



PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD



2021 Data Summary Report

For More Information

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Report Cost

This report cost approximately \$3750 to prepare.

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Introduction



As required by Minnesota Stat. § 122A.091, subdivision 1, the Minnesota Professional Educator Licensing and Standards Board collected data from each approved teacher preparation provider in Minnesota to provide summary data on their programs. This report contains data from the 2019-2020 academic year, which began September 1, 2019 and ended August 31, 2020. The report includes information about teacher candidates who were enrolled and/or completed an approved program during the 2019-2020 academic year. It also includes survey data collected during the 2019-2020 academic year from 2019-2020 program completers (Common Metrics Exit survey) and 2018-2019 program completers (Common Metrics Transition to Teaching and Supervisor surveys). Previous years of data are available on [PELSB's website](#).

Unlike previous years, the 2021 Data Summary Report focuses on comparative data around entrance requirements, enrollment, program completion, licensure, and job placement. The data in this report is disaggregated by race/ethnicity whenever possible.

PELSB encourages interested individuals to contact teacher preparation providers directly for accurate and complete information about program data.

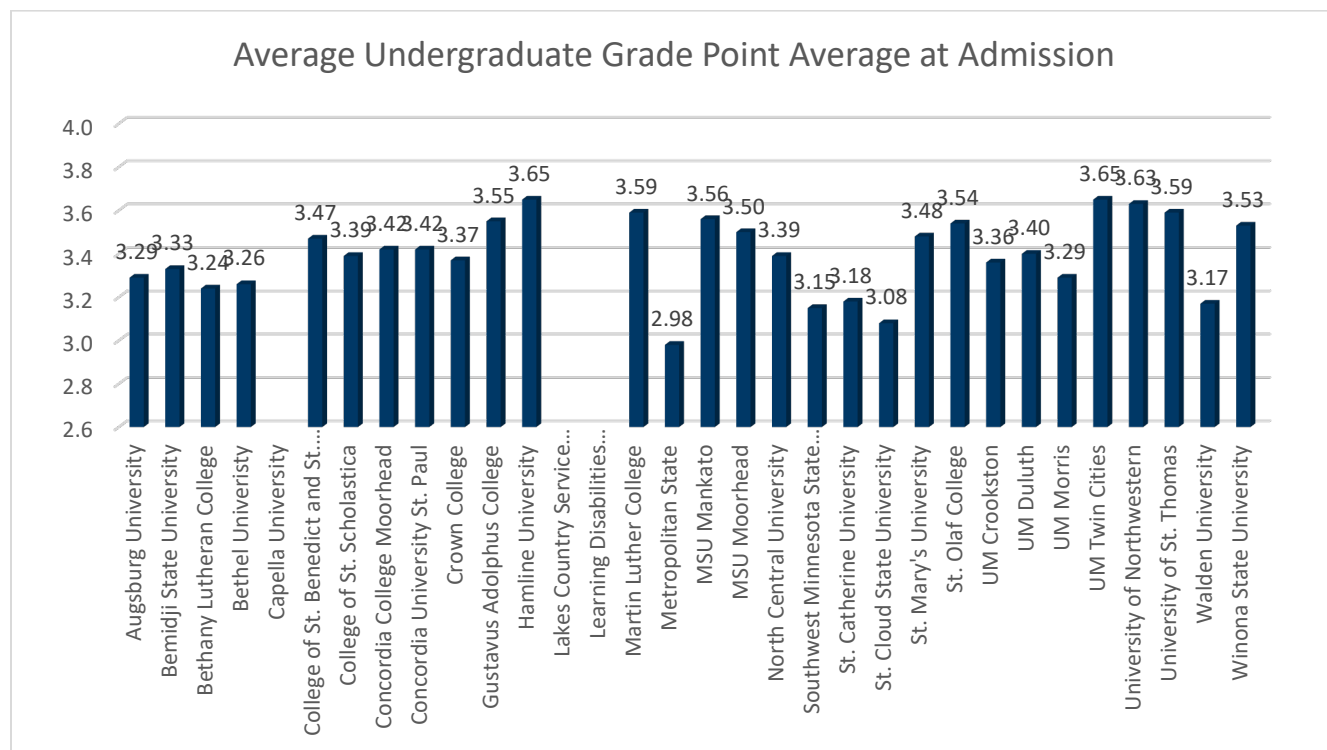
Entrance Requirements

Minnesota State Statute 122A.091, subdivision 1 requires PELSB to report entrance requirements for each Board-approved program, including grade point average (GPA). The data in this section includes this entrance criterion, as well as the number of initial and additional teacher candidates enrolled at each Board-approved program. The number of initial candidates enrolled during the 2019-2020 academic year provides a sense of the supply for the teacher workforce. When tracked over time, this data will help state legislators and agencies to have a better perception of the profession's growth.

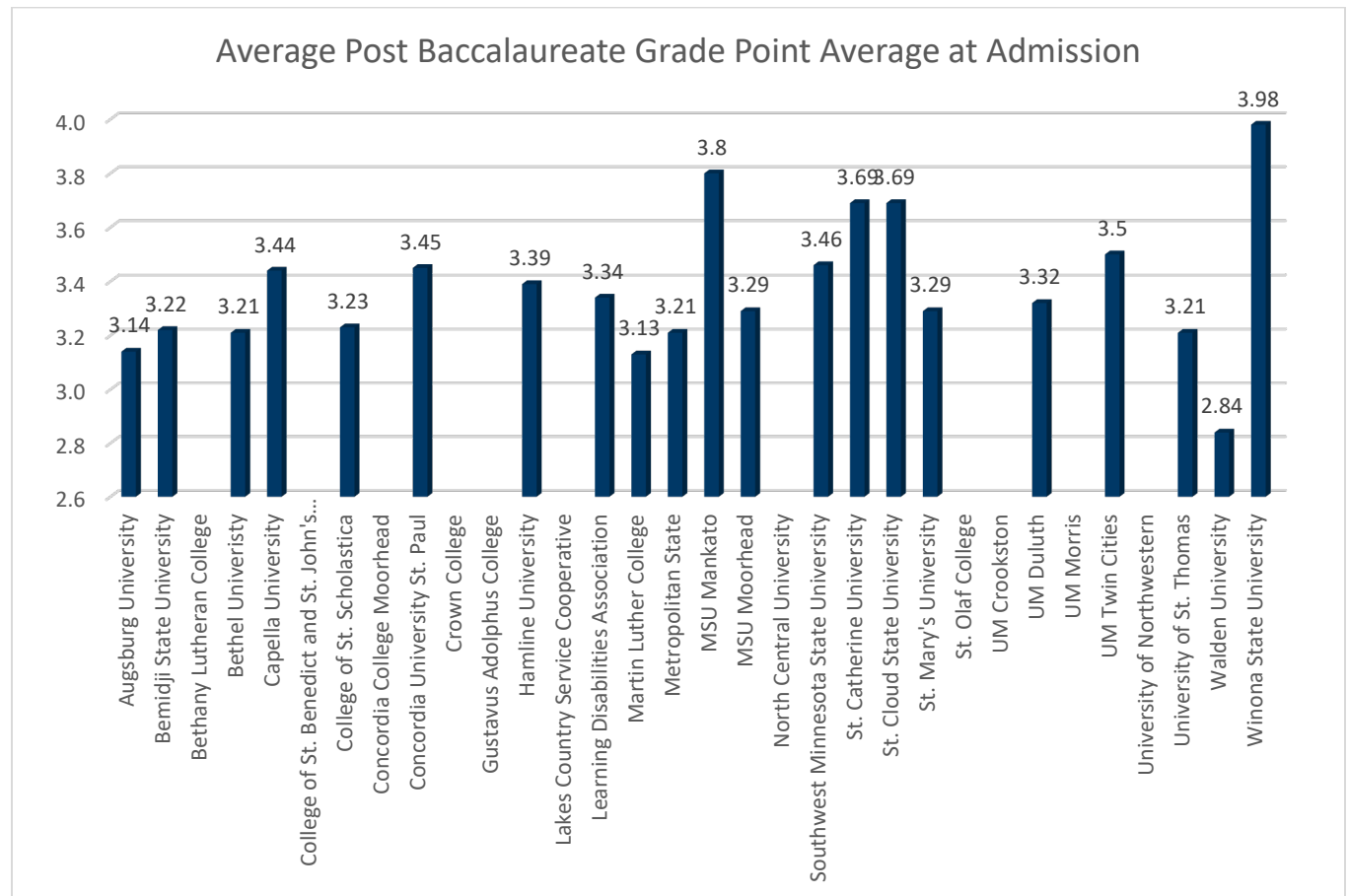
It is worth noting that 2019-2020 represents the first year that data was reported on teacher candidates admitted to alternative teacher preparation programs.

Admission Criteria

PELSB requires that units establish criteria for admission but does not mandate that GPA be one of its measures. Not all providers use GPA data as an admission criteria nor collect this data. Units were asked to report the average GPA (based on a 4.0 scale) at the time of admission for undergraduate teacher candidates admitted to the unit's education program during the 2019-2020 academic year. Where no data is reported, the unit either does not use GPA as a criterion or does not enroll undergraduate teacher candidates.

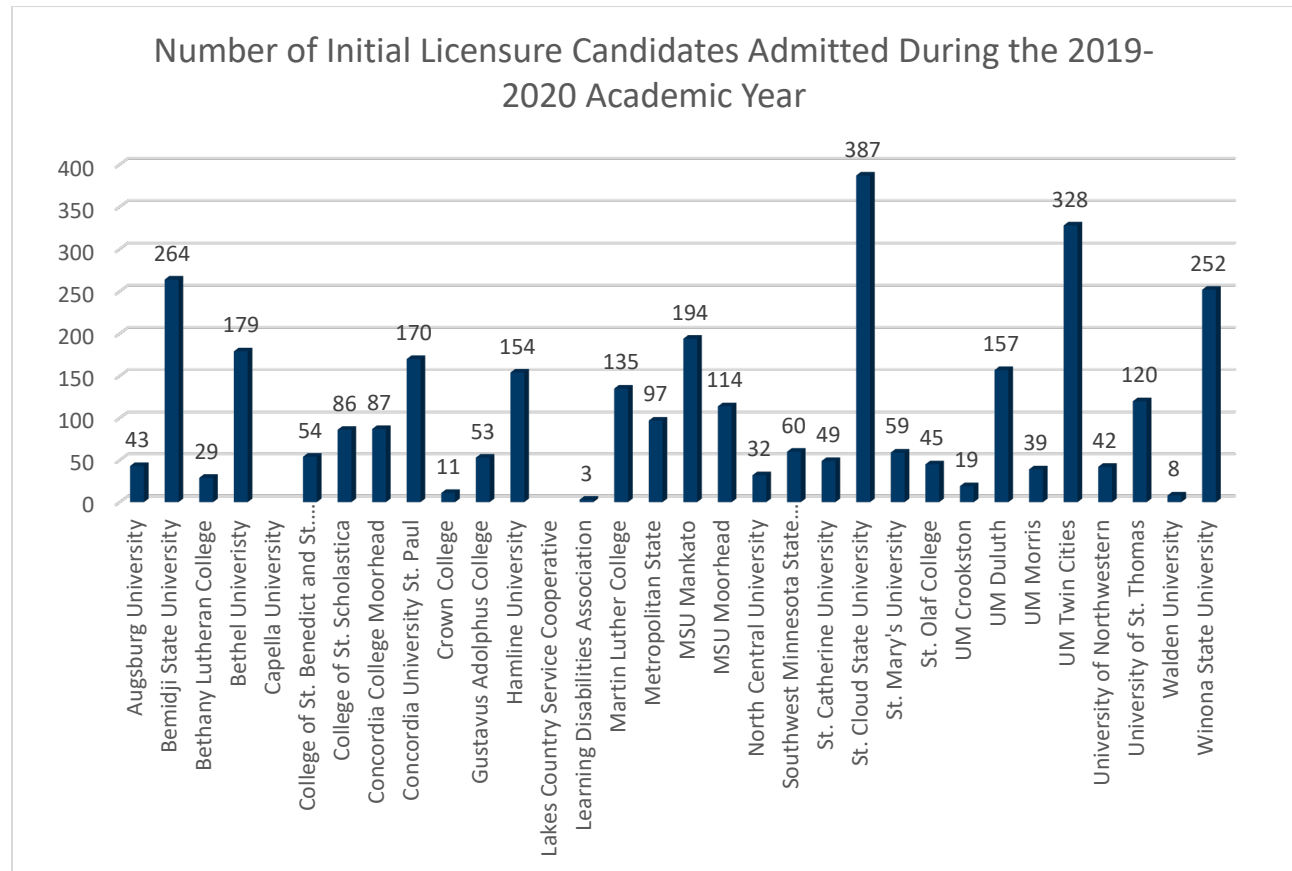


Units were also asked to report the average GPA (based on a 4.0 scale) at the time of admission for post-baccalaureate teacher candidates admitted to the unit's education program during the 2019-2020 academic year. Where no data is reported, the unit either does not use GPA as a criterion or does not enroll post-baccalaureate teacher candidates.

