



**Teacher
Supply
And
Demand**

January 2011

**FY 2010
Report
To the
Legislature**

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

Commissioner:
Dr. Brenda Cassellius

**Teacher
Supply
And
Demand**

For More Information Contact:

January 2011

Jessie Montano
Deputy Commissioner
Minnesota Department of Education
T: (651) 582-8615
E-mail: Jessie.Montano@state.mn.us

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

Erin Doan
Alternative Assessment Specialist
Minnesota Department of Education
T: (651) 582-8383
E-mail: Erin.Doan@state.mn.us

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

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:

Jessie Montano
Deputy Commissioner
Minnesota Department of Education
T: (651) 582-8615
E-mail: Jessie.Montano@state.mn.us

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

Erin Doan
Alternative Assessment Specialist
Minnesota Department of Education
T: (651) 582-8383
E-mail: Erin.Doan@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, and the Minnesota Association of Colleges for Teacher Education (MACTE) 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.

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, teacher mobility into and out of the state, 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.

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.

2011 Teacher Supply and Demand Survey. Minnesota superintendents or administrative designees were asked to complete the 2011 Teacher Supply and Demand Survey. The survey was sent to 496 school districts and charter schools. Of the 496 districts, 309 (62 percent) of the districts responded to the survey.

Perceived teacher shortage areas and surplus areas. Respondents identified the following teacher shortage areas, which are listed from their perceptions as most to least critical: Chemistry, Physics, Mathematics, Emotional Behavioral Disorders (EBD), Earth and Space Science, Learning Disabilities (LD), English as a Second Language, Science 5-8, and Developmental Disabilities (DD). The respondents identified Physical Education, Social Studies, Health, Elementary Education and Communication Arts and Literature as surplus areas.

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

Correlation between perceived shortage areas and the United States Department of Education teacher shortage areas. The United States Department of Education recognized 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 Elementary Education, English as a Second Language, Keyboarding, Mathematics, Science, Special Education, Career and Technical Fields and World Languages. There is a strong correlation between the perceived shortage areas identified by Minnesota superintendents or administrative designees and those recognized by the United States Department of Education.

Teacher preparation programs in Minnesota. According to the Minnesota Association of Colleges for Teacher Education's (MACTE) 2008 Measures of Teacher Quality in Minnesota (MTQM), 4,513 licensure candidates were prepared in Minnesota. These candidates were enrolled in 85 undergraduate and 75 graduate programs.

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.

Un-expired licenses (actual data). There was a decrease in the number of un-expired teaching licenses in Earth and Space Science and Learning Disabilities (LD). There was an increase in the number of un-expired teaching licenses in Physics, Chemistry, Emotional Behavioral Disorders (EBD), Mathematics, English as a Second Language, Developmental Disabilities (DD) and Science 5-8.

Retirements (actual data). There was an increase in the number of retirements in all identified shortage areas: Physics, Chemistry, Emotional Behavioral Disorders (EBD), Earth and Space Science, English as a Second Language (ESL), Special Education – Learning Disabilities, Special Education – Developmental Disabilities, Mathematics and Science 5-8.

Initial licenses (actual data). There was an increase in the number of initial licenses granted in Physics, Chemistry, Earth and Space Science and Special Education – Developmental Disabilities. The areas of Emotional Behavioral Disorders (EBD), English as a Second Language, Special Education – Learning Disabilities, Mathematics and 5-8 Science saw a decrease in the number of initial licenses granted.

Initial licenses to individuals prepared in Minnesota and out of state (actual data). Between 2002 and 2010, the number of teachers prepared out of state decreased by 37 percent. The number of teachers prepared in Minnesota decreased by 6.3 percent from 2002 to 2010. Of the perceived shortage areas identified in the 2011 Teacher Supply and Demand Survey, the supply of Developmental Disabilities teachers and Physics teachers has experienced the greatest increase in the number of initial licenses being granted. Developmental Disabilities experienced a 265 percent increase and Physics has experienced a 50 percent increase.

Actual Minnesota teacher retirements. From 2004 through 2007, annual teacher retirements averaged 2.3 percent. In 2008 the number of retired teachers rose by 52 percent, increasing to 4.8 percent. In 2009, annual teacher retirements dropped by 40 percent, returning to an average of 2.85 percent through 2010.

Board of Teaching Licensure data (actual data). In 2010, the Minnesota Board of Teaching issued a total of 9,543 special permissions, an increase of 23 percent over 2007. This included a 14 percent increase in the number of permissions for community experts and a 57 percent increase in the number of permissions granted for limited licenses. There was a 16 percent decrease in the number of total variances granted since 2007 and a 6.5 percent increase in the number of waivers granted. The introduction of new program models for teacher training (i.e., Teach for America and the New Teacher Project) as well as the growth in language immersion programs in K-12 schools contributed to the increase in special permissions.

Additional special permissions (actual data). Despite being identified as teacher surplus areas, there were 54 special permissions granted in Health, 28 in Physical Education, 37 in Social Studies, 75 in Communication Arts and Literature and 170 in Elementary Education during the 2009-2010 school year. The growth in language immersion programs in K-12 schools contributed to the increase in special permissions in Elementary Education.

District report about substitute teacher shortage. Data collected from 309 out of 496 (62 percent) Minnesota superintendents or administrative designees indicated that during the 2009-2010 school year, 75 percent reported having success securing substitute teachers and 19 percent reported being extremely successful in finding substitute teachers. Forty-six percent of Minnesota Superintendents or administrative designees reported that they would not have a problem securing substitute teachers during the 2010-2011 school year. The number of Limited Short Call Substitute licenses in 2005-2006 was 3,196. There were 4,790 Limited Short Call Substitute licenses issued during 2009-2010, reflecting a 50 percent increase in the number of available substitute teachers over the last 5 years.

A Report on
TEACHER SUPPLY AND DEMAND IN MINNESOTA

I. Overview of Study

A. Legislative Requirement

In compliance with Minnesota Statutes, section 127A.05, subdivision 6, the Educator Licensing Division of the Minnesota Department of Education contacted all public school districts and charter schools in October 2010 in an attempt to determine how school districts and charter schools were succeeding in staffing the schools with qualified teachers.

Minnesota Statutes, section 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 309 of the 496 (62 percent) 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 309 out of 496 (62%) 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) 2008 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 2010.

- **Teacher Retirement Patterns:** Actual retirements from 2006 to 2010 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 309 out of 496 (62 percent) 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

Describes the factors that influenced the 2011 Teacher Supply and Demand Report.

Section B: Teacher Supply Data

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

Provides current and projected teacher retirements as perceived by Minnesota Superintendents and charter school directors.

Section D: Teacher Surplus Data

Provides perceived areas of teacher surplus based on survey data.

Section E. Non-Licensed Minnesota Teacher Data

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

Outlines perceptions made by 62 percent 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.
- Mobility of teachers both into and out of Minnesota.
- Retention rates for new teachers.

In accordance with Minnesota Statutes, section 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 November, 2010, Minnesota superintendents or administrative designees were requested to complete and return the 2011 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 496 school districts and charter schools. Of the 496 districts surveyed, 309 (62 percent) 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	333	226	68%
Special (Minneapolis #1 and South St. Paul #6)	2	1	50%
Non-Operating Common School Districts	2	0	0%
Charter/Outcome-Based School	154	78	51%
Integration Districts	5	4	80%

Table 1 illustrates that five different types of school districts were invited to participate in the Teacher Supply and Demand Survey with four different types of districts responding. A comprehensive list of the school districts that participated in the 2011 Teacher Supply and Demand Survey is available in **Appendix B**.

The 2011 Teacher Supply and Demand Surveys asked Minnesota superintendents or administrative designees their perception of the supply of licensed teachers. Seventy-two percent of the superintendents or administrative designees identified the following shortage areas, which are listed from their perceptions of most to least critical:

- Chemistry
- Physics
- Mathematics
- Special Education – Emotional Behavioral Disorders
- Earth and Space Science
- Special Education – Learning Disabilities
- English as a Second Language
- 5-8 Science
- Special Education – Developmental Disabilities

In addition, respondents indicated a significant need for school psychologists and speech pathologists. Eighteen percent of the survey respondents indicated an increasing need for psychologists while 33 percent indicated an increasing need for speech pathologists. In the 2007 Teacher Supply and Demand survey, a significant need for superintendents, school nurses and business managers was indicated. Shortages in these areas were not indicated in the 2009 Teacher Supply and Demand survey.

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

Bilingual Elementary Education	Keyboarding	World Languages
Chemistry	Manufacturing Careers	
Communications Technology Careers	Mathematics	Special Education—
Construction Careers	Medical Careers	Deaf & Hard of Hearing
Dance	Physical Education	Developmental Disorders
Earth & Space Science	Physics	Early Childhood
English as a Second Language	Science (grades 5-8)	Emotional Behavioral Disorders
Hospitality Services Careers	Theater	Learning Disabilities
	Transportation Careers	

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 in the areas of science, math and special education.

Table 2 indicates the perceived difficulty in filling teacher shortage areas reported by 62 percent of respondents in 2011. 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
Chemistry	21.10%
Physics	20.13%
Mathematics	18.83%
Spec Ed – Emotional Behavioral Disorders	18.51%
Earth and Space Science	13.64%
Spec Ed – Learning Disabilities	11.69%
ESL	11.69%
Science (grades 5-8)	10.39%
Spec Ed – Developmental Disabilities	10.06%

More than 20 percent of Minnesota superintendents or administrative designees who completed the survey indicated a considerable teacher shortage in Chemistry and Physics, while more than 18 percent indicated considerable shortages in Mathematics and Special Education-EBD.

In addition, 10 percent of Minnesota superintendents or administrative designees anticipated a considerable shortage of School Psychologists and Speech Pathologists.

In response to the question of increasing need, 24 percent of the respondents listed World Languages (Spanish), Early Childhood Special Education, Technology and Reading.

Generally, perceived shortage areas identified by respondents correlated with the number of special permissions requested and granted by the Minnesota Board of Teaching.

2. Minnesota Teacher Preparation

There are 32 Minnesota colleges and universities approved to offer teacher preparation programs. 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 4,513 licensure candidates in 2008. 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 2008. The data for 2009 was not available at the time this report was prepared.

Table 3: Teacher Preparation Program Completers

License	2004	2005	2006	2007	2008	Total
Physics	34	20	24	18	14	110
Chemistry	40	33	52	41	39	205
Special Education: EBD	300	247	232	197	230	1206
Mathematics	451*	469*	478*	159*	167*	1724
Earth and Space Science	16	17	20	16	17	86
English as a Second Language (ESL)	143	180	138	168	184	813
Special Education: LD	284	305	263	195	264	1311
Special Education: DD	101	103	121	74	140	539
Science 5-8 Science	430	466	436	125	51	1508

*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 2008. 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 2011 Supply and Demand Survey and the total percent changed from 2002 to 2010. **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 2002-2010

License Area	Total Un-expired Licenses									Total Percent Changed 2002-2010
	2002	2003	2004	2005	2006	2007	2008	2009	2010	
Physics	638	577	534	620	605	621	636	676	647	1.4%
Chemistry	1,256	1,141	1,030	1,464	1,426	1408	1318	1391	1369	9.0%
Emotional Behavioral Disorders (EBD)	5,738	5,560	5,422	5,971	5,803	5752	5898	6080	6285	9.5%
Mathematics	10,524	9,966	9,419	10,766	10,568	10480	10414	10673	10653	1.2%
Earth and Space Science	955	890	845	882	846	791	770	789	798	-16.4%
English as a Second Language (ESL)	2,244	2,162	2,025	2,335	2,245	2227	2331	2517	2644	17.8%
Learning Disabilities (LD)	8,894	8,551	8,283	8,824	8,516	8343	8406	8560	8680	-2.4%
Developmental Disabilities (DD)	413	411	408	766	742	814	1006	1257	1230	197.8%
Science 5-8 Science	1,308	1,303	1,291	1,989	1,980	2154	2386	2645	2879	120.1%

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

4. Initial Minnesota Teaching Licenses Granted, 2002-2010, 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 2010, collected and reported by the Minnesota Department of Education, Educator Licensing.

**Table 5: Initial Minnesota Teaching Licenses Granted, 2002-2010
Individuals Prepared in Minnesota and Out of State**

	2002	2003	2004	2005	2006	2007	2008	2009	2010	Percent change 2002-2010
Prepared in Minnesota	6,657	7,304	8,281	6,672	7,125	6,352	6,894	7804	6,236	-6.3%
Prepared out of State	4,656	4,077	4,209	3,889	3,265	3,285	3,246	3,324	2,935	-37%
Total	11,313	11,381	12,490	10,561	10,390	9637	10,140	10,858	9,595	-15.2%

Table 5 data indicates that there is a -6.3 percent decrease in the number of teachers granted initial teaching licenses who were prepared in Minnesota institutions of higher education and a 37 percent decrease in the number of teachers granted initial teaching licenses that were prepared out of state. The data also indicated that there was a 15.2 percent 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 2010 in each of the perceived shortage areas identified by Minnesota superintendents or administrative designees completing the 2011 Teacher Supply and Demand Survey.

**Table 6: Initial Minnesota Teaching Licenses Granted, 2002-2010
Individuals Prepared in Minnesota and Out of State in Perceived Shortage Areas**

License	Initial License Granted	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total	Percent change 2002-10
Physics	Prepared in Minnesota	8	11	11	34	22	31	29	36	25	207	213%
	Prepared outside of Minnesota	18	16	15	20	14	17	25	20	14	159	-22%
	Total	26	27	26	54	36	48	54	56	39	366	50%
Chemistry	Prepared in Minnesota	30	31	24	31	51	40	48	71	48	374	60%
	Prepared outside of Minnesota	46	43	39	29	30	32	31	37	31	318	-33%
	Total	76	74	63	60	81	72	79	108	79	692	4%
Special Education: EBD	Prepared in Minnesota	120	156	190	209	212	217	217	188	206	1715	72%
	Prepared outside of Minnesota	106	105	149	145	112	108	99	98	107	1029	1%
	Total	226	261	339	354	324	325	316	286	313	2744	38%
Earth and Space Science	Prepared in Minnesota	37	22	15	18	18	15	17	29	33	204	-11%
	Prepared outside of Minnesota	27	19	13	12	17	6	14	21	7	136	-74%
	Total	64	41	28	30	35	21	31	50	40	340	-38%
English as a Second Language	Prepared in Minnesota	173	77	107	117	101	113	136	138	123	1085	-29%
	Prepared outside of Minnesota	128	66	71	90	75	58	48	69	34	639	-73%
	Total	301	143	178	207	176	171	184	207	157	1724	-48%

Table 6: Initial Minnesota Teaching Licenses Granted, 2002-2010 Individuals Prepared in Minnesota and Out-of State in Perceived Shortage Areas (continued)

License	Initial License Granted	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total	Percent change 2002-10
Special Education: LD	Prepared in Minnesota	163	204	254	272	228	232	228	204	242	2027	48%
	Prepared outside of Minnesota	148	169	219	186	143	171	154	161	138	1489	-7%
	Total	311	373	473	458	371	403	382	365	380	3516	22%
Special Education: DD	Prepared in Minnesota	29	60	91	78	90	95	138	131	99	811	241%
	Prepared outside of Minnesota	23	18	78	103	76	102	90	120	91	701	296%
	Total	52	78	169	181	166	197	228	251	190	1512	265%
Science 5-8 Science	Prepared in Minnesota	135	311	341	296	302	290	261	269	220	2425	63%
	Prepared outside of Minnesota	57	84	109	93	85	79	66	50	46	669	-19%
	Total	192	395	450	389	387	369	327	219	266	2994	39%
Mathematics	Prepared in Minnesota	533	560	383	439	369	410	560	414	337	4005	-37%
	Prepared outside of Minnesota	182	166	125	127	127	136	166	107	117	1253	-36%
	Total	715	726	508	566	496	546	726	521	454	5258	-37%

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 the perceived shortage areas reported by Minnesota's superintendents or administrative designees on the 2011 Teacher Supply and Demand survey. 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, and Special Education (EBD, LD, and DD). 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, and Mathematics.

The data for the number of initial licenses granted to applicants prepared outside of Minnesota shows that there was an increase in the areas of Special Education (EBD and Developmental Disabilities). There was a decline in the number of initial licenses granted to applicants prepared outside of Minnesota in Physics, Chemistry, Earth and Space Science, Science 5-8, Mathematics, English as a Second Language, and Special Education – Learning Disabilities.

