAL	68	49	37	41	28	323

THEATRE	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	9	0	4	7	8	28
PREPARED OUT-SIDE OF MN	5	8	3	4	4	24
TOTAL	14	8	7	11	12	52

VISUAL ARTS	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	81	87	82	89	85	424
PREPARED OUT-SIDE OF MN	49	40	48	51	49	237
TOTAL	130	127	130	140	124	761

WORK BASED LEARNING	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	36	64	37	33	42	212
PREPARED OUT-SIDE OF MN	20	25	13	14	11	83
TOTAL	56	89	50	47	53	295

WORLD LANGUAGES:

FRENCH	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	17	12	20	13	14	76
PREPARED OUT-SIDE OF MN	12	18	15	16	9	70
TOTAL	29	30	35	35	23	146

GERMAN	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	13	9	10	4	5	41
PREPARED OUT-SIDE OF MN	9	6	6	6	1	28
TOTAL	22	15	16	10	6	69

JAPANESE	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	0	2	1	1	2	6
PREPARED OUT-SIDE OF MN	0	1	0	1	0	2
TOTAL	0	3	1	2	2	8

SPANISH	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	89	71	73	54	94	381
PREPARED OUT-SIDE OF MN	63	60	49	40	60	272
TOTAL	152	131	122	94	154	653

SPECIAL EDUCATION:

BLIND OR VISUALLY IMPAIRED	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	1	0	3	3	5	12
PREPARED OUT-SIDE OF MN	2	5	1	5	5	18
TOTAL	3	5	4	8	10	30

DEAF OR HARD OF HEARING	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	6	8	8	6	5	33
PREPARED OUT-SIDE OF MN	12	52	8	8	9	89
TOTAL	18	60	16	14	14	122

DEVELOPMENTAL/ADAPTIVE PHYSICAL ED	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	61	39	47	38	47	232
PREPARED OUT-SIDE OF MN	19	21	9	21	20	90
TOTAL	80	60	56	59	67	322

DEVELOPMENTAL DISABILITIES	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	91	78	90	95	138	492
PREPARED OUT-SIDE OF MN	78	103	76	102	90	449
TOTAL	169	181	166	197	228	941

EARLY CHILDHOOD SPECIAL EDUCATION	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	34	45	49	53	87	268
PREPARED OUT-SIDE OF MN	28	36	28	23	28	143
TOTAL	62	81	77	76	115	411

EBD	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	190	209	212	217	214	1042
PREPARED OUT-SIDE OF MN	149	145	112	108	99	613
TOTAL	339	354	324	325	313	1655

1214

LD	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	254	272	228	232	228	1214
PREPARED OUT-SIDE OF MN	219	186	143	171	154	873
TOTAL	473	458	371	403	382	2087

MILDLY HANDICAPPED	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	0	0	0	0	0	0
PREPARED OUT-SIDE OF MN	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0

MMMI	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	0	0	0	2	0	2
PREPARED OUT-SIDE OF MN	31	0	1	4	1	37
TOTAL	31	0	1	6	1	39

MMSI	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	2	0	0	0	0	2
PREPARED OUT-SIDE OF MN	22	0	0	0	0	22
TOTAL	24	0	0	0	0	24

ORAL/AURAL DEAF EDUCATION	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	3	2	6	4	2	17
PREPARED OUT-SIDE OF MN	15	2	9	4	5	35
TOTAL	18	4	15	8	7	52

PHYSICAL AND HEALTH DISABILITIES	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	22	14	18	11	12	77
PREPARED OUT-SIDE OF MN	4	8	2	3	0	17
TOTAL	26	22	20	14	12	94

PHYSICALLY HANDICAPPED	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	0	0	0	0	0	0
PREPARED OUT-SIDE OF MN	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0

C&T/SPECIAL EDUCATION	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	4	9	1	3	3	20
PREPARED OUT-SIDE OF MN	1	5	1	3	1	11
TOTAL	5	14	2	6	4	31

UNDUPLICATED TOTALS	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	5532	4833	5074	4560	5007	25006
PREPARED OUT-SIDE OF MN	3261	3084	2609	2635	2630	14219
TOTAL	8793	7917	7683	7195	7637	39225

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

DUPLICATED TOTALS	03-04	04-05	05-06	06-07	07-08	TOTAL
PREPARED IN MN	8281	6672	7125	6352	6894	42628
PREPARED OUT-SIDE OF MN	4209	3889	3265	3258	3246	21971
TOTAL	12490	10561	10390	10140	9140	64599

*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-of-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 reasons which include, but are 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.