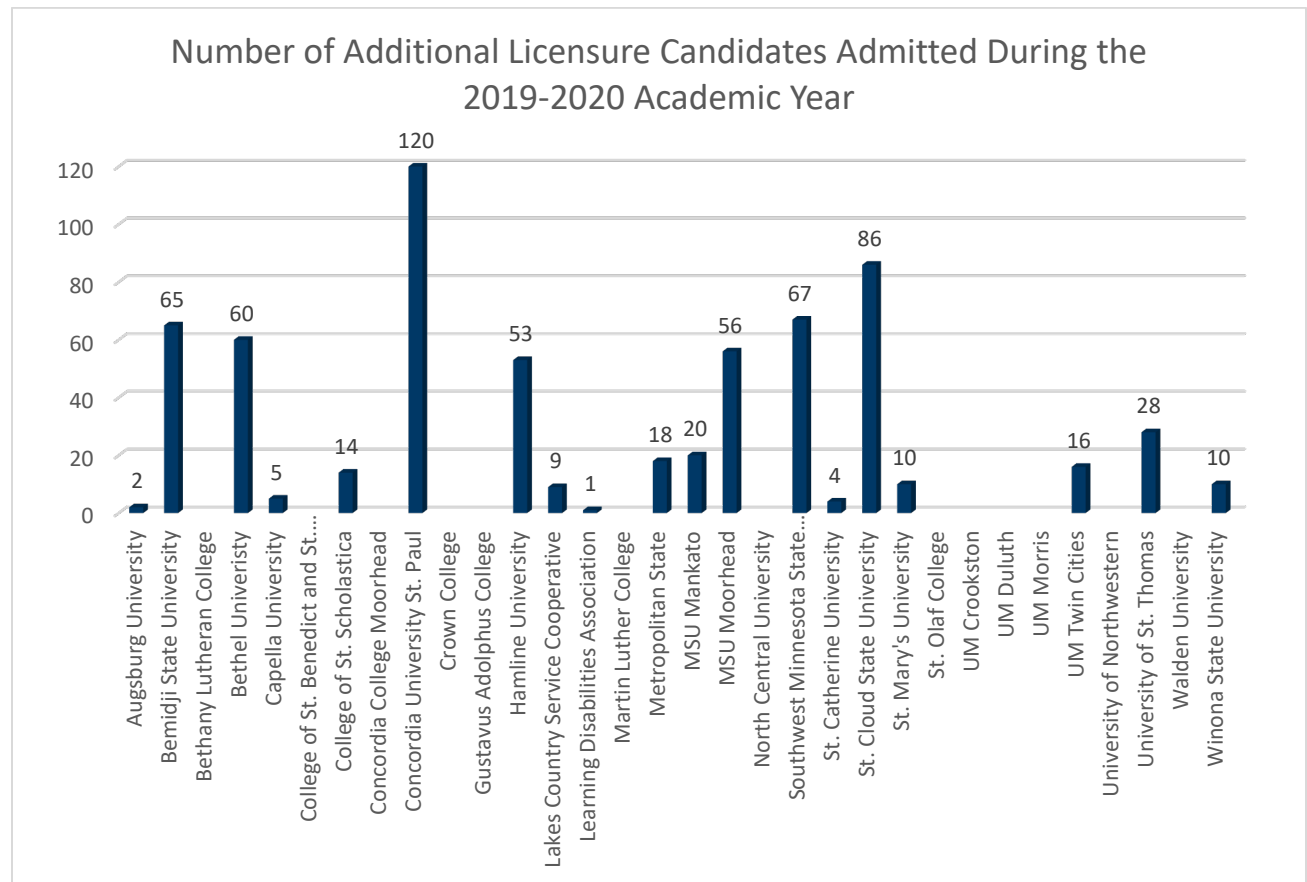


2019-2020 Candidate Admissions

Units were asked to report the number of initial licensure candidates admitted to the unit's education program during the 2019-2020 academic year. Initial candidates do not currently hold a Minnesota Tier 3 or Tier 4 teaching license. If a candidate is enrolled in multiple programs, the candidate is only counted once.



Units were also asked to report the number of additional licensure candidates admitted to the unit's education program during the 2019-2020 academic year. An additional licensure candidate already holds a Tier 3 or Tier 4 license. If a candidate is enrolled in an initial and additional licensure program, that candidate will not be counted here. If a candidate is enrolled in multiple additional licensure programs and no initial program, that candidate is counted once.



Enrolled Candidate Data

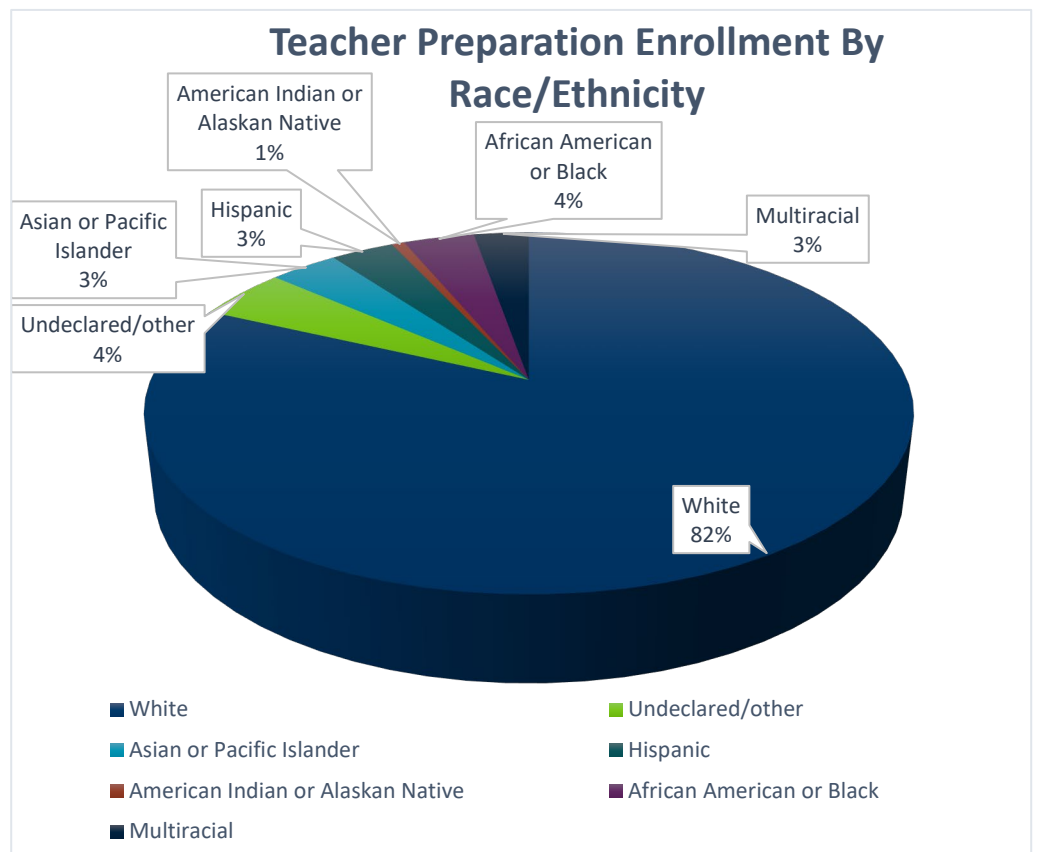
Enrollment includes teacher candidates enrolled during the 2019-2020 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (e.g. Middle Level Communication Arts and Literature).

The data in this section is reported to PELSB by approved providers. In some instances, providers omit data to avoid sharing personally identifiable information about a teacher candidate. Similarly, PELSB takes precautions when reporting data to ensure data privacy. For example, PELSB is unable to report certain data, particularly data disaggregated by race. In general, “low n” is used in this report if the number of teacher candidates reported by the provider is less than 5, including if there are 0 candidates reported. Furthermore, the number of candidates whose race/ethnicity was reported as “undeclared” and/or “other” is not reported here. Similarly, the total number of candidates enrolled at each unit is not provided to allow for more detailed reporting on specific racial/ethnic categories while still ensuring data privacy.

Enrollment by Race/Ethnicity

Units reported candidate enrollment by race/ethnicity. These numbers include both initial and additional licensure candidates, but individual candidates enrolled in multiple programs are only counted once.

This graph provides a picture of the future racial and ethnic landscape of the Minnesota teacher workforce.



Number of Enrolled Teacher Candidates by Race/Ethnicity

Race/Ethnicity	Augsburg University	Bemidji State University	Bethany Lutheran College	Bethel University	Capella University	College of St. Benedict and St. John's University	College of St. Scholastica	Concordia College Moorhead
White	227	622	57	560	Low n	170	262	170
Asian or Pacific Islander	24	5	Low n	17	Low n	5	Low n	Low n
Hispanic	15	Low n	Low n	12	Low n	9	9	Low n
American Indian or Alaskan Native	Low n	9	Low n	7	Low n	Low n	Low n	Low n
African American or Black	49	Low n	Low n	22	Low n	Low n	Low n	Low n
Multiracial	20	39	Low n	14	Low n	Low n	Low n	Low n

Race/Ethnicity	Concordia University St. Paul	Crown College	Gustavus Adolphus College	Hamline University	Lakes Country Service Cooperative	Learning Disabilities Association MN	Martin Luther College	Metropolitan State University
White	155	33	96	358	8	Low n	506	143
Asian or Pacific Islander	15	Low n	Low n	33	Low n	Low n	14	40
Hispanic	9	Low n	Low n	20	Low n	Low n	12	42
American Indian or Alaskan Native	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
African American or Black	7	Low n	Low n	19	Low n	Low n	12	93
Multiracial	6	Low n	Low n	21	Low n	Low n	8	23

Race/Ethnicity	MSU Mankato	MSU Moorhead	North Central University	Southwest Minnesota State University	St. Catherine University	St. Cloud State University	St. Mary's University	St. Olaf College
White	689	174	30	528	120	1050	316	80
Asian or Pacific Islander	15	Low n	Low n	8	7	40	28	6
Hispanic	50	11	Low n	Low n	Low n	39	Low n	Low n
American Indian or Alaskan Native	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
African American or Black	20	6	Low n	5	5	47	14	Low n
Multiracial	27	11	Low n	Low n	Low n	48	Low n	Low n

Race/Ethnicity	UM Crookston	UM Duluth	UM Morris	UM Twin Cities	University of Northwestern	University of St. Thomas	Walden University	Winona State University	Candidates enrolled in MN preparation programs
White	45	427	42	553	193	319	29	826	8788
Asian or Pacific Islander	Low n	6	Low n	48	15	19	Low n	7	352
Hispanic	5	11	Low n	37	7	Low n	Low n	23	311
American Indian or Alaskan Native	Low n	5	8	Low n	Low n	Low n	Low n	7	36
African American or Black	Low n	8	Low n	15	Low n	30	Low n	8	360
Multiracial	Low n	8	Low n	13	11	16	Low n	16	281

Enrollment in Programs Identified as Shortage Areas

PELSB publishes a list of shortage areas in the [Biennial Minnesota Teacher Supply and Demand Report](#). These fields represent areas that do not have a sufficient number of Tier 3 or Tier 4 licensed teachers working in them. The tables below show enrollment during the 2019-2020 academic year for licensure areas with highest proportion of teachers holding a Tier 1 License, Tier 3 License, or Out-of-Field Permission (table 18). These tables provide a broader sense of supply for these high-demand fields.

	Augsburg	Bemidji	Bethany College	Bethel University	College of St. Scholastica	Concordia University St. Paul	Hamline University	Learning Disabilities Association	Martin Luther College	Metropolitan State University
Academic and Behavioral Strategist	106	n/a	10	104	18	40	0	4	20	7
Autism Spectrum Disorder	0	41	n/a	53	n/a	n/a	11	n/a	n/a	n/a
Emotional and Behavioral Disorders	1	64	n/a	36	n/a	n/a	n/a	n/a	n/a	n/a

	MSU Mankato	MSU Moorhead	Southwest Minnesota State	St. Cloud State University	St. Mary's University	UM Duluth	UM Twin Cities	University of St. Thomas	Walden University	Winona State University	Total enrolled in MN programs
Academic and Behavioral Strategist	138	26	105	159	n/a	167	85	117	3	88	1197
Autism Spectrum Disorder	53	n/a	13	11	55	0	3	57	n/a	n/a	297
Emotional and Behavioral Disorders	14	n/a	8	8	76	n/a	10	14	n/a	n/a	231

	Hamline University	Minnesota State University Mankato	St. Olaf College	University of Minnesota Twin Cities	Total enrolled in MN programs
Theater and Dance/Theater	10	n/a	3	12	25
Family and Consumer Science	n/a	29	n/a	n/a	29

	Bethel University	Lakes Country Service Cooperative	Southwest Minnesota State University	St. Cloud State University	University of Minnesota Crookston	University of Minnesota Twin Cities	Winona State University	Total enrolled in MN programs
Career and Technical Education Fields¹	110	9	n/a	70	24	18	15	246
Agricultural Education	n/a	n/a	22	n/a	24	18	n/a	64

¹ Includes CTE: Transportation Careers, Manufacturing Careers, Construction Careers, Communication Technology Careers, Work-Based Learning, and Business

Completer Data

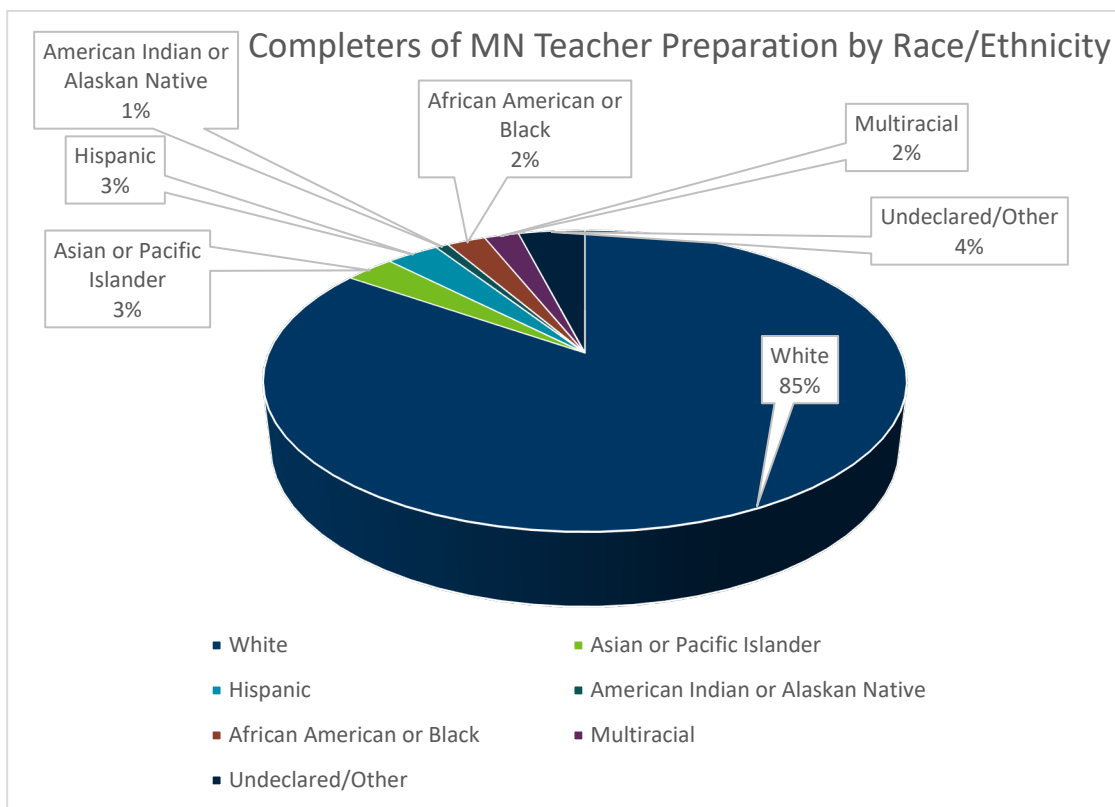
Program completers are teacher candidates who have successfully completed all the requirements of a Board-approved program. This section includes numbers and rates of completion, licensure and job placement for program completers by provider.

Like the enrollment data, the data in this section is reported to PELSB by approved providers. In some instances, providers omit data to avoid sharing personally identifiable information about a teacher candidate. Similarly, PELSB takes precautions when reporting data to ensure data privacy. For example, PELSB is unable to report certain data, particularly data disaggregated by race. In general, “low n” is used in this report if the number of teacher candidates reported by the provider is less than 5, including if there are 0 candidates reported. Furthermore, the number of candidates whose race/ethnicity was reported as “undeclared” and/or “other” is not reported. Similarly, the total number of candidates enrolled at each unit is not provided. This allows for more detailed reporting on specific racial/ethnic categories while still ensuring data privacy.