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 five-year trend for individuals who complete a teacher preparation program from a MACTE institution and the number of initial licenses granted to teachers prepared in Minnesota. The data for 2009 and 2010 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	2008	Total
Physics	Minnesota Program Completers	34	20	24	18	14	110
	Initial License Granted	11	34	22	31	29	127
Chemistry	Minnesota Program Completers	40	33	52	41	39	205
	Initial License Granted	24	31	51	40	48	194
Special Education: EBD	Minnesota Program Completers	300	247	232	197	230	1206
	Initial License Granted	190	209	212	217	217	1045
Earth and Space Science	Minnesota Program Completers	16	17	20	16	17	86
	Initial License Granted	15	18	18	15	17	83
English as a Second Language (ESL)	Minnesota Program Completers	143	180	138	168	184	813
	Initial License Granted	107	117	101	113	136	574
Special Education: LD	Minnesota Program Completers	284	305	263	195	264	1311
	Initial License Granted	254	272	228	232	228	1214
Special Education: DD	Minnesota Program Completers	101	103	121	74	140	539
	Initial License Granted	91	78	90	95	138	492
Science 5-8 Science	Minnesota Program Completers	430	466	436	141	201	1674
	Initial License Granted	341	296	302	290	261	1490
Mathematics	Minnesota Program Completers	451	469	478	376	425	2199
	Initial License Granted	383	439	369	410	560	2161

The total number of Minnesota program completers from 2004 to 2008 was greater than the total number of initial licenses granted in all perceived shortage areas with the exception of Physics. Data collected for 2008 shows that 56% 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 2010 as reported by the district where the individual was last employed. All school districts, cooperatives, and charter schools 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, 2002-2010
Reported as Percentage of Teachers Employed**

Year	2002	2003	2004	2005	2006	2007	2008	2009	2010
Retirements	1,460	1,063	1,211	1,293	1,388	1,410	2,692	1,549	1,598
Total Employed Teachers	55,862	56,142	56,021	56,042	55,237	55,633	55,879	56,006	55,727
Percent Employed Teachers Retiring	2.6%	1.9%	2.2%	2.3%	2.5%	2.5%	4.8%	2.8%	2.9%

The figures in **Table 8** show that from 2002 through 2007, annual teacher retirements averaged 2.3 percent. In 2008, the percentage of retiring teachers rose to 4.8 percent which is an increase of 52 percent. In 2009, there was a 40 percent drop in annual teacher retirements, returning to 2.8 percent. 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 2011 Supply and Demand Survey and the total percent changed from 2004 to 2010. **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, 2004-2010

License Area		2004	2005	2006	2007	2008	2009	2010	Total Percent Changed from 2004-2010	Replacement Rate ^{***}
Physics*	Initial Licenses Granted	26	54	36	48	54	56	39	50.0%	
	Retirements	7	5	7	16*	15*	33*	22*	214.3%	2
Chemistry*	Initial Licenses Granted	63	60	81	72	79	108	79	25.4%	
	Retirements	10	13	15	29*	19*	38*	37*	270.0%	2
Emotional Behavioral Disorders (EBD)	Initial Licenses Granted	339	354	324	325	316	286	313	-7.7%	
	Retirements	42	41	54	53	20	87	84	100.0%	4
Earth and Space Science	Initial Licenses Granted	28	30	35	21	31	50	40	42.9%	
	Retirements	11	13	11	6	10	16	17	54.5%	2
English as a Second Language (ESL)	Initial Licenses Granted	178	207	176	171	184	207	157	-11.8%	
	Retirements	17	23	15	27	25	17	41	141.2%	4
Special Education: LD	Initial Licenses Granted	473	458	371	403	382	365	380	-19.7%	
	Retirements	108	117	113	138	172	167	174	61.1%	2
Special Education: DD**	Initial Licenses Granted	169	181	166	197	228	251	190	12.4%	
	Retirements	117	104	132	146	163	220	243	107.7%	1
Mathematics	Initial Licenses Granted	508	566	496	546	726	521	454	-10.6%	
	Retirements	81	96	106	75	90	84	91	12.3%	5
Science 5-8	Initial Licenses Granted	450	389	387	369	327	219	266	-40.9%	
	Retirements	18	14	18	16	20	21	26	44.4%	10

*Retirement values for 2007-2010 are reported as individuals who hold a physics license, a chemistry license or a physical science license (chemistry and physics).

**Retirement values within Developmental Disabilities for 2004-2010 are reported as individuals who hold a Developmental Disabilities license, a Mildly Handicapped license, a Mild to Moderate Mentally Handicapped license and Moderate to Severe Mentally Handicapped license.

***A replacement rate represents the number of teachers that were granted licensure for every one teacher who retired from a given licensure area. Example: physics' replacement rate is two, which means for every physics teacher who retired, two 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** indicates that there was an increase in the number of retirements in all perceived shortage areas. The data also indicates that there was an increase in the number of initial licenses granted in Physics, Chemistry, Earth and Space Science and Special Education – Developmental Disabilities. There was a decrease in the number of initial licenses granted in Emotional Behavioral Disorders (EBD), English as a Second Language, Special Education – Learning Disabilities, Mathematics and 5-8 Science.

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 2011 Teacher Supply and Demand Data Survey, 309 out of 496 (62 percent) respondents 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** and **10B** were provided by Minnesota school districts through STAR.

Table 10A: Actual Retirees in Perceived Shortage Areas by Region 2009

License	Region									Total
	1/2	3	4	5	6/8	7	9	10	11 metro	
Physics*	2	2	1	2	5	3	2	4	12	33
Chemistry**	2	1	3	3	6	1	4	5	13	38
EBD	2	6	7	2	5	9	3	8	45	87
Earth and Space Science	1	0	2	0	1	0	1	1	10	16
English as a Second Language	0	0	3	0	1	0	0	3	10	17
Special Education: LD	10	13	10	7	6	13	5	19	84	167
Special Education: DD	9	17	15	6	7	30	7	17	112	220
Mathematics	7	5	9	5	5	7	6	6	34	84
Science 5-8	1	0	6	1	2	3	1	0	7	21

Table 10B: Actual Retirees in Perceived Shortage Areas by Region 2010

License	Region									Total
	1/2	3	4	5	6/8	7	9	10	11 metro	
Physics*	1	3	1	1	1	5	0	1	9	22
Chemistry**	3	2	3	2	3	5	3	2	14	37
EBD	2	3	4	6	3	10	5	7	44	84
Earth and Space Science	1	1	1	0	0	6	0	1	7	17
English as a Second Language	1	2	0	0	6	2	1	2	27	41
Special Education: LD	5	11	7	10	13	23	13	19	71	172
Special Education: DD**	14	7	10	16	25	26	16	26	103	243
Mathematics	2	12	3	3	6	22	2	3	38	91
Science 5-8	1	3	2	0	0	6	2	2	10	26

*Physics retirement values for 2009 and 2010 are reported as individuals who hold either a physics license or a physical science license (chemistry and physics).

**Chemistry retirement values for 2009 and 2010 are reported as individuals who hold either a chemistry license or physical science license (chemistry and physics).

Table 9 (page 22) along with **Tables 10A and 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 **2011 Teacher Supply and Demand Survey** (pages 26-27). 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 2009-2013. Data represented in **Table 11** illustrates the projected number of retirements between 2009 and 2013 reported by Minnesota superintendents or administrative designees. Example: in 5-8 Communication Arts and Literature, 28 superintendents or administrative designees indicated that this did not apply to their school districts, 105 indicated that they had no teachers that fit into the category of future retiree and 25 superintendents indicated that one individual in their district was or will be eligible for retirement between 2009 and 2013. 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 Estimated Retirements
	NA	0	1	2	3	4	5	6	7 or more	
5-8 Communication Arts and Literature	28	105	25	12	3	2	1	1	2	91
5-8 Mathematics	29	105	32	11	4	1	0	2	0	82
5-8 Science	27	108	28	12	3	2	0	0	0	69
K-8 World Languages	49	95	10	5	0	0	0	0	0	20
Preprimary	57	93	7	4	2	0	0	0	0	21
Agriculture	67	79	8	0	0	0	0	0	0	8
Business	38	104	34	2	0	1	0	0	0	42
Communication Arts and Literature	21	91	43	18	7	3	1	0	2	131
Coordinators of Work Based Learning	60	68	17	6	1	0	0	0	0	32
Dance	91	40	0	0	0	0	0	0	0	0
Dance and Theatre Arts	86	43	1	0	0	0	0	0	0	1
English as a Second Language	36	99	13	1	4	1	0	1	1	44
Family and Consumer Sciences	39	86	41	3	0	0	0	0	1	54
Health	20	124	25	7	1	0	1	0	0	47
Library Media Specialist	29	94	34	8	2	1	1	1	1	78
Mathematics	13	104	46	16	6	3	0	1	1	121
Music Instrumental	21	125	25	6	1	0	1	0	0	45
Music Vocal	18	124	27	6	1	2	0	0	0	50
Physical Education	8	114	37	17	7	2	1	0	4	133
Reading	23	118	22	4	2	0	0	0	0	36
Social Studies	12	113	39	17	4	3	0	1	3	124
Technology	26	120	19	1	1	1	0	1	1	41
Theatre	73	60	3	0	0	0	0	0	0	3
Visual Arts	30	106	25	7	1	0	2	0	0	52
Chemistry	18	122	31	7	0	0	0	0	0	45
Earth and Space Science	21	123	25	4	2	1	0	0	1	50
Physics	20	127	29	2	0	0	0	0	0	33
Elementary Education	14	44	14	19	16	10	15	7	49	600
Early Childhood Education	37	113	28	9	4	1	0	1	0	68
Parent and Family Education	42	112	22	2	3	2	0	0	0	43
Adult Basic Education	68	75	11	3	0	3	0	0	0	29
American Sign Language	83	45	1	0	0	0	0	0	0	1
Arabic	94	27	1	0	0	0	0	0	0	1
Chinese	83	42	1	0	0	0	0	0	0	1

**Table 11: Projected Retirements as Reported by
Minnesota Superintendents or Administrative Designees (continued)**

Licensure Area	Number of Projected Retirements									Total Estimated Retirements
	NA	0	1	2	3	4	5	6	7 or more	
French	74	48	8	3	0	0	0	0	0	14
German	65	58	6	1	0	0	0	0	0	8
Latin	97	25	0	0	0	0	0	0	0	0
Spanish	32	110	18	6	0	0	0	1	0	36
Ojibwa	95	25	3	0	0	0	0	0	0	3
Blind or Visually Impaired	62	65	4	1	0	0	1	1	0	17
Deaf or Hard of Hearing	50	83	9	1	0	0	0	0	2	25
Developmental Adapted Physical Education	24	114	23	3	0	0	0	0	0	29
Developmental Disabilities	9	118	25	13	2	3	1	1	2	94
Special Education Early Childhood	22	118	21	10	1	0	0	1	0	50
Emotional Behavioral Disorders	7	126	28	10	9	4	2	0	1	108
Learning Disabilities	5	107	45	18	6	1	0	2	5	150
Physical and Health Disabilities	36	113	7	2	1	0	0	0	1	21
Career and Technical with Disabilities	73	55	4	3	0	0	0	0	0	10
Communication Technology Careers	78	49	2	0	1	0	0	0	0	5
Manufacturing Careers	85	39	4	0	0	0	0	0	0	4
Medical Careers	88	38	2	0	0	0	0	0	0	2
Total										2772

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 2008-09 and the 2009-10 school year. Example: Based on the information from Table 6, 39 initial licenses in physics were issued in 2010 alone. According to the projected retirement for physics teachers during 2009-2013, 33 physics teachers may be retiring.

D. Teacher Retention Data

All school districts, cooperatives, and charter schools 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 were tracked for 10 years. The study began with all first-year teachers identified in 2001 and continued by identifying all first-year teachers in each consecutive year through 2010. The initial group of first-year teachers was tracked by file folder number to determine the number of teachers who remain in teaching after each year during the 10 year study. If a teacher left teaching in Minnesota, the teacher was no longer included. However, if a teacher who had left teaching in Minnesota returned to teaching in Minnesota at a later date, the teacher was once again included in the number of teachers remaining in teaching.

Data presented in **Table 12** identifies the number of first-year teachers between 2001 and 2010. The number of first-year teachers returning to teaching in Minnesota schools is reported for consecutive years through the fall of the 2010-2011 school years.

Table 12: Minnesota Teachers Returning to Teaching in Minnesota 2001-2010

Cohort Year	Total 1 st Year	Number Returned to Teaching in Minnesota										Percent Cohort Retained
		2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
2001	2725	2309	2080	1952	1906	1870	1802	1737	1702	1683	1659	61%
2002	2366		1980	1818	1726	1688	1633	1580	1532	1526	1495	63%
2003	2081			1736	1616	1532	1470	1443	1383	1350	1338	64%
2004	2011				1744	1607	1532	1494	1447	1412	1385	69%
2005	2158					1844	1757	1676	1626	1583	1558	72%
2006	2262						2000	1869	1772	1735	1687	75%
2007	2293							1989	1834	1751	1696	74%
2008	2408								2030	1904	1759	73%
2009	2264									1899	1781	79%
2010	2347										1943	83%

All cohorts in the study experienced a 13-16% drop in the number of teachers who returned to teaching in Minnesota after their first year of teaching. The more years a cohort has been actively teaching in Minnesota, the greater the retention of the members of the cohort. The decrease in teachers returning for cohort 2001 in the first year was 15%. After ten years of teaching, 98.5% of the 2001 cohort who were teaching during the 2009-2010 school year returned to the classroom in the fall for the start of the 2010-2011 school year. Using the data from cohort groups 2001 through 2006, the data indicates that 72% ($\pm 3\%$) of teachers returned 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	2010	2011	Percent Returned
Central Minnesota	212	195	172	169	173	176	168	168	165	163	157	74%
East Central Minnesota	82	77	72	67	67	64	59	57	55	58	56	68%
Headwaters	52	44	29	31	32	30	30	29	29	28	28	54%
North Central Minnesota	83	67	66	65	58	66	62	61	62	61	59	71%
Northeast Minnesota	85	72	62	56	57	54	53	51	55	59	59	69%
Northwest Minnesota	31	26	26	21	24	20	19	21	23	21	19	61%
South Central Minnesota	115	89	73	68	66	65	61	58	59	58	58	50%
Southeast Minnesota	232	196	175	165	155	154	141	137	135	139	139	60%
Southwest Central Minnesota	68	53	57	35	37	31	31	30	28	28	30	44%
Southwest Minnesota	76	62	54	49	46	46	47	45	45	44	44	58%
Twin Cities Metro Area	1594	1349	1216	1161	1126	1098	1066	1018	990	971	952	60%
Upper Southwest Minnesota	18	17	18	14	13	13	12	10	10	9	9	50%
West Central Minnesota	74	62	60	51	52	53	53	52	44	47	51	69%

2001-02 Cohort

Region	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Percent Returned
Central Minnesota		137	113	119	122	123	120	118	116	119	115	84%
East Central Minnesota		77	61	55	57	49	49	47	44	40	39	51%
Headwaters		28	19	20	19	21	20	23	24	23	22	79%
North Central Minnesota		52	49	42	41	41	39	35	34	37	36	69%
Northeast Minnesota		77	61	56	56	58	51	56	55	59	61	79%
Northwest Minnesota		35	29	25	21	23	26	23	23	24	26	74%
South Central Minnesota		84	74	72	63	63	52	49	52	49	50	60%
Southeast Minnesota		175	147	134	132	126	124	117	114	115	111	63%
Southwest Central Minnesota		46	42	32	26	22	17	20	19	19	17	37%
Southwest Minnesota		67	53	47	47	48	44	40	36	36	36	54%
Twin Cities Metro Area		1500	1253	1150	1083	1059	1035	1002	968	959	935	62%
Upper Southwest Minnesota		15	13	12	11	11	10	8	7	7	7	47%
W Central Minnesota		73	66	54	48	44	46	42	40	41	43	59%

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

2002-03 Cohort

Region	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Percent Returned
Central Minnesota			122	111	112	121	116	119	114	109	113	93%
East Central Minnesota			86	71	65	63	63	62	62	61	62	72%
Headwaters			35	28	26	26	22	27	26	25	25	71%
North Central Minnesota			63	46	37	34	33	33	32	35	29	46%
Northeast Minnesota			95	78	74	72	72	70	66	64	64	67%
Northwest Minnesota			56	44	43	44	37	34	33	32	32	57%
South Central Minnesota			79	67	59	56	46	46	43	40	42	53%
Southeast Minnesota			179	146	147	129	114	115	113	115	115	64%
Southwest Central Minnesota			44	33	33	34	27	25	23	20	20	45%
Southwest Minnesota			62	52	49	42	39	37	37	40	39	63%
Twin Cities Metro Area			1178	969	887	832	820	796	755	740	727	62%
Upper Southwest Minnesota			29	28	26	19	22	21	20	20	19	66%
W Central Minnesota			73	63	58	60	59	58	56	50	52	71%

2003-04 Cohort

Region	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Percent Returned
Central Minnesota				140	136	128	117	118	116	120	118	84%
East Central Minnesota				77	65	56	53	50	54	49	45	58%
Headwaters				37	34	29	27	26	24	25	25	68%
North Central Minnesota				45	37	34	34	36	34	37	36	80%
Northeast Minnesota				48	42	39	43	38	36	34	37	77%
Northwest Minnesota				37	30	22	18	19	20	21	23	62%
South Central Minnesota				88	78	70	61	56	55	54	54	61%
Southeast Minnesota				169	155	136	134	129	124	116	113	67%
Southwest Central Minnesota				37	27	22	20	22	21	21	18	49%
Southwest Minnesota				58	46	44	35	36	34	30	29	50%
Twin Cities Metro Area				1198	1028	964	931	907	875	856	840	70%
Upper Southwest Minnesota				19	15	13	11	13	12	12	12	63%
W Central Minnesota				58	51	50	48	44	41	37	36	62%

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

2004-05 Cohort

Region					2005	2006	2007	2008	2009	2010	2011	Percent Return
Central Minnesota					242	209	210	198	190	182	180	74%
East Central Minnesota					86	78	66	64	62	60	52	60%
Headwaters					51	41	34	31	28	27	26	51%
North Central Minnesota					42	39	39	36	41	40	40	95%
Northeast Minnesota					75	66	63	55	52	53	57	76%
Northwest Minnesota					28	20	17	19	20	21	21	75%
South Central Minnesota					84	72	56	53	49	45	50	60%
Southeast Minnesota					180	143	143	149	137	134	133	74%
Southwest Central Minnesota					42	40	37	33	32	30	31	74%
Southwest Minnesota					54	44	45	38	37	36	39	72%
Twin Cities Metro Area					1190	1024	986	942	915	895	872	73%
Upper Southwest Minnesota					17	13	11	11	10	9	7	41%
W Central Minnesota					67	55	50	47	53	51	50	75%

2005-06 Cohort

Region					2005	2006	2007	2008	2009	2010	2011	Percent Return
Central Minnesota						220	201	199	188	188	184	84%
East Central Minnesota						66	57	57	53	55	52	79%
Headwaters						47	39	33	29	30	30	64%
North Central Minnesota						50	43	43	38	39	40	80%
Northeast Minnesota						49	43	45	45	46	47	96%
Northwest Minnesota						37	32	36	29	26	27	73%
South Central Minnesota						107	75	66	63	57	56	52%
Southeast Minnesota						214	185	161	154	154	150	70%
Southwest Central Minnesota						45	36	29	28	31	31	69%
Southwest Minnesota						78	59	60	54	48	45	58%
Twin Cities Metro Area						1251	1149	1072	1024	1000	968	77%
Upper Southwest Minnesota						19	17	15	16	15	13	68%
W Central Minnesota						79	64	53	50	48	45	57%

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

2006-07 Cohort

Region							2007	2008	2009	2010	2011	Percent Return
Central Minnesota							197	180	165	165	164	83%
East Central Minnesota							93	84	74	60	61	66%
Headwaters							47	40	36	32	33	70%
North Central Minnesota							55	53	50	52	55	100%
Northeast Minnesota							62	53	48	50	49	79%
Northwest Minnesota							37	32	30	29	27	73%
South Central Minnesota							95	73	68	57	60	63%
Southeast Minnesota							207	177	165	165	164	79%
Southwest Central Minnesota							42	35	34	34	32	76%
Southwest Minnesota							66	49	39	37	37	56%
Twin Cities Metro Area							1286	1116	1030	981	931	72%
Upper Southwest Minnesota							25	21	19	18	16	64%
W Central Minnesota							81	76	75	74	71	88%

2007-08 Cohort

Region							2008	2009	2010	2011	Percent Return
Central Minnesota							212	165	156	138	65%
East Central Minnesota							77	66	61	61	79%
Headwaters							49	43	40	38	78%
North Central Minnesota							65	56	61	58	89%
Northeast Minnesota							107	91	82	74	69%
Northwest Minnesota							32	25	17	16	50%
South Central Minnesota							102	83	77	75	74%
Southeast Minnesota							216	179	165	151	70%
Southwest Central Minnesota							35	32	28	28	80%
Southwest Minnesota							60	47	45	46	77%
Twin Cities Metro Area							1350	1155	1090	996	74%
Upper Southwest Minnesota							24	18	18	19	79%
W Central Minnesota							79	68	67	59	75%

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

2008-09 Cohort

Region										2009	2010	2011	Percent Return
Central Minnesota										194	171	174	90%
East Central Minnesota										77	66	66	86%
Headwaters										32	27	26	81%
North Central Minnesota										37	36	36	97%
Northeast Minnesota										112	95	92	82%
Northwest Minnesota										48	39	34	71%
South Central Minnesota										96	74	68	71%
Southeast Minnesota										184	163	151	82%
Southwest Central Minnesota										30	27	27	90%
Southwest Minnesota										57	51	41	72%
Twin Cities Metro Area										1302	1078	993	76%
Upper Southwest Minnesota										17	15	14	82%
W Central Minnesota										80	58	60	75%

2009-10 Cohort

Region											2010	2011	Percent Return
Central Minnesota											194	185	95%
East Central Minnesota											55	47	85%
Headwaters											34	32	94%
North Central Minnesota											72	63	88%
Northeast Minnesota											111	90	81%
Northwest Minnesota											39	31	79%
South Central Minnesota											69	62	90%
Southeast Minnesota											185	151	82%
Southwest Central Minnesota											32	23	72%
Southwest Minnesota											93	78	84%
Twin Cities Metro Area											1367	1101	81%
Upper Southwest Minnesota											16	12	75%
W Central Minnesota											85	73	86%

The data for Cohorts 2001 through 2006 (representing 5-10 years of data) indicates that the Southwestern portion of Minnesota (Southwest Central, Southwest Minnesota, Upper Southwest Minnesota) experiences the greatest decline in its cohort groups. Based on the data in Table 12, the five-year average retention of teachers from a cohort is approximately 69 percent.

Districts also report a termination code for each teacher who is no longer employed since the prior year's report, 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,
- 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). 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	2009	2010
Death				1			1			1
Educator in Another District	95	62	44	30	27	42	31	32	12	16
Educator in Another State/Country/Non-Public	34	15	12	12	4	7	5	2	4	
Long-Term Substitute	13	6	2	3	1	3				
Not Offered Reemployment	78	71	36	31	22	10	11	13	9	10
Other Educational Occupation	6	4	1	5		6	4	4	1	1
Personal Reasons	170	116	90	72	58	68	71	58	35	23
Retirement		1		1	1		1	3	4	2
Staff Reduction.	193	139	98	34	34	27	10	8	14	10
Transfer to Non-Licensed	4	7	7	4	5	1	2	2	4	
Unknown/Other	105	50	42	23	29	26	29	25	15	14
No Termination Status	2027	1838	1748	1736	1725	1680	1637	1590	1605	1606

Table 14: Reasons for Leaving Teaching Positions (continued)

2001-02 Cohort

Reason for Leaving Teaching Position		2002	2003	2004	2005	2006	2007	2008	2009	2010
Death				1			1	1	1	
Educator in Another District		64	41	40	38	41	30	40	16	12
Educator in Another State/Country/Non-Public		12	12	12	11	4	4	6	2	3
Long-Term Substitute		13	3		1	3				
Not Offered Reemployment		102	51	59	17	15	13	11	8	17
Other Educational Occupation		3		7	2	6	1	2	2	2
Personal Reasons		137	97	84	68	68	80	51	36	32
Retirement		1		1	1	1				1
Staff Reduction.		169	108	49	38	28	21	12	9	7
Transfer to Non-Licensed		13	13	1	3	3	3	3	5	2
Unknown/Other		72	42	43	30	29	12	25	10	14
No Termination Status		1780	1613	1521	1517	1490	1468	1429	1444	1436

2002-03 Cohort

Reason for Leaving Teaching Position			2003	2004	2005	2006	2007	2008	2009	2010
Death				1					1	
Educator in Another District			64	41	37	60	45	30	19	9
Educator in Another State/Country/Non-Public			16	11	8	12	6	6	3	3
Long-Term Substitute			13	6	5	3				
Not Offered Reemployment			76	41	36	12	17	12	11	9
Other Educational Occupation			4	2	1	6	2	4	3	1
Personal Reasons			137	98	83	61	55	51	33	28
Retirement					1		1	2	2	1
Staff Reduction.			189	60	56	25	19	16	11	3
Transfer to Non-Licensed			16	4	2	1	1	2	2	2
Unknown/Other			61	40	42	22	22	26	16	11
No Termination Status			1505	1432	1345	1330	1302	1294	1283	1283

Table 14: Reasons for Leaving Teaching Positions (continued)

2003-04 Cohort

Reason for Leaving Teaching Position				2004	2005	2006	2007	2008	2009	2010
Death					1	1	1		1	2
Educator in Another District				56	52	51	41	36	19	13
Educator in Another State/Country/Non-Public				16	16	7	9	7	3	3
Long-Term Substitute				36	6	2				
Not Offered Reemployment				76	45	31	17	11	15	11
Other Educational Occupation				8	7	3	4	3	3	1
Personal Reasons				116	81	87	59	44	39	27
Retirement							1	2		
Staff Reduction.				127	63	45	20	15	10	11
Transfer to Non-Licensed				5	7	3	2	5	4	1
Unknown/Other				63	43	23	25	22	17	12
No Termination Status				1508	1423	1354	1353	1349	1335	1330

2004-2005 Cohort

Reason for Leaving Teaching Position					2005	2006	2007	2008	2009	2010
Educator in Another District					87	86	48	49	26	18
Educator in Another State/Country/Non-Public					22	18	12	8	5	3
Long-Term Substitute					18	3				
Not Offered Reemployment					90	47	33	23	20	15
Other Educational Occupation					5	4	4	2	1	2
Personal Reasons					156	83	73	82	52	47
Retirement									1	
Staff Reduction.					120	38	46	16	27	7
Transfer to Non-Licensed					6	5	4	4	6	1
Unknown/Other					71	50	37	26	13	21
No Termination Status					1583	1510	1500	1466	1476	1469

Table 14: Reasons for Leaving Teaching Positions (continued)

2005-06 Cohort

Reason for Leaving Teaching Position						2006	2007	2008	2009	2010
Educator in Another District						92	62	56	36	34
Educator in Another State/Country/Non-Public						17	16	5	5	7
Long-Term Substitute						20				
Not Offered Reemployment						92	49	55	28	24
Other Educational Occupation						12	5	4	2	1
Personal Reasons						118	118	98	48	45
Retirement						3	1	1		2
Staff Reduction.						103	54	39	23	15
Transfer to Non-Licensed						3	4	1	6	2
Unknown/Other						56	62	42	30	17
No Termination Status						1746	1629	1568	1594	1588

2006-07 Cohort

Reason for Leaving Teaching Position							2007	2008	2009	2010
Death									1	
Educator in Another District							89	64	32	28
Educator in Another State/Country/Non-Public							21	4	10	6
Not Offered Reemployment							83	57	68	30
Other Educational Occupation							5	2	1	3
Personal Reasons							140	121	67	64
Retirement										1
Staff Reduction.							130	74	67	22
Transfer to Non-Licensed							13	4	2	2
Unknown/Other							75	64	33	25
No Termination Status							1737	1599	1554	1570

Table 14: Reasons for Leaving Teaching Positions (continued)

2007-2008 Cohort

Reason for Leaving Teaching Position									2008	2009	2010
Death									1		
Educator in Another District									103	32	31
Educator in Another State/Country/Non-Public									26	15	6
Not Offered Reemployment									149	80	63
Other Educational Occupation									10	2	2
Personal Reasons									151	100	87
Retirement									1		1
Staff Reduction.									118	102	88
Transfer to Non-Licensed									5	8	4
Unknown/Other									100	44	47
No Termination Status									1744	1648	1575

2008 - 2009 Cohort

Reason for Leaving Teaching Position										2009	2010
Educator in Another District										55	48
Educator in Another State/Country/Non-Public										17	6
Not Offered Reemployment										144	81
Other Educational Occupation										5	1
Personal Reasons										135	101
Staff Reduction.										147	68
Transfer to Non-Licensed										16	4
Unknown/Other										83	61
No Termination Status										1662	1529

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 2011 Teacher Supply and Demand Survey, at least 70 percent of Minnesota superintendents and administrative designee respondents, indicated that there was either no shortage or was only a slight need for Physical Education, Health, Social Studies, K-6 Elementary Education, and Communication Arts and Literature teachers.

Table 15 identifies the licensure area and percentage of respondents indicating that there was either no shortage or a slight need for teachers.

Table 15: Perceived Areas of Teacher Surplus

License Area	No Shortage or Slight Need	Initial License Granted Between 2002-2010
Physical Education	89%	1,578
Social Studies	87%	5,755
Health	80%	817
K-6 Elementary Education	78%	14,738
Communication Arts and Literature	72%	5,250

Physical Education, Social Studies, Health and Communication Arts and Literature were identified as perceived areas of surplus in the 2009 Teacher Supply and Demand Report. **Table 15** indicates that with the exception of K-6 Elementary Education, these surplus areas have remained the same.

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 2010.

Table 16: Special Permissions Granted by the Minnesota Board of Teaching in all License Areas 2002-2010

Type of Permission	Number of Permissions
Personnel Variance	20,491
Appeal Variance	463
Discretionary Variance	64
Temporary Limited License	23,194
Waivers	12,689
Community Expert	2,866
3 Year Non-Renewable License*	777

*The 3 year non-renewable license data is for 2007-2010 only. See definition on page 41 for an explanation of the 3 year, non-renewable license.

2. Special Permissions Defined

Variance: Minnesota Rule 8710.1400. A special permission granted for fully licensed teachers to serve in positions for which they are not licensed (out-of-field).

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 professional 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.

Waivers: Minnesota Statutes, section 122A.09, subd. 10. A special permission granted for one or more licensed individuals to teach out of their subject area to accommodate experimental (innovative) programs or for an assignment for which there is no appropriate licensure. A waiver is commonly used in an alternative setting such as, but not limited to, a care and treatment center, alternative learning center or charter school. Waivers are granted annually and there is no limit on the number of waivers an individual can be granted since there is no license that allows an individual to teach multiple content areas.

Temporary Limited License: Minnesota Rule 8710.1250. A special permission granted to an individual who possesses at least a bachelor's degree with a major or minor in the field. This person has not received teacher preparation. A temporary limited license is valid for one year and may be renewed for up to three school years.

Short-Call Substitute License: Minnesota Rule 8710.1000. A special permission granted to an individual when a district has advertised in good faith for regularly licensed teachers to serve as short-call substitute teachers but has been unable to secure a sufficient number of regularly licensed teachers to meet the district's needs. The license is valid for two years, but only allows the individual to teach a specific assignment for up to 15 days at a time. If an individual has completed a teacher preparation program, but does not meet or intend to pursue a full-time Minnesota teaching license, he/she may be issued a five-year, short-call substitute license. This may include, but is not limited to, individuals who do not meet testing, coursework, or continuing education requirements or individuals who have retired from teaching.

Non-Licensed Community Expert: Minnesota Statutes, section 122A.25. A special permission granted to 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.

Non-Renewable License: Minnesota Rule 8710.1410. This permission is new and was issued for the first time for the 2006-2007 school year. The non-renewable license allows a professionally licensed individual to teach out-of-field in a subject as s/he works toward 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.