Newer Board-approved providers, such as Lakes Country Service Cooperative and Learning Disabilities Association of Minnesota, do not have program completer data to report yet.

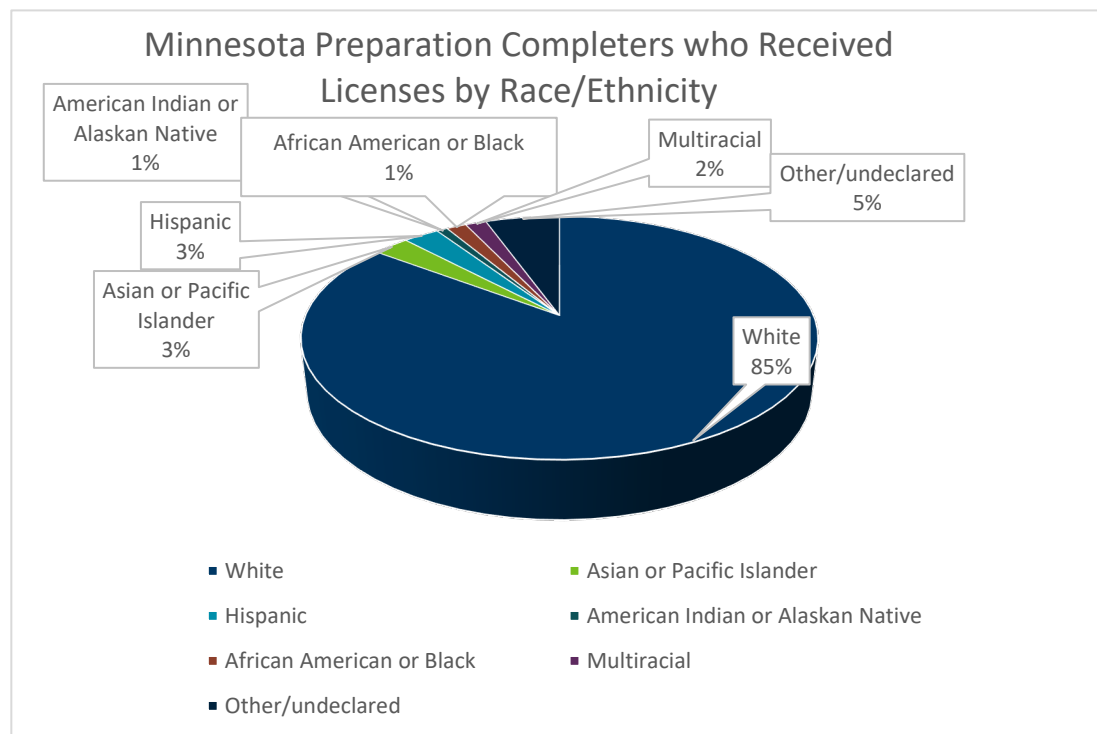
Program Completer Data by Race/Ethnicity

This graph illustrates the racial and ethnic composition of the 2019-2020 completers of Board-approved programs.



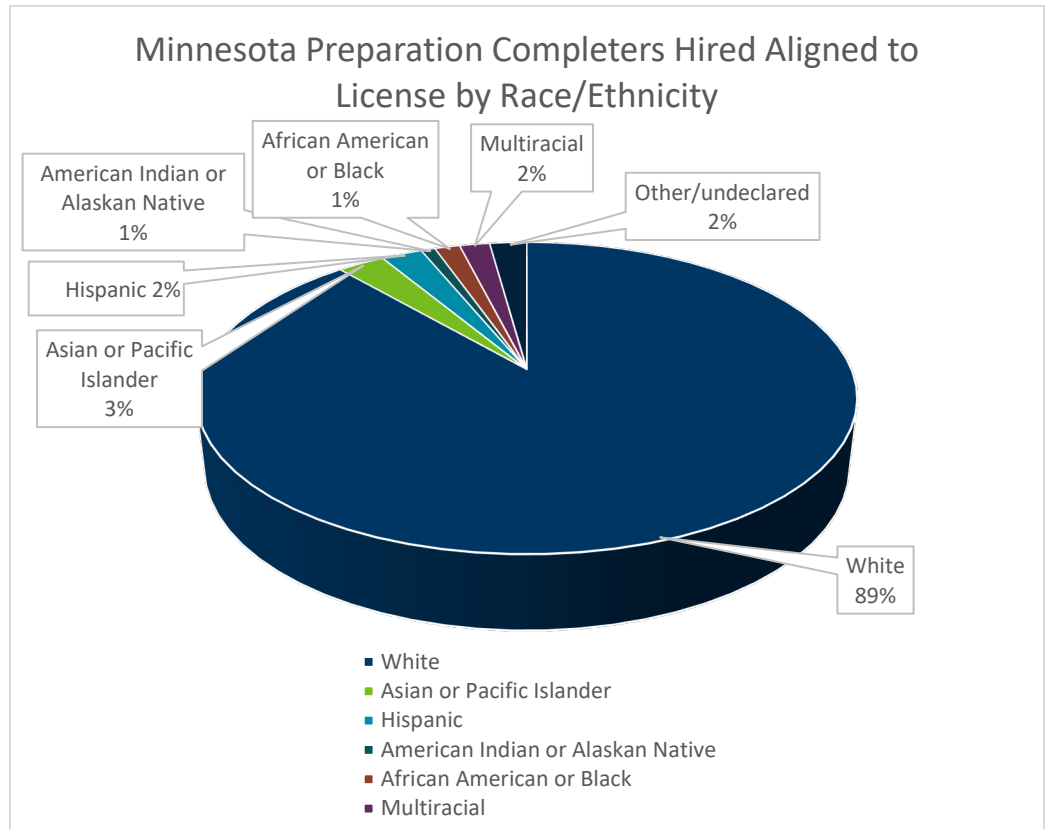
Program Completer Licensure Data by Race/Ethnicity

This graph illustrates the racial and ethnic composition of 2019-2020 Minnesota program completers who received Tier 3 or 4 licenses.



Program Completer Job Placement Data by Race/Ethnicity

This graph illustrates the racial and ethnic composition of Minnesota program completers who were hired to work in their licensure area during the 2019-2020 academic year.



Program Completion Data by Provider

The following tables list the number of program completers who finished Board approved programs, received a Tier 3 or Tier 4 license, and were hired to work in their licensure field in a Minnesota school, respectively. This data is disaggregated by approved provider and race/ethnicity where possible. “Low n” signifies the provider reported a number that was less than 5.

Number of Completers by Race/Ethnicity

Race/Ethnicity	Augsburg University	Bemidji State University	Bethany Lutheran College	Bethel University	Capella University	College of St. Benedict	College of St. Scholastica	Concordia College Moorhead
White	54	176	11	202	Low n	57	82	57
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Hispanic	7	Low n	Low n	5	Low n	Low n	Low n	Low n
American Indian or Alaska Native	Low n	Low n	Low n	5	Low n	Low n	Low n	Low n
African American or Black	6	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Multiracial	Low n	9	Low n	5	Low n	Low n	Low n	Low n
Total	83	190	11	229	low n	65	87	63

Race/Ethnicity	Concordia University St. Paul	Crown College	Gustavus Adolphus College	Hamline University	Martin Luther College	Metropolitan State University	MSU Mankato	MSU Moorhead
White	59	10	22	97	103	28	294	174
Asian or Pacific Islander	7	Low n	Low n	9	Low n	8	5	Low n
Hispanic	Low n	Low n	Low n	Low n	Low n	7	14	Low n
American Indian or Alaska Native	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
African American or Black	Low n	Low n	Low n	Low n	Low n	17	6	Low n
Multiracial	Low n	Low n	Low n	5	Low n	Low n	6	Low n
Total	70	10	28	122	111	65	341	184

Race/Ethnicity	North Central University	Southwest Minnesota State University	St. Catherine University	St. Cloud State University	St. Mary's University	St. Olaf College	UM Crookston	UM Duluth
White	15	117	20	234	108	29	11	114
Asian or Pacific Islander	Low n	Low n	Low n	9	5	Low n	Low n	Low n
Hispanic	Low n	Low n	Low n	8	10	Low n	Low n	Low n
American Indian or Alaska Native	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
African American or Black	Low n	Low n	Low n	Low n	5	Low n	Low n	Low n
Multiracial	Low n	Low n	Low n	7	Low n	Low n	Low n	Low n
Total	19	125	23	271	166	35	13	129

Race/Ethnicity	UM Morris	UM Twin Cities	University of Northwestern	University of St. Thomas	Walden University	Winona State University	All MN preparation providers
White	29	259	37	96	low n	240	2735
Asian or Pacific Islander	Low n	23	Low n	6	Low n	Low n	72
Hispanic	Low n	16	Low n	Low n	Low n	11	78
American Indian or Alaska Native	Low n	Not Reported	Low n	Low n	Low n	Low n	5
African American or Black	Low n	Not Reported	Low n	14	Low n	Low n	48
Multiracial	Low n	Not Reported	Low n	9	Low n	Low n	41
Total	34	314	43	147	Low n	267	3250

Number of Completers Who Received a Tier 3 or Tier 4 License by Race/Ethnicity

Race/Ethnicity	Augsburg University	Bemidji State University	Bethany Lutheran College	Bethel University	Capella University	College of St. Benedict	College of St. Scholastica	Concordia College Moorhead
White	51	150	10	176	low n	54	57	52
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Hispanic	6	Low n	Low n	5	Low n	Low n	Low n	Low n
American Indian or Alaska Native	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
African American or Black	5	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Multiracial	Low n	8	Low n	Low n	Low n	Low n	Low n	Low n
Total	62	158	10	181	0	54	57	52

Race/Ethnicity	Concordia University St. Paul	Crown College	Gustavus Adolphus College	Hamline University	Martin Luther College	Metropolitan State University	MSU Mankato	MSU Moorhead
White	59	7	18	96	87	22	209	141
Asian or Pacific Islander	Low n	Low n	Low n	8	Low n	8	Low n	Low n
Hispanic	Low n	Low n	Low n	Low n	Low n	Low n	7	Low n
American Indian or Alaska Native	Low n	Low n	Low n	Low n	Low n	Low n	5	Low n
African American or Black	Low n	Low n	Low n	Low n	Low n	6	Low n	Low n
Multiracial	Low n	Low n	Low n	5	Low n	Low n	Low n	Low n
Total	59	7	18	109	87	36	221	141

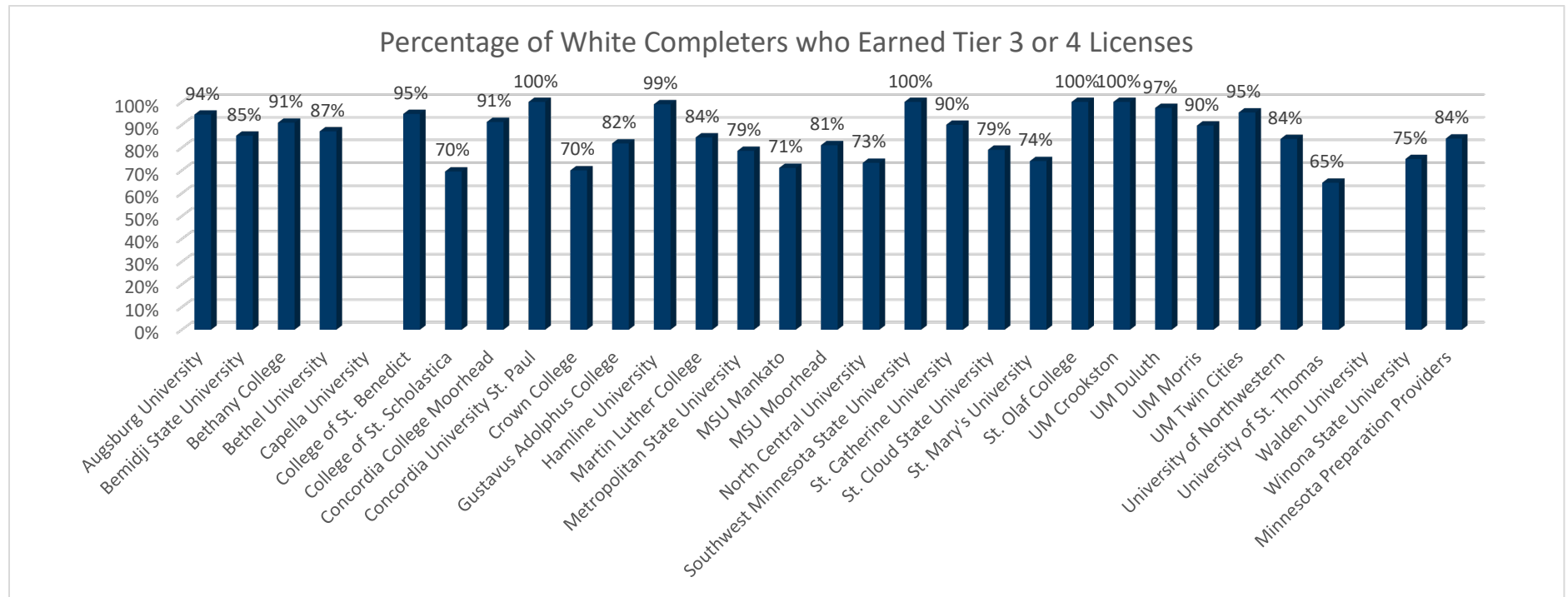
Race/Ethnicity	North Central University	Southwest Minnesota State University	St. Catherine University	St. Cloud State University	St. Mary's University	St. Olaf College	UM Crookston	UM Duluth
White	11	117	18	185	80	29	11	111
Asian or Pacific Islander	Low n	Low n	Low n	5	Low n	Low n	Low n	Low n
Hispanic	Low n	Low n	Low n	8	6	Low n	Low n	Low n
American Indian or Alaska Native	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
African American or Black	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Multiracial	Low n	Low n	Low n	5	Low n	Low n	Low n	Low n
Total	11	117	18	203	86	29	11	111

Race/Ethnicity	UM Morris	UM Twin Cities	University of Northwestern	University of St. Thomas	Walden University	Winona State University	State Total
White	26	247	31	62	Low n	180	2299
Asian or Pacific Islander	Low n	22	Low n	Low n	Low n	Low n	73
Hispanic	Low n	15	Low n	Low n	Low n	8	72
American Indian or Alaska Native	Low n	Not Reported	Low n	Low n	Low n	Low n	22
African American or Black	Low n	Not Reported	Low n	Low n	Low n	Low n	40
Multiracial	Low n	Not Reported	Low n	Low n	Low n	Low n	42
Total	26	284	31	62	0	188	149