Table 17 disaggregates Board of Teaching special permissions by type between 2002 and 2010. 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 2002-2010**

Permission Type	2002	2003	2004	2005	2006	2007	2008	2009	2010	Percent Change 2002-2010
Personnel Variances	2,512	3,133	2,998	2,330	2,059	1,958	1,925	1915	1661	-34%
Appeal Variance	NA	NA	NA	122	98	73	69	45	56	-54%
Discretionary Variance	NA	NA	NA	NA	23	12	12	9	8	-65%
Limited License	374	548	492	463	421**	410**	440**	496**	508**	+36%
Waivers	777	657	480	608	522*	522*	499*	539*	537*	+182%
Community Expert	477	368	209	227	272	286	337	364	326	-31%
Non Renewable	NA***	NA***	NA***	NA***	NA***	95	186	257	239	+151%
Total	4,140	4,706	4,179	3,750	3,395	3,356	3,468	3,625	3,335	-20%

* Experimental program waivers were granted by core subjects for the first time in 2005-2006 to align with federal No Child Left Behind requirements. **Table 17** reflects the unduplicated count of waivers granted during each year. The total number of waivers issued in 2005-2006 was 1827, in 2006-2007 it was 2,059, in 2007-2008 the total was 1,959, in 2008-2009 was 2,128, and in 2009-2010 was 2,194.

** The number of Limited Short Call Substitute licenses was included under Limited Permissions for the first time in 2005-2006. **Table 17** does not include the number of Limited Short Call Substitute Licenses issued each year. In 2005-2006 3,196 Limited Short Call Substitute Licenses were issued, in 2006-2007, 2,957 were issued, in 2007-2008 3,840 were issued, in 2008-2009 4,259 were issued, and in 2009-2010 4,790 were issued.

*** Non Renewable licenses were issued for the first time in 2006-2007.

The number of variances and community expert licenses issued by the Minnesota Board of Teaching from 2002 to 2010 has decreased.

During 2007 through 2010, 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. **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, 2007-2010 All Licensure Areas

Permission Type	2007	2007 Total FTE	2008	2008 Total FTE	2009	2009 Total FTE	2010	2010 Total FTE
Personnel Variance	1985	1151.72	1925	1147.38	1915	1052.56	1661	913.91
Appeal Variance	73	38.62	69	41.38	45	30.41	56	26.95
Discretionary Variance	12	5.91	12	5.50	9	4.02	8	2.41
Temporary Limited License	3367	NA	4280	NA	4755	NA	5298	NA
Waivers	2059	344.01	1959	343.38	2128	373.69	2,194	399.46
Community Expert	286	188.34	337	231.96	364	248.27	326	217.06
3 Year Non-Renewable License	95	NA*	186	NA*	257	NA*	239	NA*
Total	7782	1728.6	8581	1769.6	9216	1709	9543	1559.8

*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 2010 the total number was 9543, an increase of 23 percent over the four year period. In 2007 the total number of waivers issued was 2059. In 2010 the total number was 2194, an increase of 6.5 percent. The introduction of new program models for teacher training (i.e. Teach for America and the New Teacher Project) in 2008 – 2010, as well as the growth in language immersion programs in K-12 schools contributed to the increase in special permissions.

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

Permission Type	Year	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
	2009	108	168	82	58	196	174	113	159	897
	2010	81	156	66	58	140	167	83	135	778

Table 19: Special Permissions Granted by Region (continued)

Permission Type	Year	Region								
		1/2	3	4	5	6 & 8	7	9	10	11 Metro
Appeal variance	2007	10	7	5	1	3	2	3	6	36
	2008	2	8	6	3	9	6	4	3	28
	2009	2	4	3	1	4	3	1	6	21
	2010	11	1	6	2	6	2	3	11	14
Discretionary Variance	2007	2	3	0	0	0	0	4	1	2
	2008	1	1	1	1	0	0	1	1	2
	2009	0	0	2	0	6	1	0	0	0
	2010	0	2	1	1	2	0	1	0	1
Limited License *Includes Short-Call Sub Lic.	2007	48	155	110	227	159	345	195	133	668
	2008	45	201	138	232	158	331	219	155	446
	2009*	256	175	196	134	234	712	92	449	2506
	2010*	284	212	217	143	265	788	129	515	2744
Waivers	2007	210	89	181	87	207	446	105	365	1661
	2008	251	133	191	114	259	597	98	421	2235
	2009	58	251	78	246	153	281	233	136	709
	2010	62	205	84	229	131	303	264	83	840
Community Expert	2007	6	3	9	6	17	19	8	25	191
	2008	9	5	2	8	15	21	15	25	237
	2009	7	9	2	5	17	32	12	29	251
	2010	9	5	4	5	18	19	7	26	233
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
	2009	20	25	9	9	19	11	28	44	92
	2010	24	25	7	9	20	12	32	39	71

4. Additional Special Permissions

Identified shortage areas perceived by respondents 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, Elementary Education and Communication Arts and Literature. Despite being identified as teacher surplus areas, there were 54 special permissions granted in Health, 28 in Physical Education, 37 in Social Studies, 75 in Communication Arts and Literature and 170 in Elementary Education during the 2009-2010 school year. The growth in language immersion programs in K-12 schools has contributed to the increase in special permissions in Elementary Education.

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 through 2009-2010.

Table 20: Total Special Permissions Granted by the Minnesota Board of Teaching in Perceived Shortage Areas for 2006-2010

Perceived Shortage Area	2006-2007	2007-2008	2008-2009	2009-2010
Physics*	86	66	51	45
Chemistry**	121	97	68	51
Special Education: EBD	492	412	378	328
Mathematics	259	211	146	129
Earth and Space Science	75	57	25	20
English as a Second Language (ESL)	119	103	126	87
Special Education: LD	453	369	290	295
Special Education: DD	118	77	197	47
Science 5-8 Science***	237	191	84	68

*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 2009 Teacher Supply and Demand Report, there has been a change in the perceived shortage areas by superintendents and charter school directors. Currently, there is not a perceived shortage in Special Education – Early Childhood and Deaf and Hard of Hearing. Science, mathematics, and some areas of special education continue to be perceived as shortage areas. In 2007, a total of 444 special permissions were granted in the perceived shortage areas in science. In 2010, a total of 184 special permissions were granted. This is a 59 percent decrease in special permissions in science. In 2007, a total of 259 special permissions were granted in mathematics. In 2010, a total of 129 permissions were granted. This is a 50 percent 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	Year	Region								
		1/2	3	4	5	6/8	7	9	10	11 metro
Physics*	2007	8	15	11	12	24	19	16	14	27
	2008	3	20	9	11	18	14	13	8	23
	2009	6	8	5	2	6	4	1	7	12
	2010	5	1	5	4	10	2	2	2	14
Chemistry**	2007	13	33	18	14	28	7	10	21	53
	2008	8	34	17	12	19	5	6	20	46
	2009	5	4	5	2	11	3	3	7	28
	2010	6	5	2	3	5	3	3	1	23
Special Education – EBD	2007	50	58	80	127	93	126	37	83	434
	2008	44	68	69	143	63	122	36	75	250
	2009	13	39	15	8	32	23	17	26	205
	2010	13	38	7	6	23	18	17	24	182
Mathematics	2007	25	60	8	44	30	52	28	27	174
	2008	14	45	28	35	41	63	33	25	119
	2009	5	15	6	3	5	7	4	7	94
	2010	7	8	4	5	4	6	5	6	84
Special Education – Learning Disabilities	2007	25	35	19	21	42	42	23	54	192
	2008	16	32	18	18	34	41	25	44	141
	2009	13	33	8	7	35	11	18	28	137
	2010	7	32	9	4	28	22	12	24	157
Special Education – Developmental Disabilities	2007	2	23	1	3	8	12	3	19	56
	2008	0	9	2	3	10	8	1	5	39
	2009	6	11	4	5	16	11	8	12	124
	2010	6	2	5	2	11	13	7	14	97

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

Perceived Shortage Area	Year	Region								
		1/2	3	4	5	6/8	7	9	10	11 metro
Science 5-8***	2007	18	30	14	11	23	65	17	30	141
	2008	15	31	14	15	17	50	18	27	96
	2009	9	8	3	2	8	6	5	6	37
	2010	5	5	2	2	8	3	3	5	35
English as a Second Language	2007	3	0	2	0	8	8	6	9	82
	2008	3	0	1	0	9	5	4	14	67
	2009	8	3	4	2	16	20	7	20	46
	2010	7	2	5	4	10	10	6	12	31
Earth and Space Science	2007	5	4	4	7	9	7	4	6	29
	2008	3	4	3	7	7	5	5	5	18
	2009	1	3	1	1	4	0	1	3	11
	2010	1	2	1	0	1	1	1	1	12

*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 47 percent since 2007. 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, 56 percent of the requests for special permissions were for special education. During the 2009-2010 school year these requests represented 37percent 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
in Perceived Shortage Areas 2006-2010**

Perceived Shortage	Total Permissions Granted	2006-2007	2007-2008	2008-2009	2009-2010
Physics	Total Permissions	83	61	51	45
	Total Number FTE	17.03	11.77	10.78	11.03
Chemistry	Total Permissions	116	91	68	51
	Total Number FTE	22.92	17.93	15.21	11.46
Special Education- EBD	Total Permissions	481	392	378	328
	Total Number FTE	247.44	217.84	204.14	161.03
Mathematics	Total Permissions	256	216	146	129
	Total Number FTE	45.5	50.06	60.18	40.11
Earth and Space Science	Total Permissions	75	57	25	20
	Total Number FTE	15.84	12.57	6.37	5.19
English as a Second Language	Total Permissions	118	103	126	87
	Total Number FTE	74.58	88.69	56.73	27.21
Special Education- LD	Total Permissions	453	369	290	295
	Total Number FTE	151.05	167.15	146.67	145.75
Special Education- DD	Total Permissions	127	77	197	157
	Total Number FTE	110.41	121.38	108.6	90.42
Science 5-8	Total Permissions	236	189	84	68
	Total Number FTE	33.9	37.41	33.89	25.22
Total	Permissions	1945	1555	1365	1180
	Full Time Equivalents	718.67	724.8	642.57	517.42

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 Teaching in Core Areas
2006-2010**

Assignment	Waivers Granted in Core Areas	2006-2007	2007-2008	2008-2009	2009-2010
Communication Arts and Literature	Total Number of Special Permissions Granted	368	323	350	318
	Total Number of Full Time Equivalents (FTE)	42.23	31.55	36.05	70.05
Reading	Total Number of Special Permissions Granted	366	323	335	364
	Total Number of Full Time Equivalents (FTE)	36.19	31.03	81.35	129.32
Mathematics	Total Number of Special Permissions Granted	437	418	462	449
	Total Number of Full Time Equivalents (FTE)	45.55	50.06	126.18	119.09

**Table 23: Special Permission Granted by the Minnesota Board of Teaching in Core Areas
2006-2010 (continued)**

Assignment	Waivers Granted in Core Areas	2006-2007	2007-2008	2008-2009	2009-2010
Science	Total Number of Special Permissions Granted	586	533	560	499
	Total Number of Full Time Equivalents (FTE)	101.45	90.73	141.19	120.83
World Language	Total Number of Special Permissions Granted	207	216	374	335
	Total Number of Full Time Equivalents (FTE)	105.45	84.03	192.33	115.68
Social Studies	Total Number of Special Permissions Granted	720	695	767	756
	Total Number of Full Time Equivalents (FTE)	25.14	21.99	98.8	86.48
Visual Arts and Music	Total Number of Special Permissions Granted	218	200	229	202
	Total Number of Full Time Equivalents (FTE)	26.29	15.41	36.01	29.04

Minnesota superintendents or their administrative designees responded on the 2011 Teacher Supply and Demand Survey that there is a perceived shortage in two of the core areas for 2008-2010. The perceived shortage areas include the core areas of mathematics and science. Thirteen 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 31 percent of the total special permissions from 2008-2010. The request for special permission teachers of Chinese accounted for 14 percent of the total permissions granted from 2008-2010.

7. Commissioner Exemption

Prior to 2007, the Commissioner of Education could grant a **commissioner exemption** from licensure requirements, in the hiring of teachers of English as a Second Language or Bilingual Education teachers. This special permission was granted 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 2010.

Table 24: Commissioner Exemptions Granted 2002-2007

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

Data presented in **Table 24** indicated that 320 total Commissioners Exemptions were granted between 2002 and 2007, of which 231 were granted in English as a Second Language and 89 in Bilingual/Bicultural Education.

With the repeal of Minnesota Statute 124D.62 during the 2007 legislative session, the commissioner no longer grants exemptions for English as a Second Language and Bilingual/Bicultural Education. This type of permission will not be included in future Supply and Demand reports.

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 2007 and 2009, together with the results from the 2011 survey, perceived shortage areas fluctuate and the issuance of special permissions tends to reflect those perceived shortages. During the 2009-2010 school year, the Minnesota Board of Teaching granted 9543 total special permissions representing 2.8 percent of all teachers teaching in Minnesota schools during the 2009-2010 school year.

Section G: Substitute Teacher Data

Seventy-five percent of the Minnesota superintendents or administrative designees who completed the 2011 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 in 2009-2010 and 2010-2011 school years.

Table 25: Supply of Substitute Teachers

Supply of Substitute Teachers	
2011 Survey Results	2011 Survey Results 2009-10 and 2010-11
75% Experienced slight to no difficulty	19% Extremely Successful
	24% Very Successful
	32% Successful
	22% Somewhat Successful
	3% Not Successful

Survey results indicated that 3 percent of respondents reported their district's overall experience as not successful in securing substitutes during the 2009-2010 and 2010-2011 school years. Thirty-two percent reported their district's overall experience as a success while forty-three 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 2010-2011 school year. Seventy-four percent of respondents reported they would not have a problem securing substitute teachers, while 26 percent reported they would have a problem.

The 26 percent of those respondents anticipating a problem securing substitute teachers in 2010-2011 were asked how difficult it would be to secure substitute teachers. Nine percent indicated it would be extremely difficult and 29 percent moderately difficult.

Summary of Findings

Data collected from 309 out of 496 (62 percent) Minnesota superintendents or administrative designees indicated that 32 percent reported their district's overall experience securing substitute teacher as a success; while 43 percent indicated they were very to extremely successful in securing substitute teachers.

When compared to responses to the 2009 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, 2007-2008*

Minnesota Department of Education, *Rule Exceptions 2006-2007 School Year*, Report to the Legislature 2007

Minnesota Department of Education, *Rule Exceptions 2007-2008 School Year*, Report to the Legislature 2008

Minnesota Department of Education, *Rule Exceptions 2008-2009 School Year*, Report to the Legislature 2009

Minnesota Department of Education, *Rule Exceptions 2009 -20010 School Year*, Report to the Legislature 2010

Minnesota Department of Education, *Teacher Supply and Demand*, Report to the Legislature 2009

2011 Teacher Supply and Demand Survey

The 2011 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 2010.

The online survey asked respondents to provide seven different kinds of data related to the 2008-09 and the 2009-10 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 2009 through 2013.
7. Based on your anticipated staff retirements for academic years 2009 through 2013, 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 and 2011 Teacher Supply and Demand Survey by Region of State

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
1	2854	1	ADA-BORUP PUBLIC SCHOOL DISTRICT		X
1	676	1	BADGER PUBLIC SCHOOL DISTRICT		X
1	162	1	BAGLEY PUBLIC SCHOOL DISTRICT	X	X
1	31	1	BEMIDJI PUBLIC SCHOOL DISTRICT	X	
1	998	52	BEMIDJI REGIONAL INTERDISTRICT COUNCIL	X	
1	32	1	BLACKDUCK PUBLIC SCHOOL DISTRICT		X
1	2311	1	CLEARBROOK-GONVICK SCHOOL DISTRICT		
1	592	1	CLIMAX PUBLIC SCHOOL DISTRICT	X	
1	593	1	CROOKSTON PUBLIC SCHOOL DISTRICT	X	X
1	595	1	EAST GRAND FORKS PUBLIC SCHOOL DIST	X	
1	599	1	FERTILE-BELTRAMI SCHOOL DISTRICT	X	
1	600	1	FISHER PUBLIC SCHOOL DISTRICT		X
1	601	1	FOSSTON PUBLIC SCHOOL DISTRICT		
1	561	1	GOODRIDGE PUBLIC SCHOOL DISTRICT	X	X
1	2683	1	GREENBUSH-MIDDLE RIVER SCHOOL DIST	X	X
1	447	1	GRYGLA PUBLIC SCHOOL DISTRICT	X	X
1	36	1	KELLIHER PUBLIC SCHOOL DISTRICT	X	X
1	2171	1	KITTSOON CENTRAL SCHOOL DISTRICT	X	X
1	390	1	LAKE OF THE WOODS SCHOOL DISTRICT	X	
1	356	1	LANCASTER PUBLIC SCHOOL DISTRICT		X

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
1	306	1	LAPORTE PUBLIC SCHOOL DISTRICT	X	X
1	432	1	MAHNOMEN PUBLIC SCHOOL DISTRICT	X	X
1	441	1	MARSHALL COUNTY CENTRAL SCHOOLS		X
1	4155	7	NAYTAHWAUSH COMMUNITY SCHOOL	X	
1	308	1	NEVIS PUBLIC SCHOOL DISTRICT	X	X
1	2215	1	NORMAN COUNTY EAST SCHOOL DISTRICT		
1	2527	1	NORMAN COUNTY WEST SCHOOL DISTRICT	X	X
1	627	1	OKLEE PUBLIC SCHOOL DISTRICT		X
1	309	1	PARK RAPIDS PUBLIC SCHOOL DISTRICT		
1	628	1	PLUMMER PUBLIC SCHOOL DISTRICT	X	
1	630	1	RED LAKE FALLS PUBLIC SCHOOL DIST		X
1	38	1	RED LAKE PUBLIC SCHOOL DISTRICT	X	
1	682	1	ROSEAU PUBLIC SCHOOL DISTRICT		X
1	4058	7	SCHOOLCRAFT LEARNING COMMUNITY CHARTER		
1	363	1	SOUTH KOOCHICHING SCHOOL DISTRICT		X
1	2856	1	STEPHEN-ARGYLE CENTRAL SCHOOLS	X	X
1	564	1	THIEF RIVER FALLS SCHOOL DISTRICT	X	X
1	4106	7	TREKNORTH HIGH SCHOOL	X	
1	2358	1	TRI-COUNTY SCHOOL DISTRICT		X

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
1	2176	1	WARREN-ALVARADO-OSLO SCHOOL DISTRICT	X	X
1	690	1	WARROAD PUBLIC SCHOOL DISTRICT		X
1	435	1	WAUBUN PUBLIC SCHOOL DISTRICT		
1	2609	1	WIN-E-MAC SCHOOL DISTRICT		X
3	1	1	AITKIN PUBLIC SCHOOL DISTRICT	X	X
3	91	1	BARNUM PUBLIC SCHOOL DISTRICT	X	
3	4145	7	BIRCH GROVE COMMUNITY SCHOOL	X	X
3	93	1	CARLTON PUBLIC SCHOOL DISTRICT		X
3	695	1	CHISHOLM PUBLIC SCHOOL DISTRICT		
3	94	1	CLOQUET PUBLIC SCHOOL DISTRICT	X	X
3	166	1	COOK COUNTY PUBLIC SCHOOLS	X	X
3	95	1	CROMWELL-WRIGHT PUBLIC SCHOOLS	X	X
3	317	1	DEER RIVER PUBLIC SCHOOL DISTRICT	X	X
3	709	1	DULUTH PUBLIC SCHOOL DISTRICT	X	X
3	4020	7	DULUTH PUBLIC SCHOOLS ACADEMY	X	X
3	4166	7	EAST RANGE ACADEMY OF TECH andSCIENCE		
3	696	1	ELY PUBLIC SCHOOL DISTRICT		
3	99	1	ESKO PUBLIC SCHOOL DISTRICT		X
3	2154	1	EVELETH-GILBERT SCHOOL DISTRICT		X
3	698	1	FLOODWOOD PUBLIC SCHOOL DISTRICT		X
3	318	1	GRAND RAPIDS PUBLIC SCHOOL DISTRICT	X	X

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
3	4100	7	GREAT EXPECTATIONS	X	
3	316	1	GREENWAY PUBLIC SCHOOL DISTRICT		
3	4085	7	HARBOR CITY INTERNATIONAL CHARTER		X
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	X
3	361	1	INTERNATIONAL FALLS SCHOOL DISTRICT	X	X
3	4046	7	LAKE SUPERIOR HIGH SCHOOL		X
3	381	1	LAKE SUPERIOR PUBLIC SCHOOL DISTRICT		X
3	362	1	LITTLEFORK-BIG FALLS SCHOOL DISTRICT		X
3	4	1	MCGREGOR PUBLIC SCHOOL DISTRICT	X	X
3	2711	1	MESABI EAST SCHOOL DISTRICT	X	X
3	4177	7	MINISINAAKWAANG LEADERSHIP ACADEMY	X	X
3	97	1	MOOSE LAKE PUBLIC SCHOOL DISTRICT		
3	712	1	MOUNTAIN IRON-BUHL SCHOOL DISTRICT		X
3	319	1	NASHWAUK-KEEWATIN SCHOOL DISTRICT	X	
3	707	1	NETT LAKE PUBLIC SCHOOL DISTRICT		X
3	4084	7	NORTH SHORE COMMUNITY SCHOOL		X

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
3	4146	7	NORTHERN LIGHTS COMMUNITY SCHOOL		
3	6076	50	NORTHLAND LEARNING CENTER		
3	704	1	PROCTOR PUBLIC SCHOOL DISTRICT		
3	2142	1	ST. LOUIS COUNTY SCHOOL DISTRICT		X
3	706	1	VIRGINIA PUBLIC SCHOOL DISTRICT	X	X
3	100	1	WRENSHALL PUBLIC SCHOOL DISTRICT	X	X
4	206	1	ALEXANDRIA PUBLIC SCHOOL DISTRICT	X	X
4	261	1	ASHBY PUBLIC SCHOOL DISTRICT	X	X
4	146	1	BARNESVILLE PUBLIC SCHOOL DISTRICT	X	
4	542	1	BATTLE LAKE PUBLIC SCHOOL DISTRICT		X
4	207	1	BRANDON PUBLIC SCHOOL DISTRICT		
4	846	1	BRECKENRIDGE PUBLIC SCHOOL DISTRICT	X	X
4	801	1	BROWNS VALLEY PUBLIC SCHOOL DISTRICT		
4	852	1	CAMPBELL-TINTAH PUBLIC SCHOOL DISTRICT		X
4	771	1	CHOKIO-ALBERTA PUBLIC SCHOOL DISTRICT	X	
4	611	1	CYRUS PUBLIC SCHOOL DISTRICT		
4	22	1	DETROIT LAKES PUBLIC SCHOOL DISTRICT		
4	2164	1	DILWORTH-GLYNDON-FELTON		X
4	208	1	EVANSVILLE PUBLIC SCHOOL DISTRICT	X	X

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
4	544	1	FERGUS FALLS PUBLIC SCHOOL DISTRICT		X
4	23	1	FRAZEE-VERGAS PUBLIC SCHOOL DISTRICT		X
4	4168	7	GLACIAL HILLS ELEMENTARY	X	X
4	768	1	HANCOCK PUBLIC SCHOOL DISTRICT		X
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	X
4	4045	7	LAKES AREA CHARTER SCHOOL	X	X
4	2149	1	MINNEWASKA SCHOOL DISTRICT		X
4	152	1	MOORHEAD PUBLIC SCHOOL DISTRICT	X	X
4	769	1	MORRIS PUBLIC SCHOOL DISTRICT	X	X
4	553	1	NEW YORK MILLS PUBLIC SCHOOL DISTRICT	X	X
4	213	1	OSAKIS PUBLIC SCHOOL DISTRICT	X	X
4	547	1	PARKERS PRAIRIE PUBLIC SCHOOL DISTRICT	X	
4	548	1	PELICAN RAPIDS PUBLIC SCHOOL DISTRICT		X
4	549	1	PERHAM PUBLIC SCHOOL DISTRICT		X
4	25	1	PINE POINT PUBLIC SCHOOL DISTRICT		
4	850	1	ROTHSAY PUBLIC SCHOOL DISTRICT		

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
4	6014	61	RUNESTONE AREA ED. DISTRICT		
4	914	1	ULEN-HITTERDAL PUBLIC SCHOOL DIST		X
4	550	1	UNDERWOOD PUBLIC SCHOOL DISTRICT		X
4	2342	1	WEST CENTRAL AREA	X	X
4	803	1	WHEATON AREA PUBLIC SCHOOL DISTRICT	X	
5	786	1	BERTHA-HEWITT PUBLIC SCHOOL DISTRICT	X	X
5	181	1	BRAINERD PUBLIC SCHOOL DISTRICT	X	X
5	787	1	BROWERVILLE PUBLIC SCHOOL DISTRICT		
5	115	1	CASS LAKE-BENA PUBLIC SCHOOLS	X	
5	182	1	CROSBY-IRONTON PUBLIC SCHOOL DISTRICT	X	X
5	4059	7	CROSSLAKE COMMUNITY CHARTER SCHOOL	X	X
5	2759	1	EAGLE VALLEY PUBLIC SCHOOL DISTRICT		X
5	4012	7	EMILY CHARTER SCHOOL		
5	482	1	LITTLE FALLS PUBLIC SCHOOL DISTRICT		X
5	2753	1	LONG PRAIRIE-GREY EAGLE SCHOOL DIST		X
5	821	1	MENAHGA PUBLIC SCHOOL DISTRICT		X
5	118	1	NORTHLAND COMMUNITY SCHOOLS	X	X
5	186	1	PEQUOT LAKES PUBLIC SCHOOLS	X	X
5	484	1	PIERZ PUBLIC SCHOOL DISTRICT	X	X

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
5	4080	7	PILLAGER AREA CHARTER SCHOOL		
5	116	1	PILLAGER PUBLIC SCHOOL DISTRICT	X	X
5	2174	1	PINE RIVER-BACKUS SCHOOL DISTRICT	X	X
5	6070	50	QUAD COUNTY TELECOMM PROJECT	X	
5	485	1	ROYALTON PUBLIC SCHOOL DISTRICT		
5	820	1	SEBEKA PUBLIC SCHOOL DISTRICT		X
5	2170	1	STAPLES-MOTLEY SCHOOL DISTRICT	X	X
5	486	1	SWANVILLE PUBLIC SCHOOL DISTRICT		X
5	487	1	UPSALA PUBLIC SCHOOL DISTRICT	X	
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	X
6	2396	1	A.C.G.C.	X	X
6	511	1	ADRIAN PUBLIC SCHOOL DISTRICT	X	
6	411	1	BALATON PUBLIC SCHOOL DISTRICT	X	
6	371	1	BELLINGHAM PUBLIC SCHOOL DISTRICT		
6	777	1	BENSON PUBLIC SCHOOL DISTRICT	X	X
6	2534	1	BIRD ISLAND-OLIVIA-LAKE LILLIAN	X	
6	2159	1	BUFFALO LAKE-HECTOR SCHOOL DISTRICT		
6	891	1	CANBY PUBLIC SCHOOL DISTRICT		X
6	2754	1	CEDAR MOUNTAIN SCHOOL DISTRICT	X	X

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
6	4172	7	CLARKFIELD CHARTER SCHOOL	X	X
6	2888	1	CLINTON-GRACEVILLE-BEARDSLEY		X
6	466	1	DASSEL-COKATO PUBLIC SCHOOL DISTRICT	X	X
6	378	1	DAWSON-BOYD PUBLIC SCHOOL DISTRICT		X
6	4026	7	E.C.H.O. CHARTER SCHOOL	X	X
6	4028	7	ECI' NOMPA WOONSPE	X	
6	463	1	EDEN VALLEY-WATKINS SCHOOL DISTRICT		X
6	514	1	ELLSWORTH PUBLIC SCHOOL DISTRICT		X
6	505	1	FULDA PUBLIC SCHOOL DISTRICT	X	X
6	2859	1	GLENCOE-SILVER LAKE SCHOOL DISTRICT	X	
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	X	X
6	403	1	IVANHOE PUBLIC SCHOOL DISTRICT		X
6	2895	1	JACKSON COUNTY CENTRAL SCHOOL DISTRICT	X	X
6	775	1	KERKHOVEN-MURDOCK-SUNBURG		X
6	2853	1	LAC QUI PARLE VALLEY SCHOOL DISTRICT		

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
6	404	1	LAKE BENTON PUBLIC SCHOOL DISTRICT	X	
6	2167	1	LAKEVIEW SCHOOL DISTRICT	X	X
6	424	1	LESTER PRAIRIE PUBLIC SCHOOL DISTRICT	X	X
6	465	1	LITCHFIELD PUBLIC SCHOOL DISTRICT	X	X
6	2184	1	LUVERNE PUBLIC SCHOOL DISTRICT	X	
6	415	1	LYND PUBLIC SCHOOL DISTRICT	X	X
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	X
6	938	52	MEEKER & WRIGHT SPECIAL EDUCATION	X	
6	4138	7	MILROY AREA CHARTER SCHOOL		X
6	635	1	MILROY PUBLIC SCHOOL DISTRICT	X	X
6	414	1	MINNEOTA PUBLIC SCHOOL DISTRICT	X	X
6	978	52	MINNESOTA VALLEY COOPERATIVE	X	
6	6018	61	MN RIVER VALLEY EDUCATION DISTRICT		
6	129	1	MONTEVIDEO PUBLIC SCHOOL DISTRICT		X
6	173	1	MOUNTAIN LAKE PUBLIC SCHOOLS	X	
6	2169	1	MURRAY COUNTY CENTRAL SCHOOL DISTRICT		
6	4093	7	NEW CENTURY CHARTER SCHOOL		

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
6	4161	7	NEW DISCOVERIES MONTESSORI ACADEMY		X
6	345	1	NEW LONDON-SPICER SCHOOL DISTRICT		X
6	62	1	ORTONVILLE PUBLIC SCHOOL DISTRICT	X	X
6	2689	1	PIPESTONE AREA SCHOOL DISTRICT	X	
6	815	2	PRINSBURG PUBLIC SCHOOL DISTRICT		
6	2884	1	RED ROCK CENTRAL SCHOOL DISTRICT		
6	2897	1	REDWOOD AREA SCHOOL DISTRICT	X	X
6	2890	1	RENVILLE COUNTY WEST SCHOOL DISTRICT		X
6	516	1	ROUND LAKE PUBLIC SCHOOL DISTRICT	X	X
6	2902	1	RTR PUBLIC SCHOOLS		X
6	417	1	TRACY PUBLIC SCHOOL DISTRICT	X	X
6	640	1	WABASSO PUBLIC SCHOOL DISTRICT	X	
6	2898	1	WESTBROOK-WALNUT GROVE SCHOOLS	X	X
6	347	1	WILLMAR PUBLIC SCHOOL DISTRICT	X	X
6	177	1	WINDOM PUBLIC SCHOOL DISTRICT		X
6	4125	7	WORTHINGTON AREA LANGUAGE ACADEMY	X	
6	518	1	WORTHINGTON PUBLIC SCHOOL DISTRICT		X
6	4072	7	YANKTON COUNTRY CHARTER SCHOOL	X	
6	2190	1	YELLOW MEDICINE EAST		
7	745	1	ALBANY PUBLIC SCHOOL DISTRICT	X	X

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
7	876	1	ANNANDALE PUBLIC SCHOOL DISTRICT		X
7	726	1	BECKER PUBLIC SCHOOL DISTRICT		
7	2364	1	BELGRADE-BROOTEN-ELROSA SCHOOL DIST	X	
7	727	1	BIG LAKE PUBLIC SCHOOL DISTRICT		
7	314	1	BRAHAM PUBLIC SCHOOL DISTRICT		
7	877	1	BUFFALO PUBLIC SCHOOL DISTRICT	X	X
7	911	1	CAMBRIDGE-ISANTI PUBLIC SCHOOL DIST		
7	2144	1	CHISAGO LAKES SCHOOL DISTRICT		X
7	879	1	DELANO PUBLIC SCHOOL DISTRICT	X	X
7	2580	1	EAST CENTRAL SCHOOL DISTRICT	X	
7	728	1	ELK RIVER PUBLIC SCHOOL DISTRICT	X	
7	51	1	FOLEY PUBLIC SCHOOL DISTRICT		X
7	4048	7	GREAT RIVER EDUCATION CENTER		X
7	2165	1	HINCKLEY-FINLAYSON SCHOOL DISTRICT		X
7	738	1	HOLDINGFORD PUBLIC SCHOOL DISTRICT	X	X
7	2687	1	HOWARD LAKE-WAVERLY-WINSTED	X	X
7	473	1	ISLE PUBLIC SCHOOL DISTRICT		X
7	739	1	KIMBALL PUBLIC SCHOOL DISTRICT	X	X
7	881	1	MAPLE LAKE PUBLIC SCHOOL DISTRICT		X
7	740	1	MELROSE PUBLIC SCHOOL DISTRICT	X	