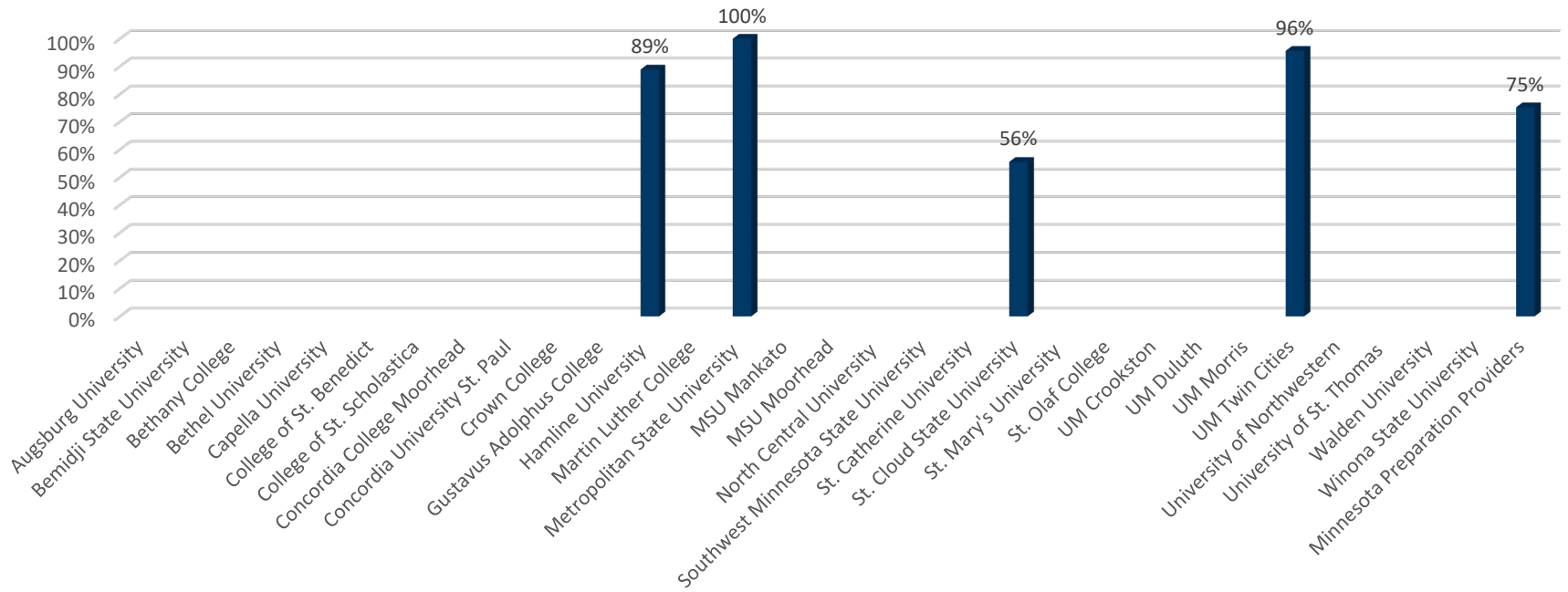
Percentage of Completers Who Received a Tier 3 or Tier 4 License by Provider, Disaggregated by Race/Ethnicity

The graphs below show the percentage of program completers reported in the previous section who received a Tier 3 or Tier 4 license, disaggregated by race. For example, the first graph shows the percentage of White program completers who received a Tier 3 or Tier 4 license out of all White program completers. Providers without a graph bar report a number of candidates licensed that was less than 5 in the 2019-2020 academic year.

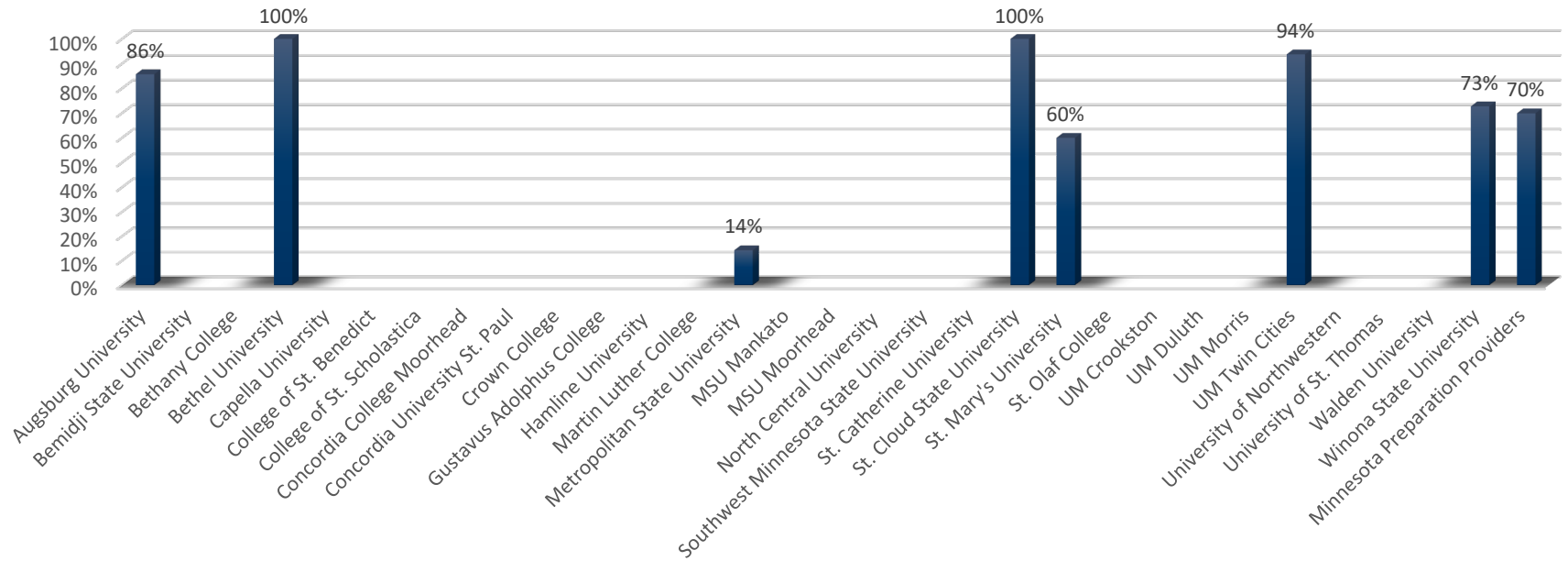
Across all approved providers, there were not enough American Indian program completers to report data. Statewide, 88% of American Indian or Alaskan Native completers earned a Tier 3 or 4 license.



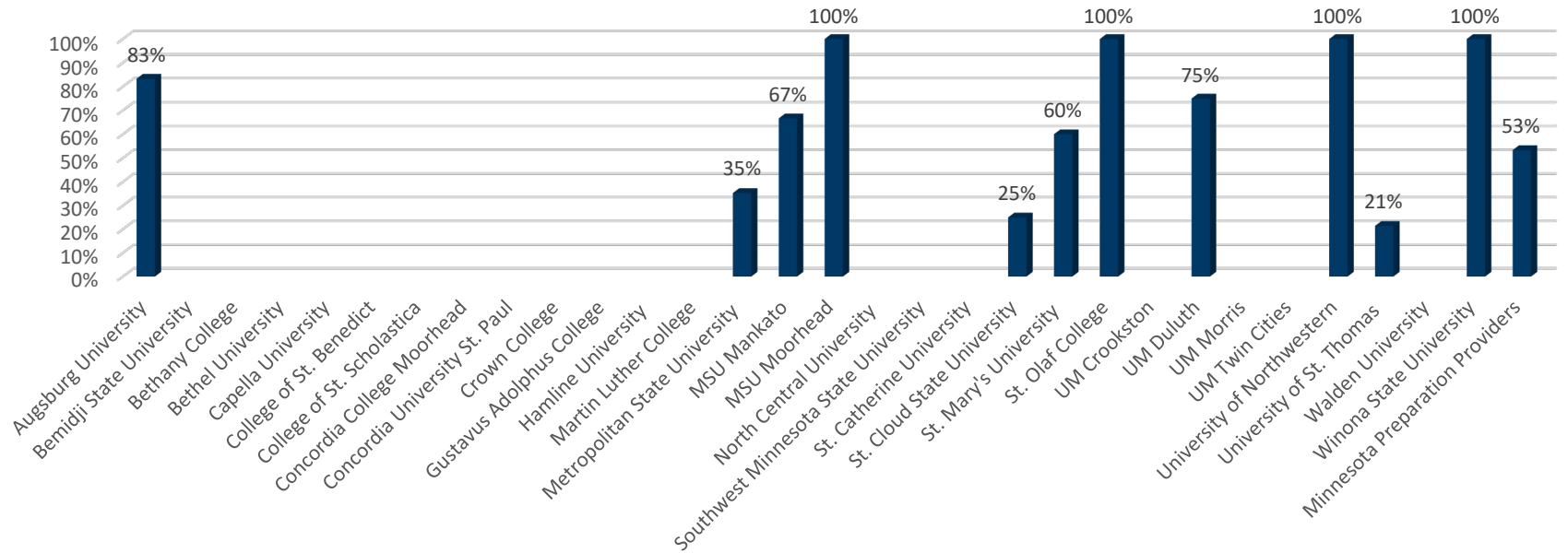
Percentage of Asian Completers Who Earned Tier 3 or 4 Licenses



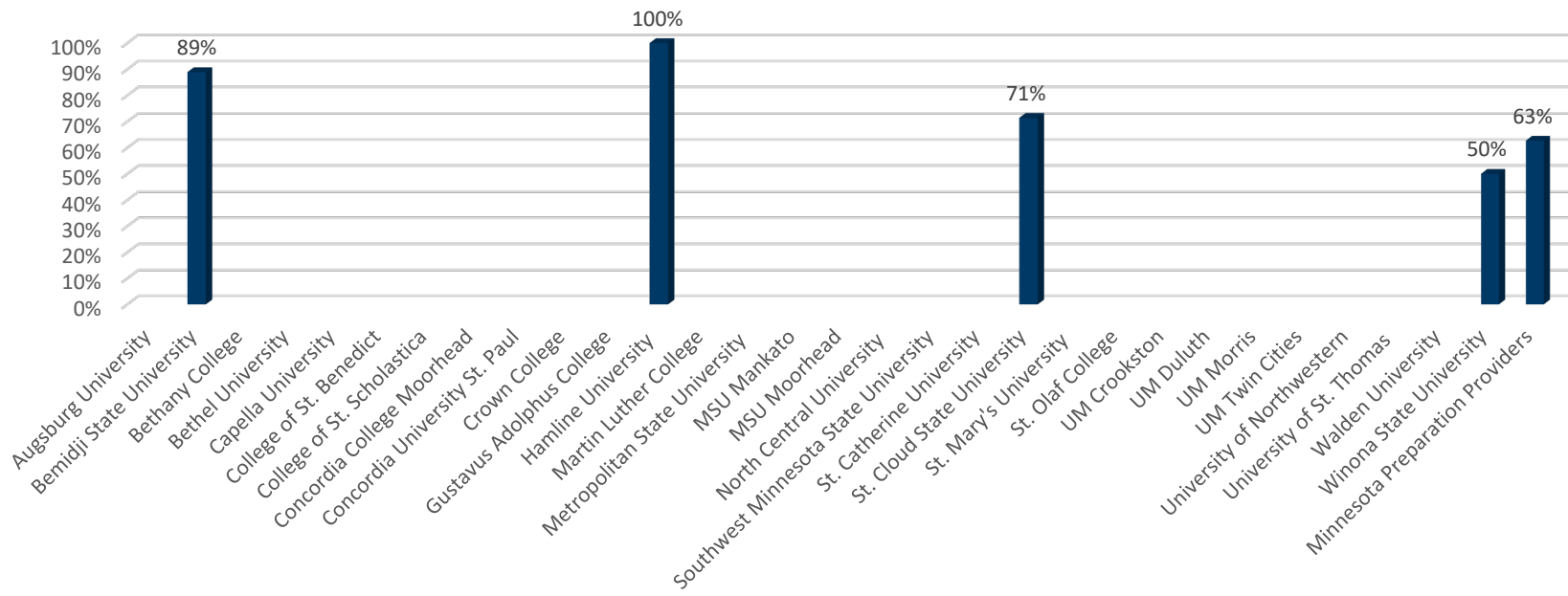
Percentage of Hispanic Completers Who Earned a Tier 3 or 4 License



Percentage of African American/Black Completers Who Earned Tier 3 or 4 Licenses



Percentage of Multiracial Completers Who Earned Tier 3 or 4 Licenses



Number of Completers Hired to Work in Their Licensure Area in a Minnesota School by Race and Ethnicity

Race/Ethnicity	Augsburg University	Bemidji State University	Bethany Lutheran College	Bethel University	Capella University	College of St. Benedict	College of St. Scholastica	Concordia College Moorhead
White	23	97	10	151	low n	47	44	41
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Hispanic	5	Low n	Low n	Low n	Low n	Low n	Low n	Low n
American Indian or Alaskan Native	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
African American or Black	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Multiracial	Low n	5	Low n	Low n	Low n	Low n	Low n	Low n
Total	28	102	10	151	Low n	47	44	41

Race/Ethnicity	Concordia University St. Paul	Crown College	Gustavus Adolphus College	Hamline University	Martin Luther College	Metropolitan State University	MSU Mankato	MSU Moorhead
White	40	5	14	88	79	17	Not reported	104
Asian or Pacific Islander	Low n	Low n	Low n	7	Low n	8	Not reported	Low n
Hispanic	Low n	Low n	Low n	Low n	Low n	Low n	Not reported	Low n
American Indian or Alaskan Native	Low n	Low n	Low n	Low n	Low n	Low n	Not reported	Low n
African American or Black	Low n	Low n	Low n	Low n	Low n	5	Not reported	Low n
Multiracial	Low n	Low n	Low n	Low n	Low n	Low n	Not reported	Low n
Total	40	5	14	95	79	30	84	104