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
7	912	1	MILACA PUBLIC SCHOOL DISTRICT	X	X
7	882	1	MONTICELLO PUBLIC SCHOOL DISTRICT	X	X
7	332	1	MORA PUBLIC SCHOOL DISTRICT	X	X
7	138	1	NORTH BRANCH PUBLIC SCHOOLS		X
7	957	51	OAK LAND VOCATIONAL CENTER		
7	333	1	OGILVIE PUBLIC SCHOOL DISTRICT		X
7	480	1	ONAMIA PUBLIC SCHOOL DISTRICT		X
7	741	1	PAYNESVILLE PUBLIC SCHOOL DISTRICT	X	X
7	578	1	PINE CITY PUBLIC SCHOOL DISTRICT	X	
7	4174	7	PINE GROVE LEADERSHIP ACADEMY	X	X
7	477	1	PRINCETON PUBLIC SCHOOL DISTRICT		X
7	883	1	ROCKFORD PUBLIC SCHOOL DISTRICT		X
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	X
7	743	1	SAUK CENTRE PUBLIC SCHOOL DISTRICT	X	
7	47	1	SAUK RAPIDS PUBLIC SCHOOL DISTRICT	X	X
7	742	1	ST. CLOUD PUBLIC SCHOOL DISTRICT	X	X
7	885	1	ST. MICHAEL-ALBERTVILLE SCHOOL DIST	X	
7	4142	7	STRIDE ACADEMY CHARTER SCHOOL		

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
7	4137	7	SWAN RIVER MONTESSORI CHARTER SCH		X
7	4095	7	TRIO WOLF CREEK DISTANCE LEARNING	X	X
7	4107	7	VOYAGEURS EXPEDITIONARY	X	X
7	6026	61	WEST CENTRAL EDUCATION DISTRICT	X	X
7	577	1	WILLOW RIVER PUBLIC SCHOOL DISTRICT		
7	966	51	WRIGHT TECHNICAL CENTER	X	
8	513	1	BREWSTER PUBLIC SCHOOL DISTRICT		X
8	581	1	EDGERTON PUBLIC SCHOOL DISTRICT		X
8	402	1	HENDRICKS PUBLIC SCHOOL DISTRICT	X	X
9	2860	1	BLUE EARTH AREA PUBLIC SCHOOL		
9	836	1	BUTTERFIELD PUBLIC SCHOOL DISTRICT	X	X
9	391	1	CLEVELAND PUBLIC SCHOOL DISTRICT		
9	81	1	COMFREY PUBLIC SCHOOL DISTRICT		X
9	4151	7	EDVISIONS OFF CAMPUS SCHOOL	X	
9	2752	1	FAIRMONT AREA SCHOOL DISTRICT		X
9	2365	1	G.F.W.	X	
9	2536	1	GRANADA HUNTLEY-EAST CHAIN		
9	4144	7	GREEN ISLE COMMUNITY SCHOOL		
9	2835	1	JANESVILLE-WALDORF-PEMBERTON		X
9	4050	7	LAFAYETTE PUBLIC CHARTER SCHOOL		

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
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	MADELIA PUBLIC SCHOOL DISTRICT	X	
9	77	1	MANKATO PUBLIC SCHOOL DISTRICT		
9	2135	1	MAPLE RIVER SCHOOL DISTRICT	X	X
9	2448	1	MARTIN COUNTY WEST SCHOOL DISTRICT	X	
9	4007	7	MINNESOTA NEW COUNTRY SCHOOL		X
9	6027	61	MN VALLEY EDUCATION DISTRICT	X	
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	X
9	6049	61	RIVER BEND EDUCATION DISTRICT		
9	4066	7	RIVERBEND ACADEMY		X
9	2310	1	SIBLEY EAST SCHOOL DISTRICT		X
9	84	1	SLEEPY EYE PUBLIC SCHOOL DISTRICT	X	X
9	85	1	SPRINGFIELD PUBLIC SCHOOL DISTRICT		
9	75	1	ST. CLAIR PUBLIC SCHOOL DISTRICT	X	
9	840	1	ST. JAMES PUBLIC SCHOOL DISTRICT		X

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
9	508	1	ST. PETER PUBLIC SCHOOL DISTRICT		X
9	4127	7	TEAM ACADEMY	X	X
9	458	1	TRUMAN PUBLIC SCHOOL DISTRICT		
9	2134	1	UNITED SOUTH CENTRAL SCHOOL DISTRICT	X	
9	829	1	WASECA PUBLIC SCHOOL DISTRICT	X	
9	2143	1	WATERVILLE-ELYSIAN-MORRISTOWN	X	X
10	241	1	ALBERT LEA PUBLIC SCHOOL DISTRICT	X	
10	242	1	ALDEN-CONGER PUBLIC SCHOOL DISTRICT	X	X
10	4091	7	ARTECH	X	
10	492	1	AUSTIN PUBLIC SCHOOL DISTRICT		X
10	756	1	BLOOMING PRAIRIE PUBLIC SCHOOL DIST	X	X
10	4001	7	BLUFFVIEW MONTESSORI	X	X
10	531	1	BYRON PUBLIC SCHOOL DISTRICT		X
10	299	1	CALEDONIA PUBLIC SCHOOL DISTRICT	X	
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	X
10	4081	7	DISCOVERY PUBLIC SCHOOL FARIBAULT	X	X
10	533	1	DOVER-EYOTA PUBLIC SCHOOL DISTRICT		X
10	656	1	FARIBAULT PUBLIC SCHOOL DISTRICT		X

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
10	2198	1	FILLMORE CENTRAL	X	X
10	2886	1	GLENVILLE-EMMONS SCHOOL DISTRICT	X	
10	6051	61	GOODHUE COUNTY EDUCATION DISTRICT		
10	253	1	GOODHUE PUBLIC SCHOOL DISTRICT		X
10	495	1	GRAND MEADOW PUBLIC SCHOOL DISTRICT	X	
10	203	1	HAYFIELD PUBLIC SCHOOL DISTRICT		X
10	6013	61	HIAWATHA VALLEY ED. DISTRICT	X	
10	294	1	HOUSTON PUBLIC SCHOOL DISTRICT		X
10	204	1	KASSON-MANTORVILLE SCHOOL DISTRICT	X	X
10	2172	1	KENYON-WANAMINGO SCHOOL DISTRICT	X	X
10	2137	1	KINGSLAND PUBLIC SCHOOL DISTRICT		X
10	4054	7	LACRESCENT MONTESSORI ACADEMY	X	
10	300	1	LACRESCENT-HOKAH SCHOOL DISTRICT		
10	813	1	LAKE CITY PUBLIC SCHOOL DISTRICT	X	X
10	229	1	LANESBORO PUBLIC SCHOOL DISTRICT	X	
10	499	1	LEROY PUBLIC SCHOOL DISTRICT	X	
10	857	1	LEWISTON-ALTURA PUBLIC SCHOOL DISTRICT		X
10	497	1	LYLE PUBLIC SCHOOL DISTRICT	X	X
10	238	1	MABEL-CANTON PUBLIC SCHOOL DISTRICT		X

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
10	763	1	MEDFORD PUBLIC SCHOOL DISTRICT	X	
10	160	70	MINNESOTA STATE ACADEMIES	X	
10	4055	7	NERSTRAND CHARTER SCHOOL		
10	659	1	NORTHFIELD PUBLIC SCHOOL DISTRICT		X
10	761	1	OWATONNA PUBLIC SCHOOL DISTRICT	X	
10	255	1	PINE ISLAND PUBLIC SCHOOL DISTRICT		X
10	2899	1	PLAINVIEW-ELGIN-MILLVILLE	X	X
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	X
10	500	1	SOUTHLAND PUBLIC SCHOOL DISTRICT	X	
10	297	1	SPRING GROVE SCHOOL DISTRICT		
10	858	1	ST. CHARLES PUBLIC SCHOOL DISTRICT	X	X
10	534	1	STEWARTVILLE PUBLIC SCHOOL DISTRICT		
10	4061	7	STUDIO ACADEMY CHARTER SCHOOL	X	X

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
10	2125	1	TRITON SCHOOL DISTRICT	X	X
10	811	1	WABASHA-KELLOGG PUBLIC SCHOOL DISTRICT		
10	861	1	WINONA AREA PUBLIC SCHOOL DISTRICT		X
10	6012	61	ZUMBRO EDUCATION DISTRICT	X	
10	2805	1	ZUMBROTA-MAZEPPA SCHOOL DISTRICT		X
11	4073	7	ACADEMIA CESAR CHAVEZ CHARTER SCH.	X	X
11	4148	7	ACADEMY OF BIOSCIENCES		
11	4018	7	ACHIEVE LANGUAGE ACADEMY		
11	4135	7	ADAM ABDULLE ACADEMY		
11	4074	7	AFSA HIGH SCHOOL		X
11	11	1	ANOKA-HENNEPIN PUBLIC SCHOOL DISTRICT		X
11	4114	7	ASCENSION ACADEMY CHARTER SCHOOL		
11	4184	7	ASPEN ACADEMY		X
11	4111	7	AUGSBURG ACADEMY FOR HEALTH CAREERS		
11	4067	7	AURORA CHARTER SCHOOL		X
11	4075	7	AVALON SCHOOL		X
11	4124	7	BEACON ACADEMY	X	
11	4133	7	BEACON PREPARATORY SCHOOL	X	
11	716	1	BELLE PLAINE PUBLIC SCHOOL DISTRICT		X
11	4192	7	BEST ACADEMY	X	

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
11	271	1	BLOOMINGTON PUBLIC SCHOOL DISTRICT		X
11	4082	7	BLUESKY CHARTER SCHOOL		X
11	4189	7	BRIGHT WATER ELEMENTARY		X
11	286	1	BROOKLYN CENTER SCHOOL DISTRICT		
11	191	1	BURNSVILLE PUBLIC SCHOOL DISTRICT	X	X
11	930	53	CARVER-SCOTT EDUCATIONAL COOP.	X	
11	4004	7	CEDAR RIVERSIDE COMMUNITY SCHOOL		
11	12	1	CENTENNIAL PUBLIC SCHOOL DISTRICT	X	
11	4000	7	CITY ACADEMY		X
11	4188	7	COLOGNE ACADEMY		X
11	13	1	COLUMBIA HEIGHTS PUBLIC SCHOOL DIST		X
11	4015	7	COMMUNITY OF PEACE ACADEMY	X	X
11	4181	7	COMMUNITY SCHOOL OF EXCELLENCE	X	X
11	4035	7	CONCORDIA CREATIVE LEARNING ACADEMY		X
11	4025	7	CYBER VILLAGE ACADEMY		X
11	4149	7	CYGNUS ACADEMY		
11	4185	7	DAVINCI ACADEMY		X
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

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
11	272	1	EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	X	X
11	273	1	EDINA PUBLIC SCHOOL DISTRICT		X
11	4057	7	EL COLEGIO CHARTER SCHOOL		X
11	4180	7	EMILY O. GOODRIDGE-GREY ACCELERATED		
11	4068	7	EXCELL ACADEMY CHARTER		
11	4036	7	FACE TO FACE ACADEMY		X
11	192	1	FARMINGTON PUBLIC SCHOOL DISTRICT		X
11	831	1	FOREST LAKE PUBLIC SCHOOL DISTRICT		
11	4052	7	FOUR DIRECTIONS CHARTER SCHOOLS	X	X
11	4113	7	FRASER ACADEMY	X	X
11	14	1	FRIDLEY PUBLIC SCHOOL DISTRICT	X	X
11	4079	7	FRIENDSHIP ACDMY OF FINE ARTS CHTR.	X	X
11	4108	7	GENERAL JOHN VESSEY JR LEADERSHIP	X	
11	4186	7	GLOBAL ACADEMY		X
11	4105	7	GREAT RIVER SCHOOL		X
11	4032	7	HARVEST PREP SCHOOL/SEED ACADEMY		
11	200	1	HASTINGS PUBLIC SCHOOL DISTRICT		X
11	4170	7	HIAWATHA LEADERSHIP ACADEMY		
11	4039	7	HIGH SCHOOL FOR RECORDING ARTS		
11	4027	7	HIGHER GROUND ACADEMY	X	
11	4103	7	HMONG ACADEMY		

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
11	4070	7	HOPE COMMUNITY ACADEMY		
11	270	1	HOPKINS PUBLIC SCHOOL DISTRICT		X
11	287	6	INTERMEDIATE SCHOOL DISTRICT 287	X	X
11	917	6	INTERMEDIATE SCHOOL DISTRICT 917		X
11	4167	7	INTERNATIONAL SPANISH LANGUAGE ACAD	X	X
11	199	1	INVER GROVE HEIGHTS SCHOOLS	X	X
11	4031	7	JENNINGS COMMUNITY LEARNING CENTER	X	
11	717	1	JORDAN PUBLIC SCHOOL DISTRICT		
11	4118	7	KALEIDOSCOPE CHARTER SCHOOL		
11	4191	7	KIPP MINNESOTA CHARTER SCHOOL		X
11	4116	7	LAKES INTERNATIONAL LANGUAGE ADMY		X
11	194	1	LAKEVILLE PUBLIC SCHOOL DISTRICT		X
11	4163	7	LEARNING FOR LEADERSHIP CHARTER	X	X
11	4104	7	LIBERTY HIGH SCHOOL	X	
11	4131	7	LIGHTHOUSE ACADEMY OF NATIONS		
11	4178	7	LINCOLN INTERNATIONAL SCHOOL		
11	4183	7	LIONSGATE ACADEMY		X
11	4175	7	LONG TIENG ACADEMY		

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
11	4139	7	LOVEWORKS ACADEMY FOR ARTS		X
11	832	1	MAHTOMEDI PUBLIC SCHOOL DISTRICT		X
11	4110	7	MAIN STREET SCHOOL PERFORMING ARTS		X
11	4043	7	MATH & SCIENCE ACADEMY		X
11	4005	7	METRO DEAF SCHOOL		X
11	4115	7	MINNEAPOLIS ACADEMY CHARTER SCHOOL		
11	1	3	MINNEAPOLIS PUBLIC SCHOOL DISTRICT		X
11			MINNESOTA INTERNATIONAL MIDDLE SCHOOL	X	
11	4102	7	MINNESOTA INTERNSHIP CENTER	X	X
11	4101	7	MINNESOTA NORTH STAR ACADEMY		X
11	4150	7	MINNESOTA ONLINE HIGH SCHOOL	X	X
11	4017	7	MINNESOTA TRANSITIONS CHARTER SCH		X
11	276	1	MINNETONKA PUBLIC SCHOOL DISTRICT		X
11	4078	7	MN INTERNATIONAL MIDDLE CHARTER	X	
11	621	1	MOUNDS VIEW PUBLIC SCHOOL DISTRICT		
11	916	6	N.E. METRO INTERMEDIATE DISTRICT 916	X	X
11	4089	7	NEW CITY SCHOOL	X	X
11	4003	7	NEW HEIGHTS SCHOOL, INC.		
11	4143	7	NEW MILLENNIUM ACADEMY CHARTER SCH		

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
11	721	1	NEW PRAGUE AREA SCHOOLS		
11	4029	7	NEW SPIRIT SCHOOLS		X
11	4011	7	NEW VISIONS CHARTER SCHOOL	X	X
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	X
11	108	1	NORWOOD PUBLIC SCHOOL DISTRICT	X	
11	4098	7	NOVA CLASSICAL ACADEMY	X	X
11	4030	7	ODYSSEY CHARTER SCHOOL		
11	278	1	ORONO PUBLIC SCHOOL DISTRICT		X
11	279	1	OSSEO PUBLIC SCHOOL DISTRICT	X	X
11	4008	7	PACT CHARTER SCHOOL	X	
11	4141	7	PAIDEIA ACADEMY CHARTER SCHOOL		
11	4097	7	PARTNERSHIP ACADEMY, INC.		X
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		X
11	195	1	RANDOLPH PUBLIC SCHOOL DISTRICT		X
11	280	1	RICHFIELD PUBLIC SCHOOL DISTRICT	X	X

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
11	4119	7	RIVER HEIGHTS CHARTER SCHOOL		
11	281	1	ROBBINSDALE PUBLIC SCHOOL DISTRICT		X
11	196	1	ROSEMOUNT-APPLE VALLEY-EAGAN		
11	623	1	ROSEVILLE PUBLIC SCHOOL DISTRICT		
11	4087	7	SAGE ACADEMY CHARTER SCHOOL	X	X
11	4159	7	SEVEN HILLS CLASSICAL ACADEMY	X	
11	720	1	SHAKOPEE PUBLIC SCHOOL DISTRICT		X
11	4006	7	SKILLS FOR TOMORROW CHARTER SCHOOL	X	
11	4109	7	SOBRIETY HIGH		
11	4038	7	SOJOURNER TRUTH ACADEMY		
11	6	3	SOUTH ST. PAUL PUBLIC SCHOOL DISTRICT		
11	833	1	SOUTH WASHINGTON COUNTY SCHOOL DIST		
11	4162	7	SOUTHSIDE FAMILY CHARTER SCHOOL		X
11	4160	7	SPECTRUM HIGH SCHOOL	X	
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 DISTRICT		X

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
11	4112	7	ST. PAUL CONSERVATORY PERFORMING ART		X
11	625	1	ST. PAUL PUBLIC SCHOOL DISTRICT	X	X
11	834	1	STILLWATER AREA PUBLIC SCHOOL DISTRICT	X	
11	4169	7	STONEBRIDGE COMMUNITY SCHOOL	X	
11	4099	7	TAREK IBN ZIYAD ACADEMY		
11	4042	7	TWIN CITIES ACADEMY		X
11	4132	7	TWIN CITIES ACADEMY HIGH SCHOOL		
11	4152	7	TWIN CITIES GERMAN IMMERSION CHRTR		X
11	4077	7	TWIN CITIES INTERNATIONAL ELEM SCH.		X
11	4121	7	UBAH MEDICAL ACADEMY CHARTER SCHOOL		
11	4088	7	URBAN ACADEMY CHARTER SCHOOL		X
11	110	1	WACONIA PUBLIC SCHOOL DISTRICT		X
11	4092	7	WATERSHED HIGH SCHOOL		
11	111	1	WATERTOWN-MAYER PUBLIC SCHOOL DISTRICT		
11	4176	7	WAYNEWOOD SCHOOL OF HOPE		
11	284	1	WAYZATA PUBLIC SCHOOL DISTRICT		X
11	6069	62	WEST METRO EDUCATION PROGRAM	X	X
11	197	1	WEST ST. PAUL-MENDOTA HTS.-EAGAN		X

**School Districts or Charter Schools Completing and Returning the
2009 and 2011 Teacher Supply and Demand Survey by Region of State (cont'd)**

Region	Dist Num	Dist Type	District Name	Completed 2009 Survey	Completed 2011 Survey
11	277	1	WESTONKA PUBLIC SCHOOL DISTRICT	X	X
11	624	1	WHITE BEAR LAKE SCHOOL DISTRICT	X	X
11	4086	7	WOODSON INSTITUTE FOR EXCELLENCE CH	X	X
11	4016	7	WORLD LEARNER CHARTER SCHOOL		X
11	4140	7	YINGHUA ACADEMY		
	6080	50	INFINITY:MINNESOTA DIGITAL ACADEMY		
	6065	62	METROPOLITAN LEARNING ALLIANCE		X
	6979	61	MID STATE EDUCATION DISTRICT	X	
	985	51	PINE TO PRAIRIE COOPERATIVE CTR.		
	915	52	SOUTHERN PLAINS EDUCATION COOP.		X
	6072	62	VALLEY CROSSING COMMUNITY SCHOOL		
			TOTAL	329	309

**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. 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. Catherine University
St. Cloud State University
St. Mary's University of Minnesota
St. Olaf College
University of Minnesota- Crookston
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: <http://www.mnteacherred.org/>

Appendix D

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

License	2004	2005	2006	2007	2008
Adult Basic Education - Adult	8	14	22	13	22
Agricultural Education 5-12	17	23	21	4	8
Bilingual/Bicultural Education	4	8	6	16	5
Business 5-12	53	61	73	57	21
Career and Technical Education Accommodation Specialists for Students with Disabilities [endorsement]	6	4	3	8	2
Chemistry, 9-12	1	1	3	41	39
Communication Arts/Literature 5-8, 9-12	234	253	255	209	237
Dance and Theatre Arts K-12	4	2	5	9	1
Early Childhood Education Birth-Grade 3	222	273	265	209	215
Elem K-6 + Communication Arts/Lit 5-8 specialty	439	475	434	363	404
Elem K-6 + Math 5-8 specialty	303	320	313	233	258
Elem K-6 + Prekindergarten specialty	430	408	375	208	249
Elem K-6 + Science 5-8 specialty	206	180	175	140	155
Elem K-6 + Social Studies 5-8 specialty	528	427	426	324	255
Elem K-6 + World Language and Cultures - French K-8 specialty	4	8	7	7	9
Elem K-6 + World Language and Cultures - German K-8 specialty	2	2	2	0	3
Elem K-6 + World Language and Cultures - Ojibwe K-8 specialty	3	1	2	0	1
Elem K-6 + World Language and Cultures - Spanish K-8 specialty	37	41	30	1	34
English as a Second Language K-12	143	180	138	168	184
Family and Consumer Sciences 5-12	11	16	31	15	23
Health 5-12	83	84	96	63	88
Instrumental and Classroom Music K-12	97	98	67	81	61
Keyboarding for Computer Applications K-8 [endorsement]	1	29	36	18	30
Library Media Specialist K-12	82	47	42	44	54
Life Science 9-12	2	8	6	116	90
Mathematics 5-12	148	149	165	143	143
Other	15	47	9		
Parent and Family Education - Adult	32	26	16	0	29
Physical Education K-12	200	182	164	136	154
Physics 9-12	3	2	3	18	14
Reading K-12 [endorsement]	41	149	256	212	194
Science 5-8/Chemistry 9-12	39	32	49	NA	NA
Science 5-8/Earth and Space Science 9-12	16	17	20	NA	NA
Science 5-8/Life Science 9-12	96	128	116	NA	NA
Science 5-8/Physics 9-12	31	18	21	NA	NA
Science 5-8	42	91	55	125	51

**Teacher Preparation Program Completers – All Licensure Areas
Minnesota Association of Colleges for Teacher Education (MACTE)
(cont'd)**

License	2004	2005	2006	2007	2008
Social Studies 5-12	312	387	342	261	289
Special Education: Deaf or Hard of Hearing Birth-12	8	9	8	22	13
Special Education: Developmental Adapted Physical Education PreK-12 [endorsement]	43	36	27	25	47
Special Education: Developmental Disabilities K-12	101	103	121	74	140
Special Education: Early Childhood Birth-Age 6	55	63	63	36	91
Special Education: Emotional Behavioral Disorders K-12	300	247	232	197	230
Special Education: Learning Disabilities K-12	284	305	263	195	264
Special Education: Physical and Health Disabilities PreK-12	12	19	16	6	13
Teacher/Coordinator Work-Based Learning 5-12 [endorsement]	28	28	47	11	13
Teachers of Communication and Technology Careers	0	4	10	1	2
Teachers of Construction Careers	0	0	8	2	2
Teachers of Hospitality Service Careers	0	0	2	0	0
Teachers of Manufacturing Careers	0	4	5	1	1
Teachers of Medical Careers	0	0	4	3	0
Teachers of Transportation Careers	0	0	4	0	0
Technology 5-12	29	24	25	22	20
Visual Arts K-12	95	116	107	105	93
Vocal and Classroom Music K-12	69	85	80	58	61
World Lang Classical Languages (Greek and Latin) K-12	0	1	2	0	1
World Languages and Cultures Chinese K-12	0	0	1	1	1
World Languages and Cultures French K-12	18	17	14	21	14
World Languages and Cultures German K-12	13	15	8	4	7
World Languages and Cultures Japanese K-12	0	2	2	1	1
World Languages and Cultures Russian K-12	2	0	0	0	0
World Languages and Cultures Spanish K-12	66	78	71	84	66
TOTAL	5018	5347	5169	5740	4513

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

Appendix E

09-10 Permissions granted by Subject Area

ACTIVITY	Variance	Appeal Variance	Discretionary Variance	FTE All Variances	Waiver	FTE Waiver	Temporary Limited License FTE not collected	Non licensed Community Expert	FTE Non licensed Community Expert	Non Renewable License FTE not collected
AGRICULTURAL EDUCATION	2	0	0	1.25	0	0	0	1	1	0
VISUAL ARTS	9	0	0	1.37	0	0	12	4	2.53	1
COMMUNICATION ARTS/LITERATURE	53	1	0	25.79	0	0	16	1	1	4
READING	96	1	0	66.68	0	0	0	2	0.6	7
THEATRE ARTS	5	0	0	2.78	0	0	11	2	0.84	0
DANCE AND THEATRE	1	0	0	0.08	0	0	1	1	0.8	1
DANCE	0	0	0	0	0	0	11	6	1.21	0
LATIN	1	0	0	0.5	0	0	1	4	1.23	0
AMERICAN SIGN LANGUAGE	19	1	0	15.25	0	0	2	6	2.85	0
ARABIC	1	0	0	1	0	0	1	17	15.6	0
CHINESE	4	0	0	3.05	0	0	8	40	25.05	0
ESL	51	2	0	26.41	0	0	13	1	0.8	20
FRENCH	4	0	0	1	0	0	2	2	1.05	1
GERMAN	1	1	0	0.43	0	0	3	1	0.25	0
HEBREW	0	0	0	0	0	0	0	1	0.4	0
JAPANESE	1	0	0	0.05	0	0	1	3	2.8	0
SPANISH	51	3	0	27.98	0	0	32	20	12.91	5
OJIBWE	0	0	0	0	0	0	0	0	0	0
BILINGUAL/BICULTURAL EDUCATION	3	0	0	3	0	0	0	2	1.3	0
HMONG	0	0	0	0	0	0	0	11	10.5	0
HEALTH EDUCATION	44	3	1	12.83	0	0	1	4	1.22	1
PHYSICAL EDUCATION	15	2	0	7.24	0	0	3	8	3.96	0
FAMILY AND CONSUMER SCIENCES	16	1	0	8.63	0	0	1	2	0.7	2
COSMETOLOGY OCCUPATIONS	0	0	0	0	0	0	0	9	6.77	0
TECHNOLOGY	8	1	0	3.62	0	0	2	4	3.25	2
MATHEMATICS	70	2	0	35.21	0	0	43	8	4.9	6

09-10 Permissions granted by Subject Area

ACTIVITY	Variance	Appeal Variance	Discretionary Variance	FTE All Variance	Waiver	FTE Waiver	Temporary Limited License FTE not collected	Non Licensed Community Expert	FTE Non licensed Community Expert	Non Renewable License FTE not collected
CLASSROOM MUSIC	1	0	0	0.1	0	0	0	0	0	0
VOCAL AND CLASSROOM MUSIC	11	0	0	5.16	0	0	3	9	5.74	0
INSTR(BAND/ORCH) AND CLASSROOM	6	2	0	2.63	0	0	4	2	0.87	1
LIFE SCIENCES	15	2	1	4.46	0	0	15	2	1.15	2
CHEMISTRY	32	3	1	10.26	0	0	9	2	1.2	4
PHYSICS	30	3	1	10.83	0	0	5	1	0.2	5
EARTH SCIENCE	16	2	0	5.19	0	0	0	0	0	2
SCIENCE 5-8	53	3	0	23.22	0	0	6	3	2	3
BUSINESS	23	0	1	9.24	0	0	3	2	0.73	3
KEYBOARDING FOR COMPUTER	42	1	0	20.03	0	0	0	1	0.5	4
SOCIAL STUDIES --ALL-	20	0	0	8.4	0	0	13	2	1	2
TEACHER/COORDINATOR WORK BASED	22	2	0	14.51	0	0	0	5	3.75	16
ELEMENTARY EDUCATION	67	0	0	53.08	0	0	72	30	29.2	1
PRE-PRIMARY	10	1	0	5.53	0	0	0	1	1	0
EARLY CHILDHOOD EDUCATION	14	0	1	6.18	0	0	3	4	2.38	1
ADULT BASIC EDUCATION	0	0	0	0	0	0	0	4	3.5	0
PARENT AND FAMILY EDUCATION	37	1	0	9.52	0	0	0	12	3.02	1
COUNSELOR OR TEACHING INTERN	0	0	0	0	0	0	11	0	0	0
SPEECH/LANGUAGE PATHOLOGIST	0	0	0	0	0	0	31	0	0	0
EMOTIONAL/BEHAVIORAL DISORDERS	216	3	0	145.21	0	0	46	22	15.82	41
LEARNING DISABILITIES	224	5	0	137.84	0	0	31	11	7.91	24
DEVELOPMENTAL/ADAPTED PHYSICAL	45	1	0	15.34	0	0	0	0	0	1
PHYSICAL AND HEALTH DISABILITIES	10	1	0	3.26	0	0	0	0	0	2
ORAL/AURAL DEAF EDUCATION	3	0	0	3	0	0	0	0	0	0
DEAF OR HARD OF HEARING	9	0	0	7.12	0	0	2	1	1	2
BLIND OR VISUALLY IMPAIRED	8	1	0	7.06	0	0	1	0	0	12
SPECIAL ED/EARLY CHILDHOOD	72	3	0	58.44	0	0	2	2	2	18
DEVELOPMENTAL DISABILITIES	127	3	0	78.5	0	0	17	16	11.92	15
CAREER ACCOMMODATION SPECIALIST	2	0	0	0.34	0	0	0	1	0.3	1

09-10 Permissions granted by Subject Area

ACTIVITY	Variance	Appeal Variance	Discretionary Variance	FTE All Variances	Waiver	FTE Waiver	Temporary Limited License FTE not collected	Non Licensed Community Expert	FTE Non licensed Community Expert	Non Renewable License FTE not collected
COMMUNICATIONS TECHNOLOGY CARE	18	0	0	12.43	0	0	4	5	5	4
CONSTRUCTION CAREERS	12	0	0	5.68	0	0	1	3	3	1
MANUFACTURING CAREERS	8	0	0	2.99	0	0	1	0	0	1
MEDICAL CAREERS	8	0	0	4.03	0	0	11	1	0.1	10
EARLY CHILDHOOD CAREERS	1	0	0	1	0	0	0	0	0	0
HOSPITALITY SERVICE CAREERS	2	0	0	0.65	0	0	0	1	0.4	0
TRANSPORTATION CAREERS	11	0	1	6.02	0	0	4	2	1.8	4
NON LICENSURE AREA	0	0	0	0	0	0	0	5	4.05	0
ELEMENTARY GUIDANCE COUNSELOR	0	0	0	0	0	0	0	0	0	0
SCHOOL COUNSELOR	1	0	1	0.64	0	0	3	1	1	0
SCHOOL PSYCHOLOGIST	0	0	0	0	0	0	44	0	0	0
LIBRARY MEDIA SPECIALIST	30	1	0	21.23	0	0	0	2	2	8
SHORT CALL SUBSTITUTE TEACHER	0	0	0	0	0	0	4790	3	NA	0
EXPERIMENTAL PROGRAM-ENGLISH	0	0	0	0	242	43.16	0	1	0.1	0
EXPERIMENTAL PROGRAM-READING & LANGUAGE	0	0	0	0	257	61.94	0	1	0.1	0
EXPERIMENTAL PROGRAM-MATH	0	0	0	0	319	78.88	0	1	0.1	0
EXPERIMENTAL PROGRAM-SCIENCE	0	0	0	0	277	62.22	0	1	0.1	0
EXPERIMENTAL PROGRAM-FOREIGN LANGUAGE	0	0	0	0	3	1.76	0	0	0.1	0
EXPERIMENTAL PROGRAM-CIVIC & GOVERNMENT	0	0	0	0	177	19.36	0	1	0.1	0
EXPERIMENTAL PROGRAM-ECONOMICS	0	0	0	0	136	12.28	0	1	0.1	0
EXPERIMENTAL PROGRAM-GEOGRAPHY	0	0	0	0	173	16.47	0	1	0.1	0
EXPERIMENTAL PROGRAM-HISTORY	0	0	0	0	229	28.57	0	1	0.1	0
EXPERIMENTAL PROGRAM-VISUAL & MUSIC	0	0	0	0	151	14.44	0	1	0.1	0
EXPERIMENTAL PROGRAM-NON CORE	0	0	0	0	229	59.98	0	1	0.1	0
Total Count	1661	56	8	943.27	2194		5298	326		239
Total Unduplicated Count	1406	43	8		537		4451	287		190
Total FTE Count	913.91	26.95	2.41		399.46		NA	217.06		NA