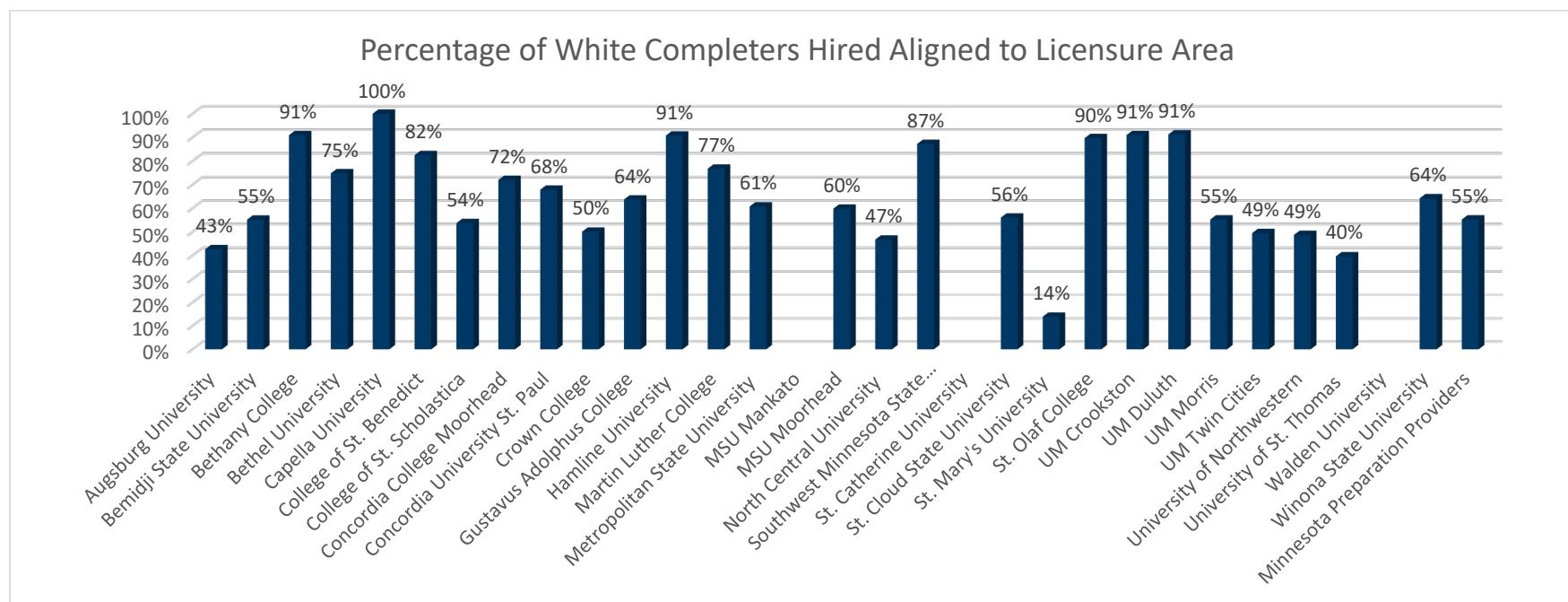
Race/Ethnicity	North Central University	Southwest Minnesota State University	St. Catherine University	St. Cloud State University	St. Mary's University	St. Olaf College	UM Crookston	UM Duluth
White	7	102	Low n	131	15	26	10	104
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Hispanic	Low n	Low n	Low n	5	Low n	Low n	Low n	Low n
American Indian or Alaskan Native	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
African American or Black	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Multiracial	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Total	7	102	Low n	136	22	26	10	104

Race/Ethnicity	UM Morris	UM Twin Cities	University of Northwestern	University of St. Thomas	Walden University	Winona State University	State Total
White	16	128	18	38	Low n	154	1511
Asian or Pacific Islander	Low n	14	Low n	Low n	Low n	Low n	47
Hispanic	Low n	13	Low n	Low n	Low n	Low n	41
American Indian or Alaskan Native	Low n	Not Reported	Low n	Low n	Low n	Low n	14
African American or Black	Low n	Not Reported	Low n	Low n	Low n	Low n	25
Multiracial	Low n	Not Reported	Low n	Low n	Low n	Low n	30
Total	16	155	18	38	Low n	154	1789

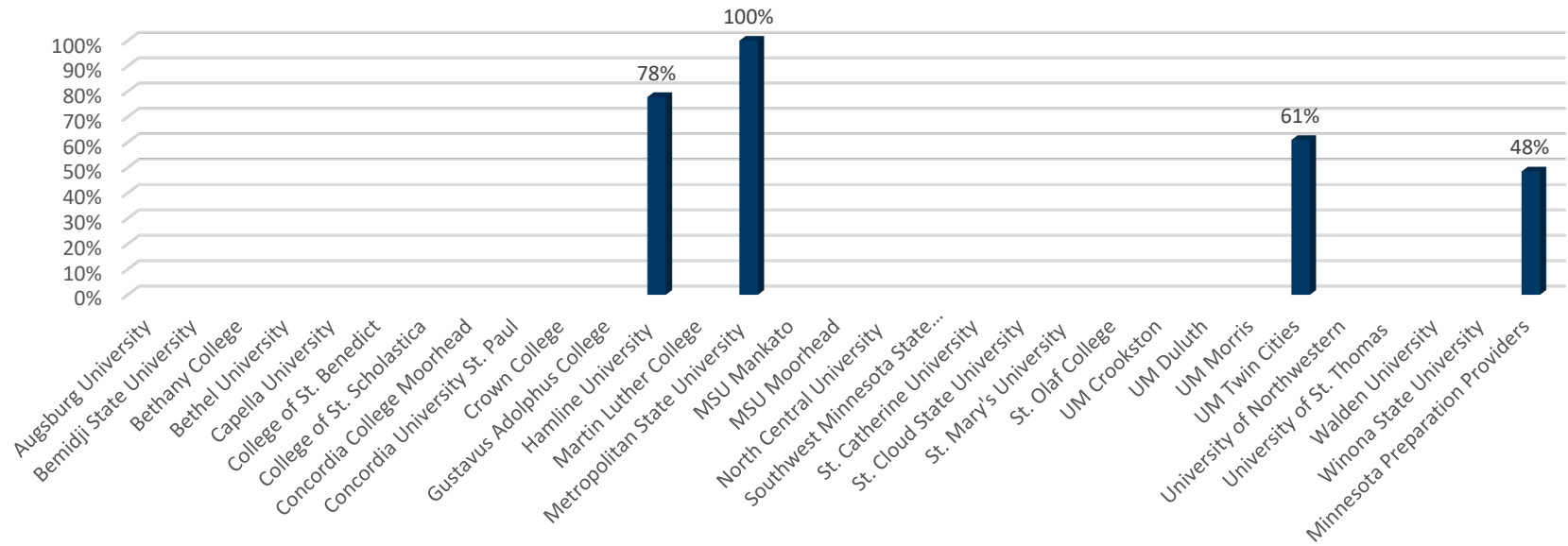
Percentage of Completers Hired to Work in Their Licensure Area in a Minnesota School by Provider, Disaggregated by Race/Ethnicity

The graphs below show the percentage of program completers reported in the previous section who were hired in their licensure area by a Minnesota school, disaggregated by race. For example, the first graph shows the percentage of White program completers who were hired in their licensure area by a Minnesota school out of all White program completers. Providers without a graph bar report a number that was less than 5.

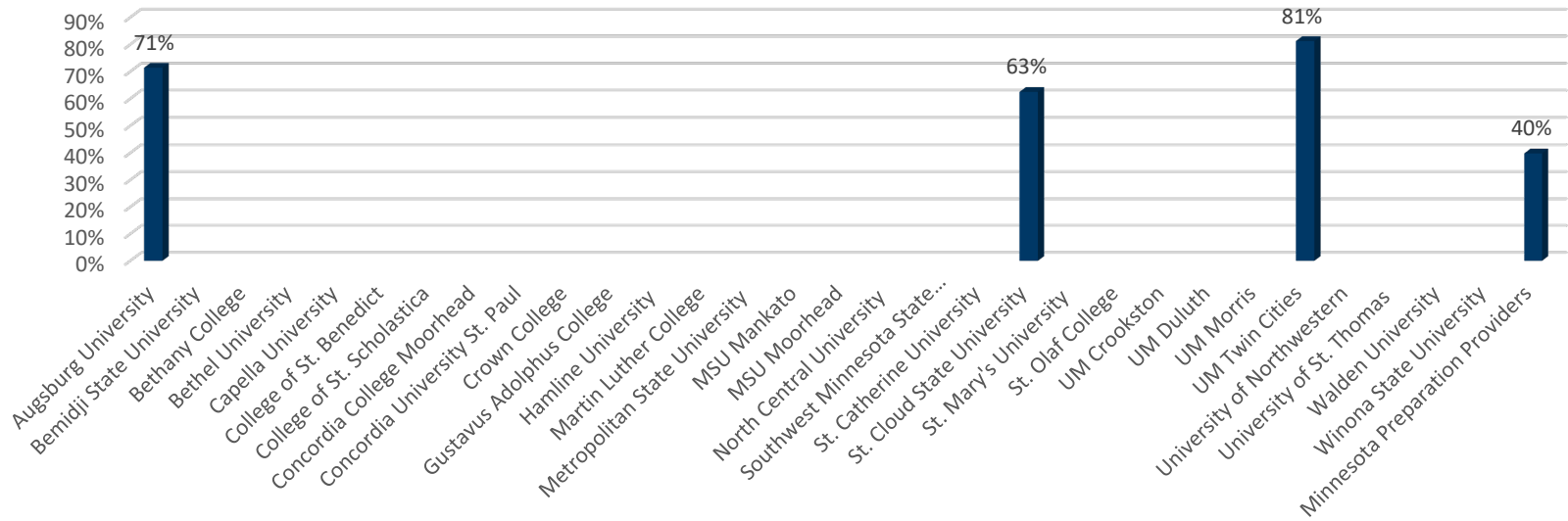
Across all approved providers, there were not enough American Indian program completers to report data. Statewide, 55% of American Indian or Alaskan Native candidates who completed Minnesota teacher preparation in 2019-2020 were hired aligned to their licensure area.



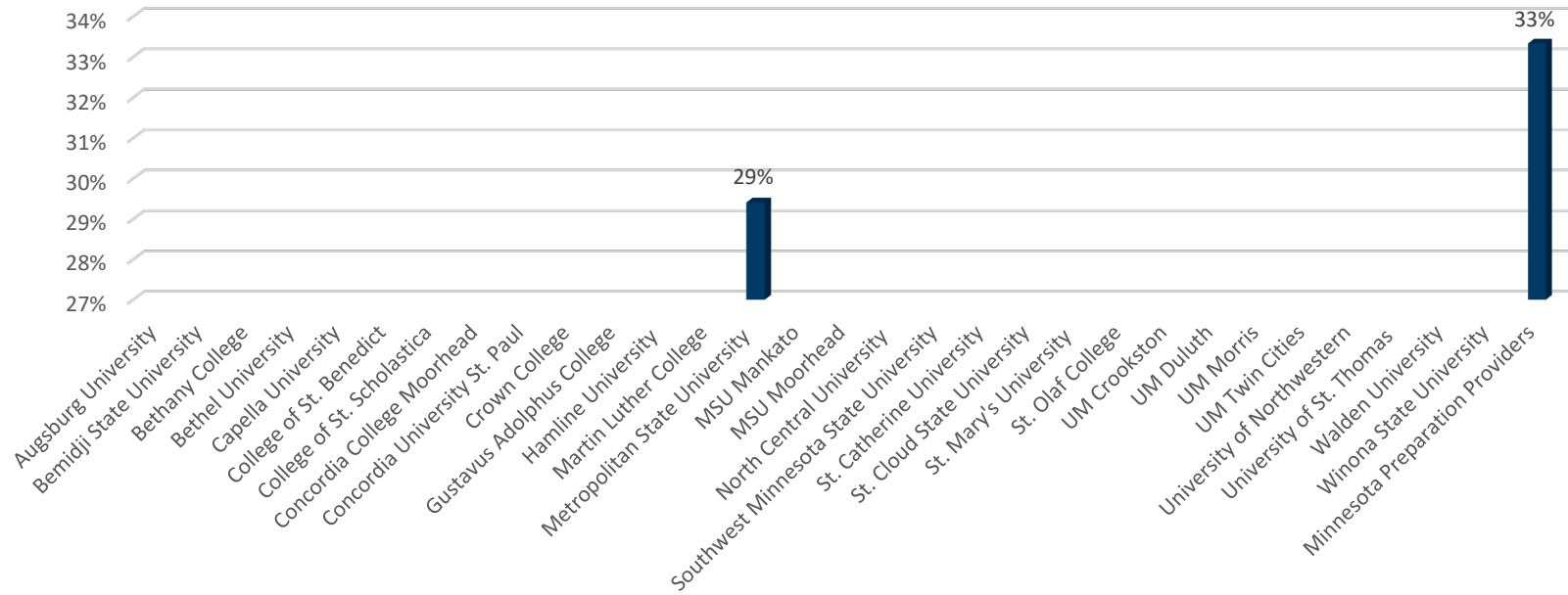
Percentage of Asian Completers Hired Aligned to Licensure Area



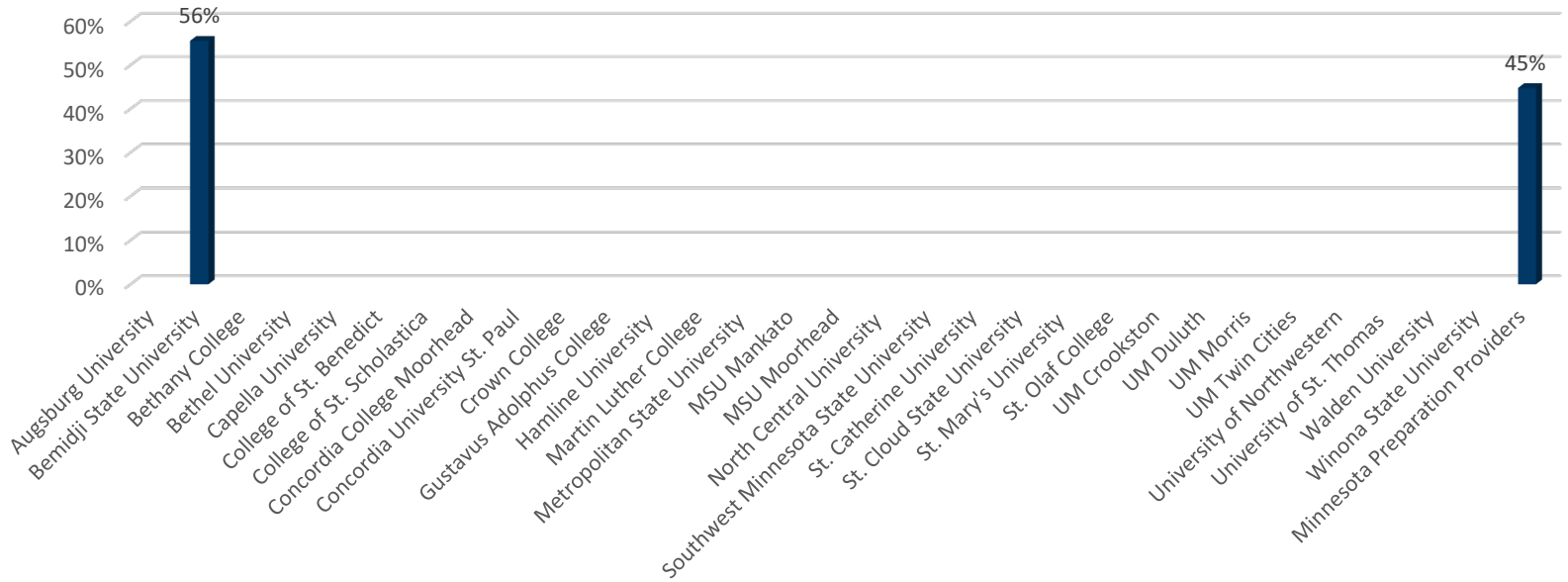
Percentage of Hispanic Completers Hired Aligned to Licensure Area



Percentage of African Americans Completers Who Were Hired Aligned to Licensure Area



Percentage of Multiracial Completers Who Were Hired Aligned to Licensure Area



Number of candidates who completed programs with highest demand for more professional licensed teachers

PELSB publishes a list of shortage areas in the [Biennial Minnesota Teacher Supply and Demand Report](#). These fields represent areas that do not have a sufficient number of Tier 3 or Tier 4 licensed teachers working in them. The tables below show enrollment during the 2019-2020 academic year for licensure areas with highest proportion of teachers holding a Tier 1 License, Tier 3 License, or Out-of-Field Permission (table 18). These tables provide a broader sense of supply for these high-demand fields.