Appendix F

Total Initial Licenses Granted, All Licensure Areas 2004-2010

ABE	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	9	13	13	9	8	13	17	82
PREPARED OUTSIDE OF MN	6	10	7	6	2	8	9	48
TOTAL	15	23	20	15	10	21	26	130

AGRICULTURAL	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	10	11	3	15	20	7	14	80
PREPARED OUTSIDE OF MN	12	19	15	14	2	6	5	73
TOTAL	22	30	18	29	22	13	19	153

AMERICAN INDIAN LANGUAGE/CULTURE	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	7	2	5	3	2	0	2	21
PREPARED OUTSIDE OF MN	8	6	1	2	2	0	0	19
TOTAL	15	8	6	5	4	0	2	40

BILINGUAL/BICULTURAL	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	4	1	4	6	6	5	2	28
PREPARED OUTSIDE OF MN	5	11	2	3	5	6	3	35
TOTAL	9	12	6	9	11	11	5	63

BUSINESS	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	70	59	90	72	79	56	64	490
PREPARED OUTSIDE OF MN	65	49	48	40	29	32	19	282
TOTAL	135	108	138	112	108	88	83	772

COMMUNICATION ARTS and LIT.	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	690	513	580	512	547	610	485	3937
PREPARED OUTSIDE OF MN	249	222	189	162	169	165	157	1313
TOTAL	939	735	769	674	716	775	642	5250

DANCE	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	7	7	5	7	6	6	3	41
PREPARED OUTSIDE OF MN	0	3	4	3	5	2	1	18
TOTAL	7	10	9	10	11	8	4	59

DRIVERS EDUCATION	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	21	14	22	20	21	15	14	127
PREPARED OUTSIDE OF MN	13	10	13	6	16	9	4	71
TOTAL	34	24	35	26	37	24	18	198

EARLY CHILDHOOD	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	670	532	607	422	563	543	481	3818
PREPARED OUTSIDE OF MN	192	177	147	142	149	171	137	1115
TOTAL	862	709	754	564	712	714	618	4933

ELEMENTARY EDUCATION	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	2075	1380	1522	1251	1313	1352	1116	10009
PREPARED OUTSIDE OF MN	825	718	640	689	657	626	574	4729
TOTAL	2900	2098	2162	1940	1970	1978	1690	14738

ENGLISH AS A SECOND LANGUAGE	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	107	117	101	113	136	138	123	835
PREPARED OUTSIDE OF MN	71	90	75	58	48	69	34	445
TOTAL	178	207	176	171	184	207	157	1280

FAMILY AND CONSUMER SCIENCE	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	10	11	21	17	11	19	15	104
PREPARED OUTSIDE OF MN	28	26	28	28	13	16	12	151
TOTAL	38	37	49	45	24	35	27	255

HEALTH	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	94	75	70	75	81	86	97	578
PREPARED OUTSIDE OF MN	48	36	41	24	29	29	32	239
TOTAL	142	111	111	99	110	115	129	817

LIBRARY MEDIA	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	35	39	31	30	41	37	37	250
PREPARED OUTSIDE OF MN	24	22	24	11	21	16	11	129
TOTAL	59	61	55	41	62	53	48	379

MATHEMATICS	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	560	383	439	369	410	414	337	2912
PREPARED OUTSIDE OF MN	166	125	127	127	136	107	117	905
TOTAL	726	508	566	496	546	521	454	3817

MEDICAL CAREERS	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	0	0	1	5	4	1	2	13
PREPARED OUTSIDE OF MN	6	1	2	2	3	0	3	17
TOTAL	6	1	3	7	7	1	5	30

MUSIC (INSTRUMENTAL, VOCAL & CLASSROOM)	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	146	131	157	145	149	118	96	942
PREPARED OUTSIDE OF MN	110	95	113	90	103	120	114	745
TOTAL	256	226	270	235	252	238	210	1687

PARENT AND FAMILY EDUCATION	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	48	31	22	11	17	22	17	168
PREPARED OUTSIDE OF MN	13	10	3	7	3	4	8	48
TOTAL	61	41	25	18	20	26	21	212

PHYSICAL EDUCATION	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	178	154	150	110	135	130	132	989
PREPARED OUTSIDE OF MN	113	96	75	89	66	67	83	589
TOTAL	291	250	225	199	201	197	215	1578

READING	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	30	69	125	181	108	123	148	784
PREPARED OUTSIDE OF MN	51	72	71	69	50	71	82	466
TOTAL	81	141	196	250	158	194	230	1250

SCIENCE	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	486	469	498	483	442	510	424	3312
PREPARED OUTSIDE OF MN	269	236	225	210	213	185	163	1501
TOTAL	755	705	723	693	655	695	587	4813

SERVICE OCCUPATIONS	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	0	0	1	1	0	0	0	2
PREPARED OUTSIDE OF MN	3	0	0	0	0	1	2	6
TOTAL	3	0	1	1	0	1	2	8

SOCIAL STUDIES	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	1019	639	675	519	593	525	445	4415
PREPARED OUTSIDE OF MN	242	225	198	183	185	162	145	1340
TOTAL	1261	864	873	702	778	687	590	5755

TECHNOLOGY (INDUSTRIAL ARTS)	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	34	24	27	22	15	45	36	203
PREPARED OUTSIDE OF MN	34	25	10	19	13	24	13	138
TOTAL	68	49	37	41	28	69	50	342

<i>THEATRE</i>	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	9	0	4	7	8	5	5	38
PREPARED OUTSIDE OF MN	5	8	3	4	4	8	5	37
TOTAL	14	8	7	11	12	13	10	75

<i>VISUAL ARTS</i>	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	81	87	82	89	85	104	74	602
PREPARED OUTSIDE OF MN	49	40	48	51	49	41	38	316
TOTAL	130	127	130	140	134	145	112	918

<i>WORK BASED LEARNING</i>	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	36	64	37	33	42	35	30	277
PREPARED OUTSIDE OF MN	20	25	13	14	11	15	5	103
TOTAL	56	89	50	47	53	50	35	380

<i>FRENCH</i>	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	17	12	20	13	14	17	17	110
PREPARED OUTSIDE OF MN	12	18	15	16	9	8	9	87
TOTAL	29	30	35	29	23	25	26	197

<i>GERMAN</i>	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	13	9	10	4	5	4	6	51
PREPARED OUTSIDE OF MN	9	6	6	6	1	10	12	50
TOTAL	22	15	16	10	6	14	18	101

<i>JAPANESE</i>	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	0	2	1	1	2	2	1	9
PREPARED OUTSIDE OF MN	0	1	0	1	0	0	0	2
TOTAL	0	3	1	2	2	2	1	11

<i>SPANISH</i>	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	89	71	73	54	94	80	83	544
PREPARED OUTSIDE OF MN	63	60	49	40	60	57	48	377
TOTAL	152	131	122	94	154	137	131	921

<i>BLIND OR VISUALLY IMPAIRED</i>	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	1	0	3	3	5	4	5	21
PREPARED OUTSIDE OF MN	2	5	1	5	5	3	3	24
TOTAL	3	5	4	8	10	7	8	45

<i>DEAF OR HARD OF HEARING</i>	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	6	8	8	6	5	3	6	42
PREPARED OUTSIDE OF MN	12	52	8	8	9	5	7	101
TOTAL	18	60	16	14	14	8	13	143

<i>DEVELOPMENTAL/ADAPTIVE PHYSICAL ED</i>	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	61	39	47	38	47	41	59	332
PREPARED OUTSIDE OF MN	19	21	9	21	20	14	19	123
TOTAL	80	60	56	59	67	55	78	455

<i>DEVELOPMENTAL DISABILITIES</i>	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	91	78	90	95	138	131	99	722
PREPARED OUTSIDE OF MN	78	103	76	102	90	120	91	660
TOTAL	169	181	166	197	228	251	190	1382

<i>EARLY CHILDHOOD SPECIAL EDUCATION</i>	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	34	45	49	53	87	61	82	411
PREPARED OUTSIDE OF MN	28	36	28	23	28	37	29	209
TOTAL	62	81	77	76	115	98	111	620

<i>EMOTIONAL BEHAVIORAL DISABILITIES</i>	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	190	209	212	217	214	188	206	1436
PREPARED OUTSIDE OF MN	149	145	112	108	99	98	107	818
TOTAL	339	354	324	325	313	286	313	2254

LEARNING DISIBILITIES	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	254	272	228	232	228	204	242	1660
PREPARED OUTSIDE OF MN	219	186	143	171	154	161	138	1172
TOTAL	473	458	371	403	382	365	380	2832

MILDLY HANDICAPPED	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	0	0	0	0	0	0	0	0
PREPARED OUTSIDE OF MN	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0

MMMI	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	0	0	0	2	0	0	0	2
PREPARED OUTSIDE OF MN	31	0	1	4	1	0	0	37
TOTAL	31	0	1	6	1	0	0	39

MMSI	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	2	0	0	0	0	1	0	3
PREPARED OUTSIDE OF MN	22	0	0	0	0	0	0	22
TOTAL	24	0	0	0	0	1	0	25

ORAL/AURAL DEAF EDUCATION	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	3	2	6	4	2	3	4	24
PREPARED OUTSIDE OF MN	15	2	9	4	5	5	7	47
TOTAL	18	4	15	8	7	8	11	71

PHYSICAL AND HEALTH DISABILITIES	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	22	14	18	11	12	8	10	95
PREPARED OUTSIDE OF MN	4	8	2	3	0	1	1	19
TOTAL	26	22	20	14	12	9	11	114

PHYSICALLY HANDICAPPED	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	0	0	0	0	0	0	0	0
PREPARED OUTSIDE OF MN	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0

C & T/SPECIAL EDUCAITON	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	4	9	1	3	3	1	0	21
PREPARED OUTSIDE OF MN	1	5	1	3	1	2	0	13
TOTAL	5	14	2	6	4	3	0	34

UNDUPLICATED TOTALS	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PREPARED IN MN	5532	4833	5074	4650	5007	5078	4545	34719
PREPARED OUTSIDE OF MN	3261	3084	2609	2635	2630	2677	2339	19235
TOTAL	8793	7917	7683	7285	7637	7755	6884	53954

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	08-09	09-10	Total
PREPARED IN MN	8281	6672	7125	6352	6894	7045	6236	48605
PREPARED OUTSIDE OF MN	4209	3889	3265	3285	3246	3324	2935	24153
TOTAL	12490	10561	10390	9622	8601	10096	9171	70931

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 outstate locations. If an individual has more than one 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 preparation program. In some cases, no degree data is entered, this could be for a number of reason which include but not limited to:

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

No Degree data was excluded in this report for prior data years. The data was included under No Degree Needed/Unknown starting 2006-07.

Standard and Vocational licenses were used for this report.

2006-2010 data, there were no vocational licenses issued.

Appendix G

Total Unexpired Licenses by Category 2005-2010

CATEGORY	2005	2006	2007	2008	2009	2010
ABE	355	342	330	333	338	349
AGRICULTURE	752	713	704	629	631	801
AMERICAN INDIAN LANG/CUL	139	134	134	129	119	108
AMERICAN SIGN LANGUAGE	2	2	2	5	9	11
ARABIC	3	2	1	1	1	3
BILINGUAL	130	111	116	125	135	136
BLIND OR VISUALLY IMPAIRED	185	176	176	174	177	183
BUSINESS	4717	4624	4524	4321	4289	3698
CAREER AND TECH ED/SP ED	245	242	234	231	227	208
CHEMISTRY	1464	1426	1408	1318	1391	1369
CHINESE	18	17	19	18	22	28
COMMUNICATION ARTS AND LIT.	18767*	18294*	17841*	17066*	17278*	16679*
COUNSELOR	3877	3775	3687	3520	3578	3611
DANCE	40*	39*	46*	59*	64*	68*
DEAF OR HARD OF HEARING	519	501	493	785	477	480
DEVELOPMENTAL DISABILITIES	766	742	814	1006	1257	1230
DEVELOPMENTAL/ADAPTIVE PHYSICAL EDUCATION	1701	1670	1659	1679	1705	1744
DRIVERS EDUCATION	3756	3718	3649	3402	3351	3287
EARLY CHILDHOOD	6498	6306	6400	6937	7875	10126
EARLY CHILDHOOD SPECIAL EDUCATION	1883	1829	1809	1896	2004	2095
EARTH AND SPACE SCIENCE	882	846	791	770	789	798
EBD	5971	5803	5752	5898	6080	6285
ELEMENTARY	70687	68978	67324	63012	62996	62995
ESL	2335	2245	2227	2331	2517	2644
FACS	3226	3142	3065	2795	2416	2731
FRENCH	1400	1358	1333	1225	1203	1114
GERMAN	1261	1232	1189	1094	1057	981
HEALTH	4920*	4777*	4633*	4433*	4394*	4053*
HEBREW	2	2	2	2	2	2
INSTRUMENTAL MUSIC	2013	1956	1913	1972	2046	2104
JAPANESE	32	32	31	32	33	34
JR HIGH SCIENCE	261	257	247	233	172	133
LATIN	256	248	245	200	201	178
LD	8824	8516	8343	8406	8560	8680
LIBRARY MEDIA	3442	3336	3242	2931	2870	2798
LIFE SCIENCE	5940	5790	5652	5389	5398	5310
MATH	10766	10568	10480	10414	10673	10653
MEDICAL CAREERS	86	75	73	75	75	74
MILDLY HANDICAPPED	36	34	30	29	29	27
MMMI	6809	6651	6444	6026	5819	5619
MMSI	2883	2809	2735	2644	2544	2474

Total Unexpired Licenses by Category 2005-2010 (cont'd)

CATEGORY	2005	2006	2007	2008	2009	2010
MUSIC OTHER	4252	4176	4070	3714	3608	3316
NORWEGIAN	23	23	22	20	20	15
NURSE	1313	1250	1159	1075	1091	1136
OJIBWE	13	13	13	13	12	19
ORAL/AURAL DEAF EDUCATION	98	90	82	82	90	90
OTHER VOCATIONAL NARROW CATEGORY	376	356	335	276	268	245
PARENT AND FAMILY EDUCATION	2126	2045	1944	1891	1876	1854
PHYSICAL AND HEALTH DISABILITIES	128	127	132	141	150	150
PHYSICAL EDUCATION	12279*	12019*	11693*	10986*	10831*	9206*
PHYSICAL SCIENCE (PHYSICS AND CHEMISTRY)	1362	1326	1276	1205	1171	1105
PHYSICALLY HANDICAPPED	278	267	257	229	223	215
PHYSICS	620	605	621	636	676	647
POLISH	1	1	1	1	1	0
PRINCIPAL	7569	7323	7213	6772	6970	7098
PSYCHOLOGIST	1121	1080	1053	1058	1078	1112
READING	4674	4521	4455	4136	4174	4390
RUSSIAN	92	91	91	89	84	72
SCIENCE 5-8	1989	1980	2154	2386	2645	2879
SCIENCE 5-9	1026	997	957	929	908	897
SCIENCE ALL	1993	1984	1962	1721	1698	1599
SERVICE OCCUPATIONS	199	189	180	191	161	149
SOCIAL STUDIES	23069	22613	22067	20926	20777	19471
SOCIAL WORKER	2007	1925	1797	1775	1799	1881
SPANISH	2765	2684	2609	2629	2701	2730
SPEECH LANGUAGE PATHOLOGIST	2924	2868	2785	2674	2777	2812
SUPERINTENDENT	2269	2170	2099	1907	1899	1901
SWEDISH	15	14	12	8	8	7
TECH/TRADE AND INDUSTRY	3455	3375	3294	3049	3049	2944
THEATRE	915*	882*	847*	812*	798*	650*
VISUAL ARTS	3793	3662	3563	3483	3522	3289
VOCAL MUSIC	1805	1747	1703	1734	1811	1866
WORK BASED LEARNING	2321	2240	2195	2160	2170	2111
DIRECTOR-SUPERVISOR-COORDINATORS			1929	1800	1815	1851
SHORT CALL SUBSTITUTE			5639	6282	7308	4489

* Some activity codes counted in more than one area.

Starting in 2007 those with death dates are excluded.