	Augsburg University	Bemidji State University	Bethany Lutheran College	Bethel University	College of St. Scholastica	Concordia University St. Paul	Hamline University	Martin Luther College	Metropolitan State University
Academic and Behavioral Strategist (ABS)	16	n/a	1	33	3	n/a	0	3	1
Autism Spectrum Disorders (ASD)	0	11	n/a	24	n/a	22	2	n/a	n/a
Emotional and Behavioral Disorders (EBD)	1	18	n/a	10	n/a	n/a	n/a	n/a	n/a

	MSU Mankato	MSU Moorhead	Southwest Minnesota State University	St. Cloud State University	St. Mary's University	UM Duluth	UM Twin Cities	University of St. Thomas	Walden University	Winona State University	MN Preparation
ABS	39	16	12	36	n/a	56	28	34	0	34	312
ASD	19	n/a	7	2	7	0	3	25	n/a	n/a	122
EBD	8	5	6	2	27	n/a	9	2	n/a	n/a	88

	Bethel	Southwest Minnesota State University	St. Cloud State University	University of Minnesota Crookston	University of Minnesota Twin Cities	Winona State University	Completers of MN Teacher Preparation
Career and Technical Education Fields²	63	0	21	4	9	0	97
Agricultural Education	n/a	4	n/a	4	9	0	17

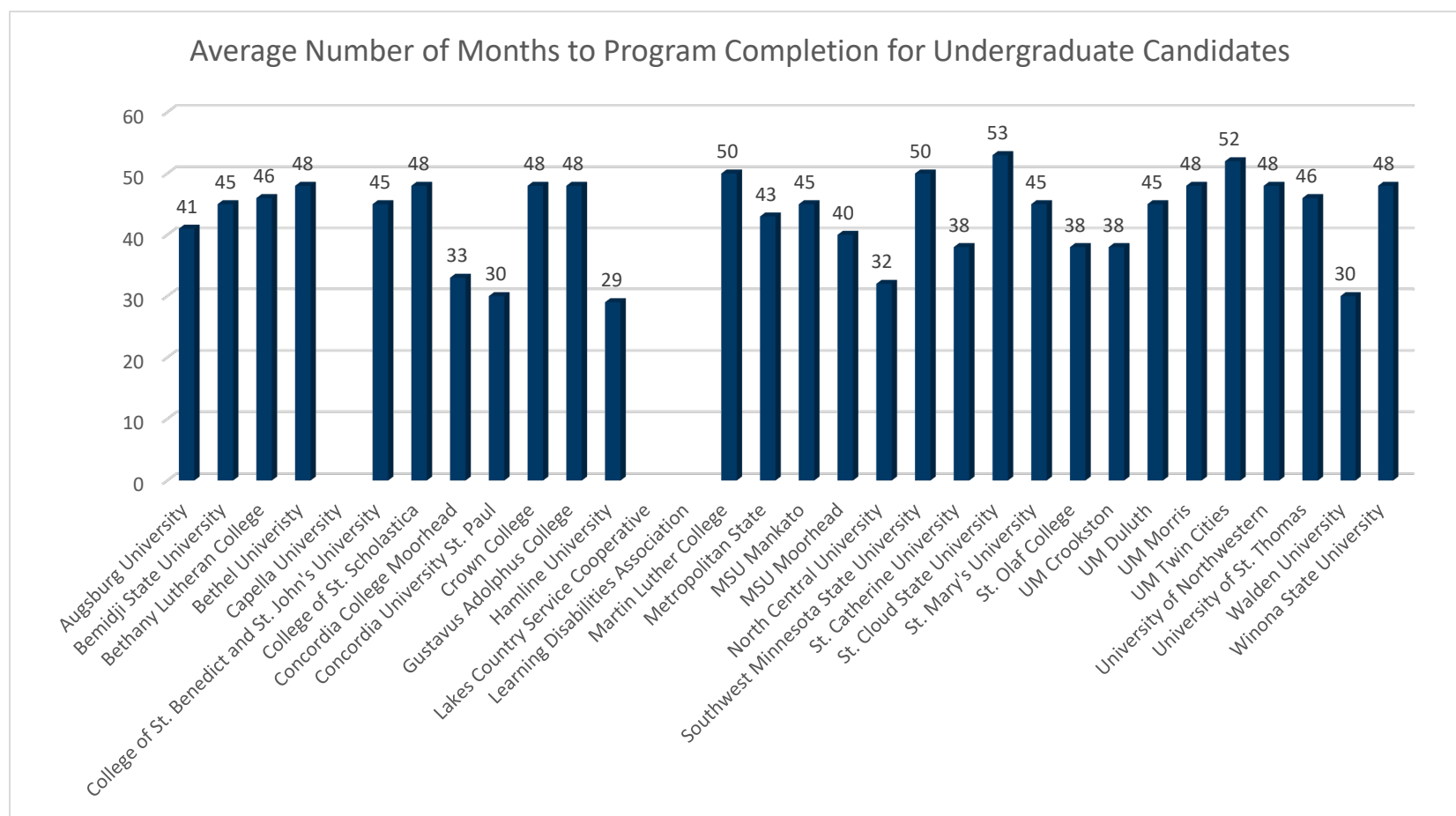
	Hamline University	Minnesota State University Mankato	St. Olaf College	University of Minnesota Twin Cities	Completers of MN Teacher Preparation
Theater and Dance/Theater	7	n/a	0	4	11
Family and Consumer Science	n/a	12	n/a	n/a	12

² Includes CTE: Transportation Careers, Manufacturing Careers, Construction Careers, Communication Technology Careers, Work-Based Learning, and Business
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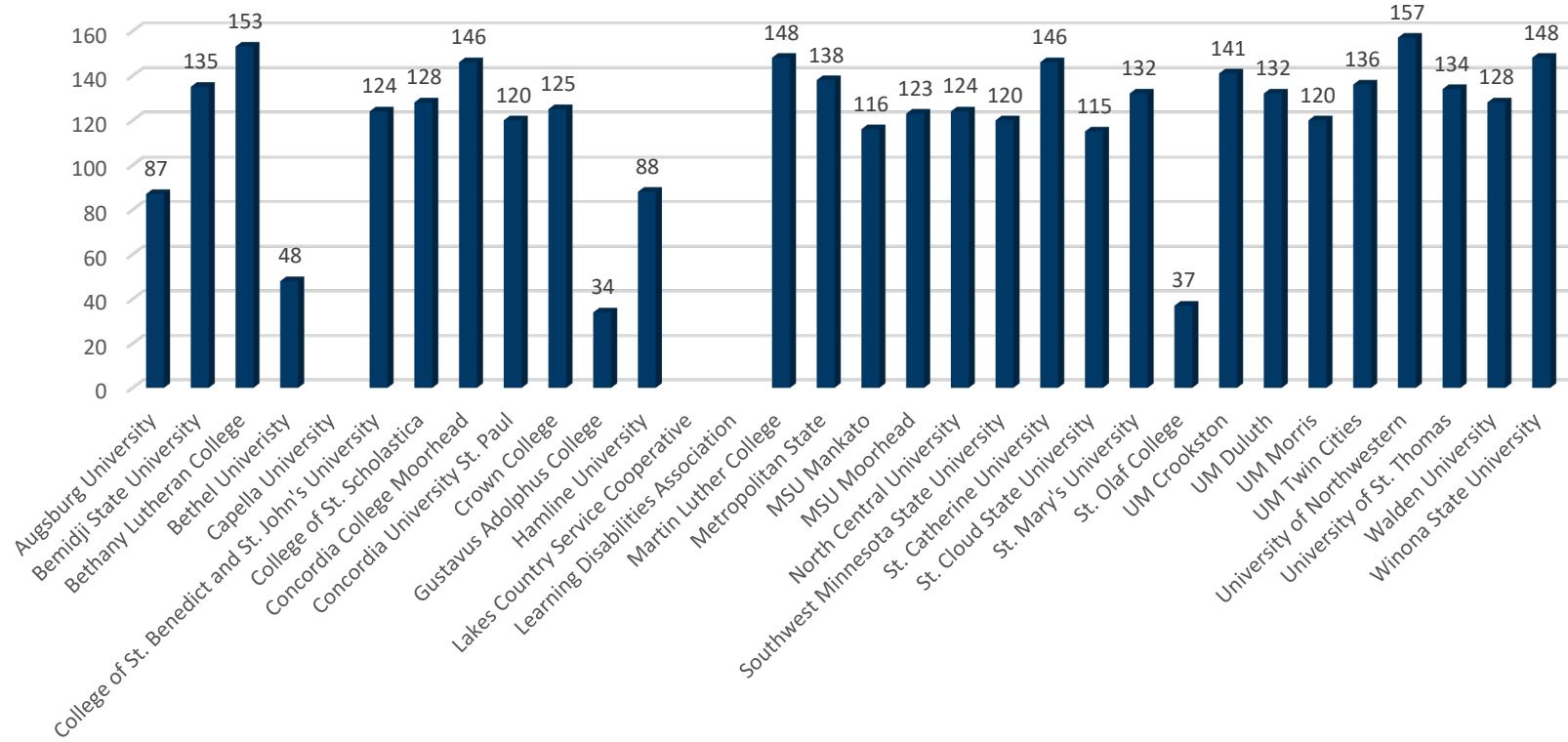
Program Completion Data

In addition to data on teacher candidate enrollment and completion, statute requires providers to report the average time and credits to complete an approved program at their unit. The graphs below show the average time and credits to complete a program by provider, separated into undergraduate and post-baccalaureate programs. For candidates who do not yet hold a bachelor's degree, providers are instructed to include summer months and count both months and credits spent working towards earning the bachelor's degree since the bachelor's degree is required for most initial licenses.

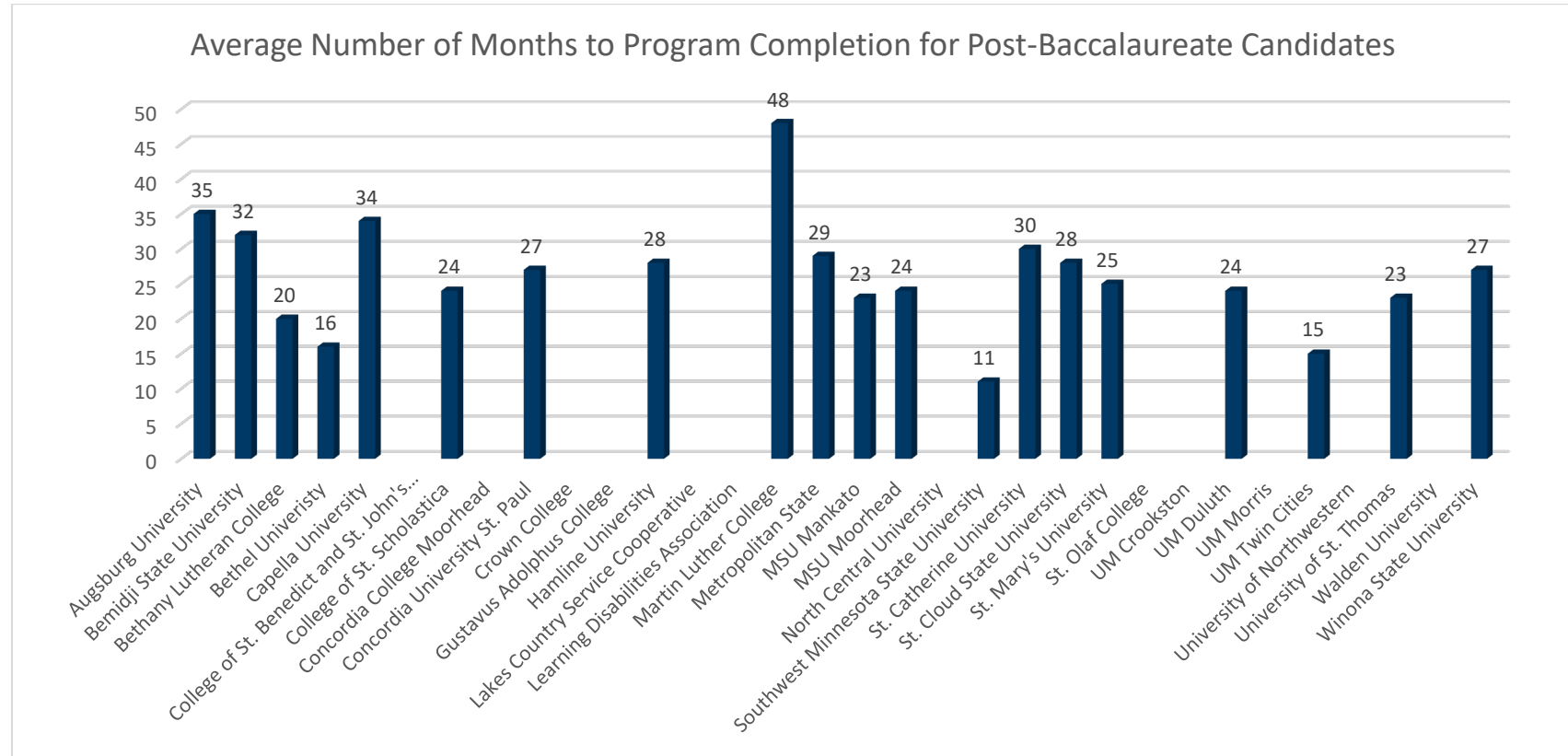
Undergraduate Completion Data



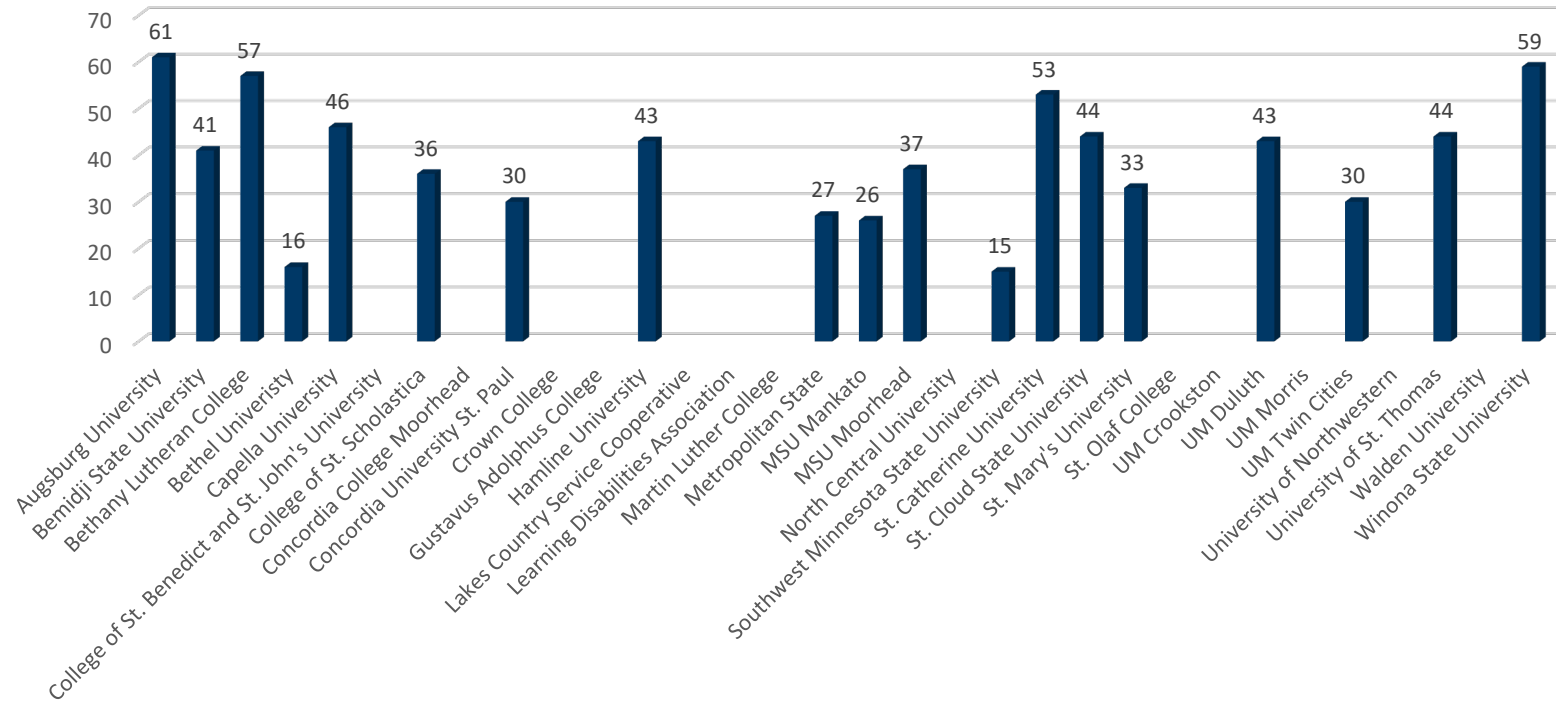
Average Number of Credits to Program Completion for Undergraduate Candidates



Post-Baccalaureate Completion Data



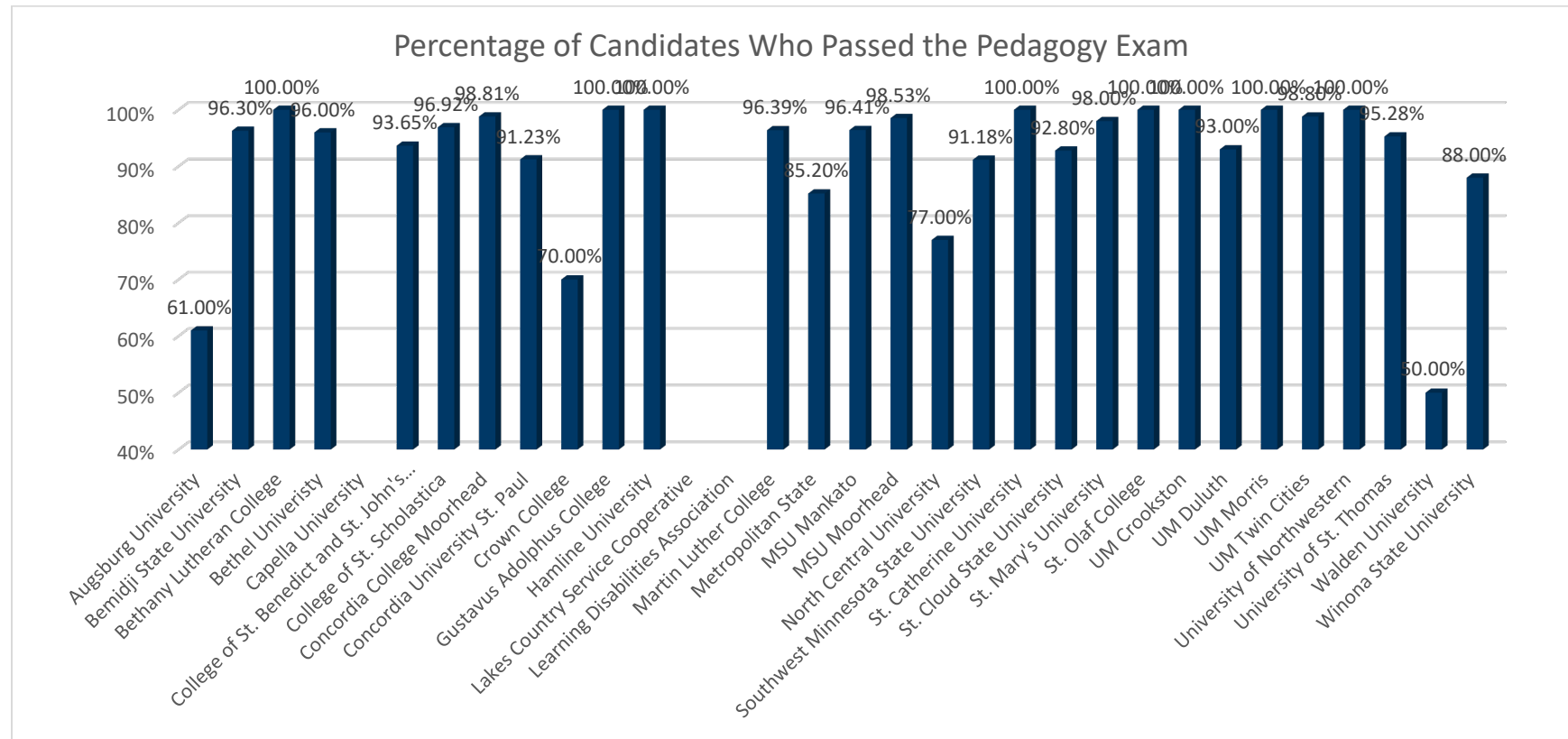
Average Number of Credits to Program Completion for Post-Baccalaureate Candidates



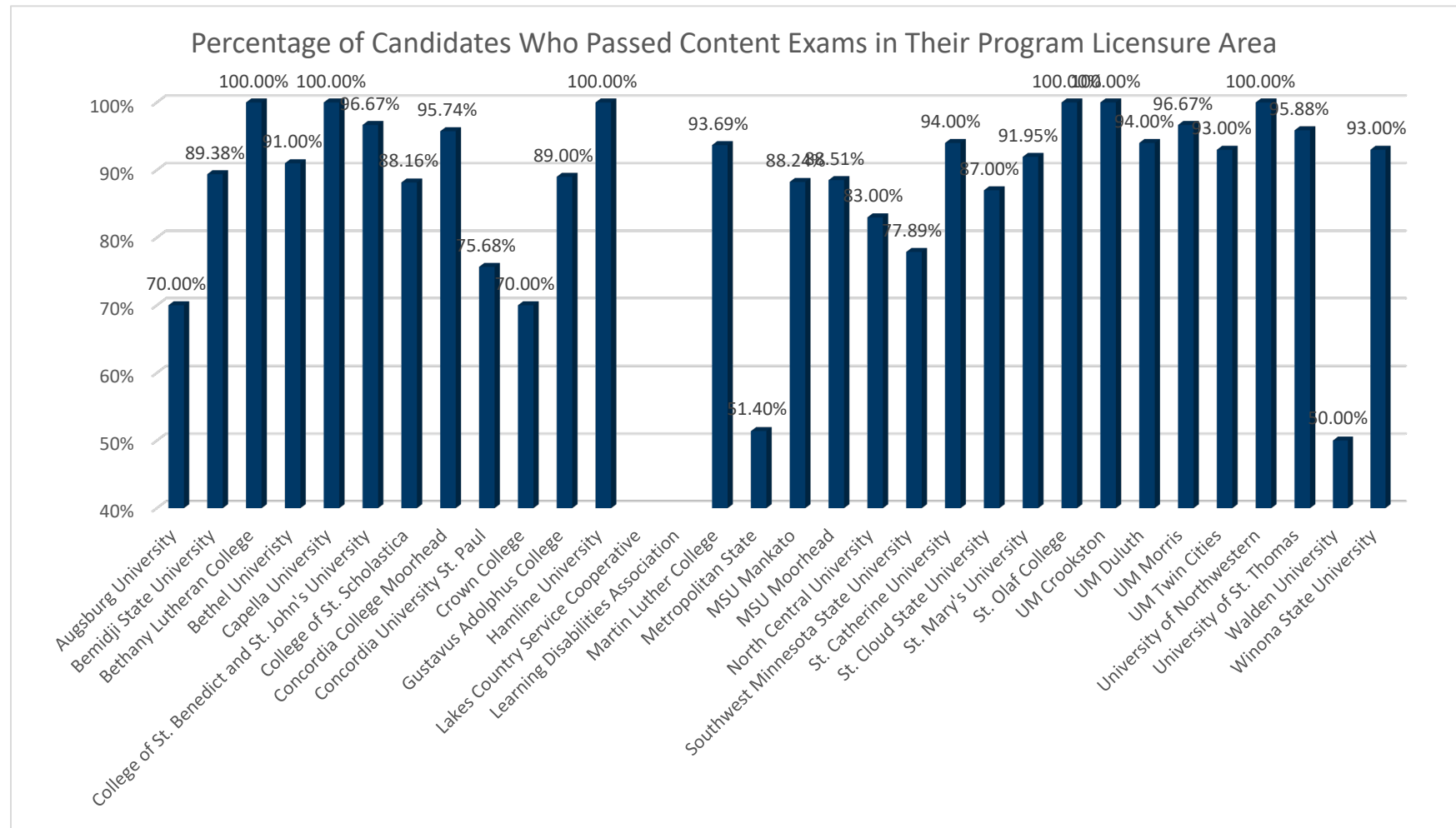
Exam Data

Minnesota State Statute 122A.091, subdivision 1 requires PELSB to report teacher candidate pass rates for Board-approved providers. Providers must report candidate pass rates on Board-adopted pedagogy exams, content area exams, and, if applicable, basic skills exams.

Candidate Pass Rate for Pedagogy Exams

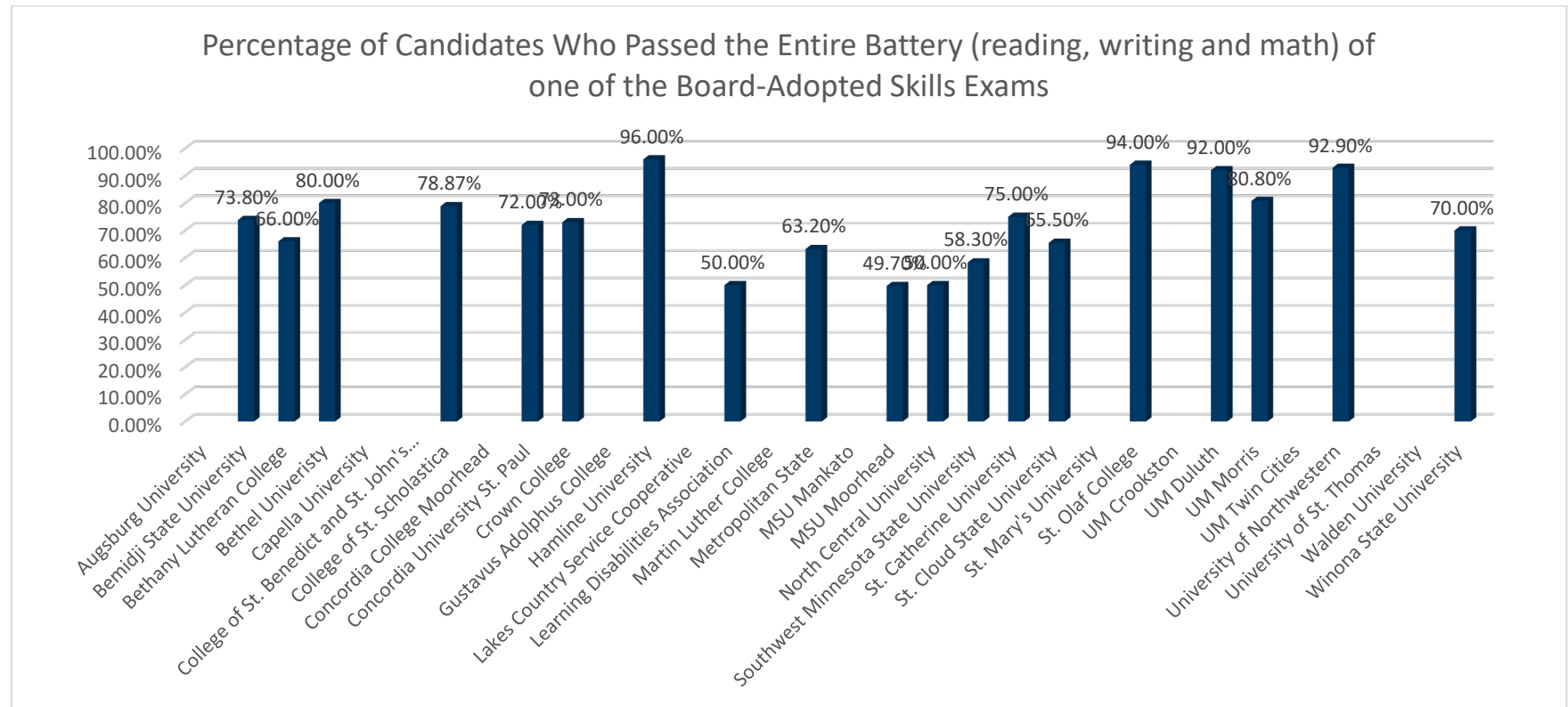


Teacher Candidate Pass Rate for Content Exams



Teacher Candidate Pass Rate for a Board-Adopted Basic Skills Exam

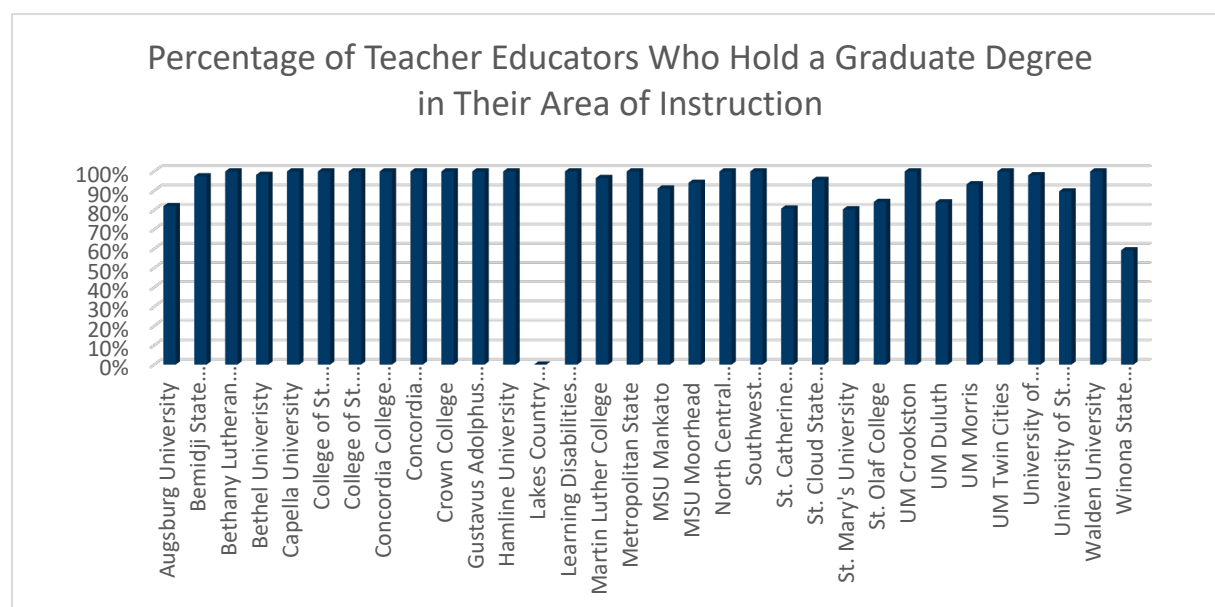
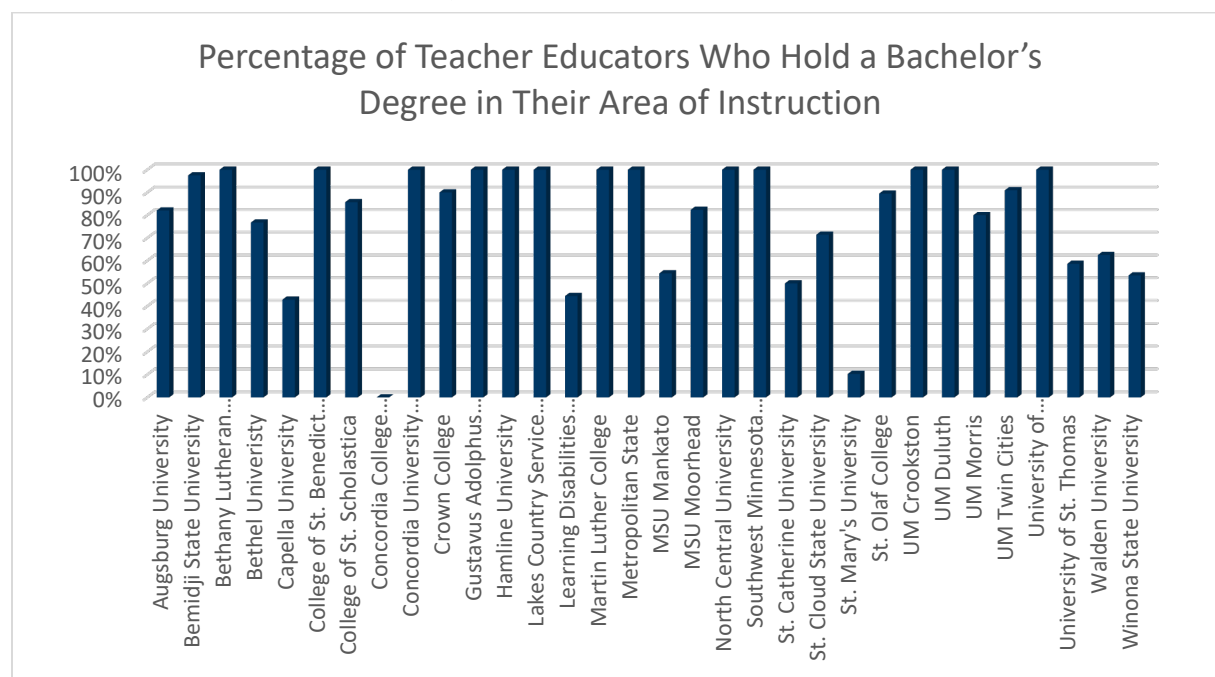
Since passing a Basic Skills exam is not required for a Tier 3 license, some providers do not require that candidates take and/or pass this exam. Additionally, not all providers collect this data.



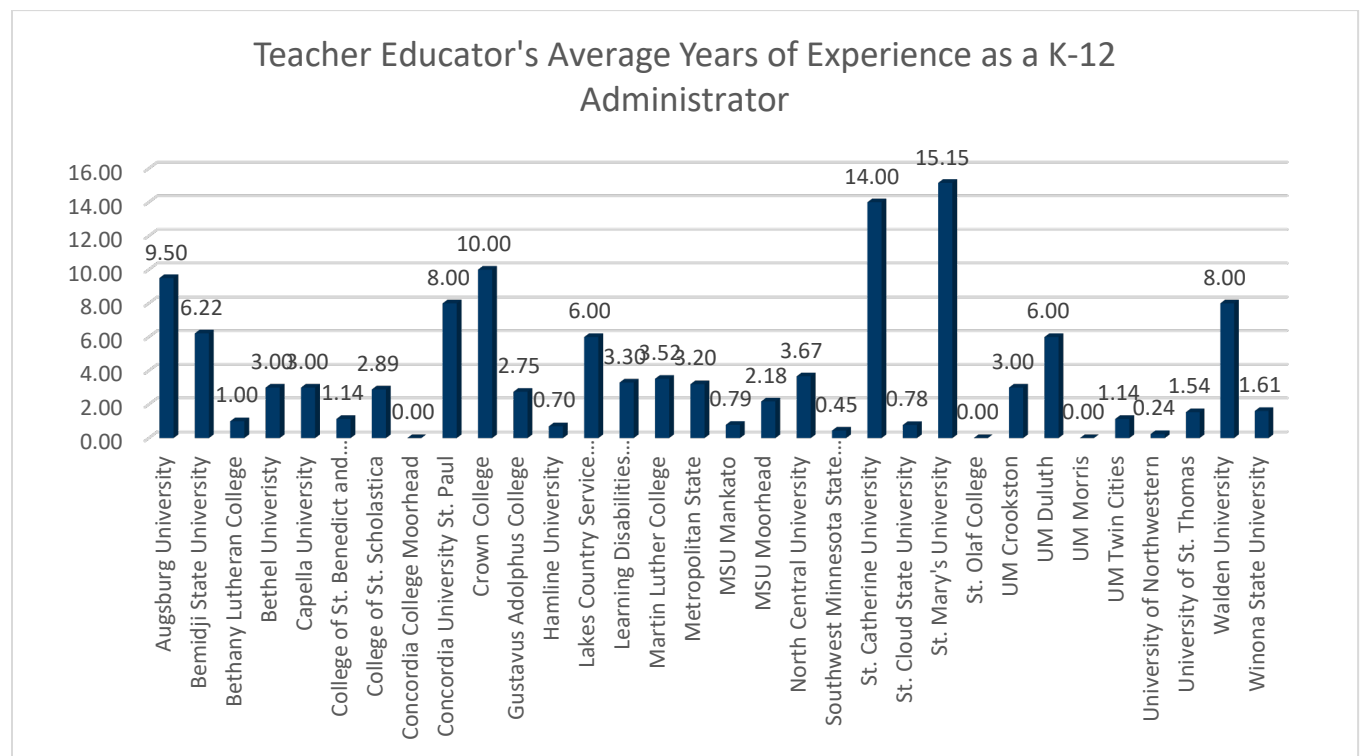
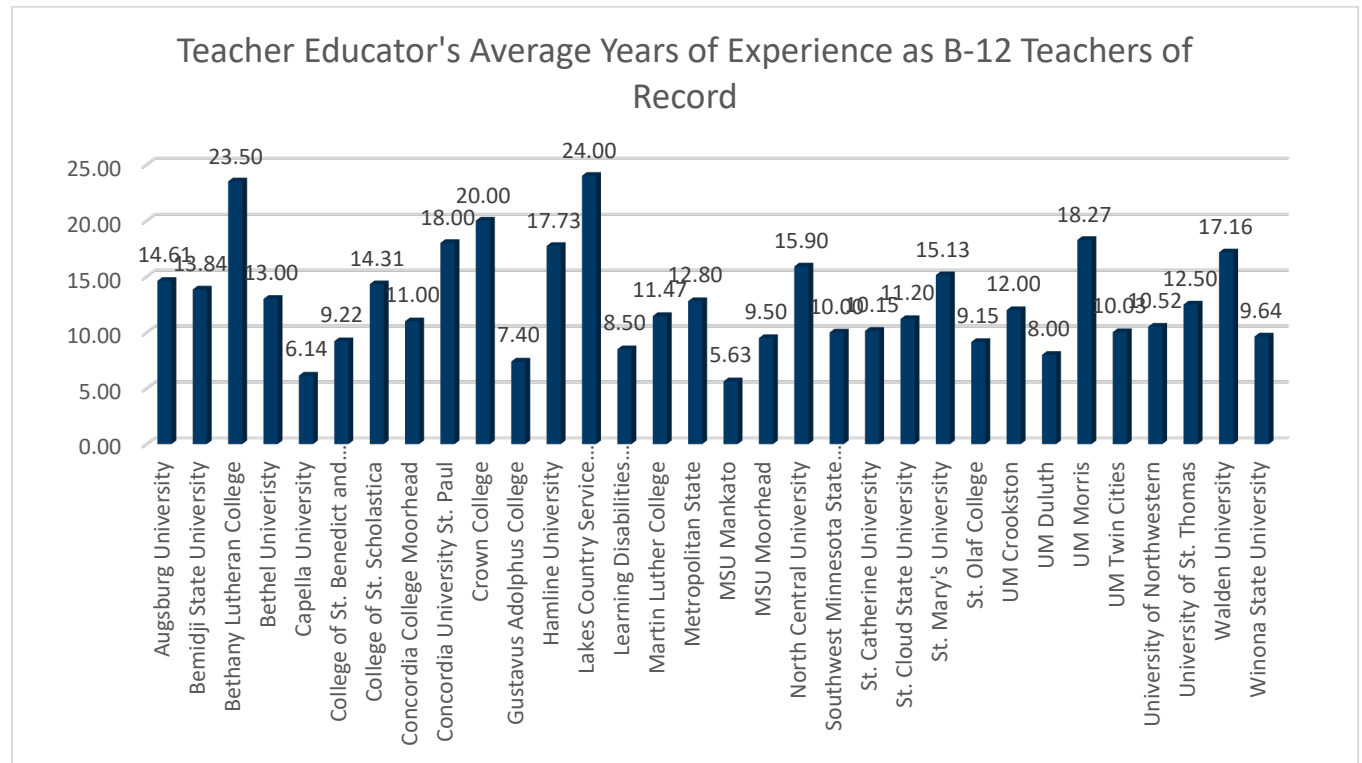
Teacher Educator Data

Minnesota State Statute 122A.091, subdivision 1 requires PELSB to report summary data on teacher educator qualifications, including data on undergraduate and graduate degrees and years of experience. The data in this section summarizes these teacher educator qualifications, disaggregated by provider.

Teacher Educator Educational Qualifications



Teacher Educator Experience in Schools



Survey Results

Minnesota State Statute 122A.091, subdivision 1 requires PELSB to report survey results measuring teacher candidate, program completer, and employer satisfaction with the approved program disaggregated by race, except when disaggregation would not yield statistically reliable results or would reveal personally identifiable information about an individual. To report this data, providers share information collected by the Common Metrics Survey.

Preparation providers report on three Common Metrics Next surveys. Initial licensure candidates share their perspectives on their teacher preparation program in the Exit Survey upon program completion.

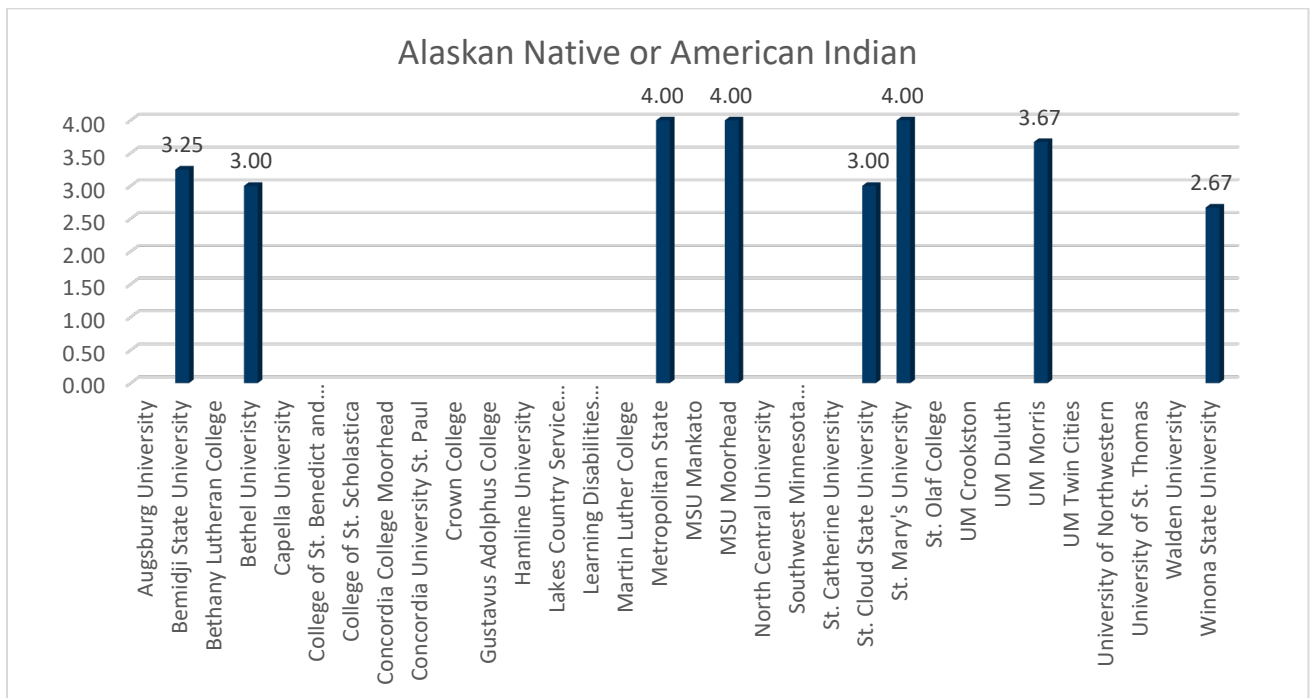
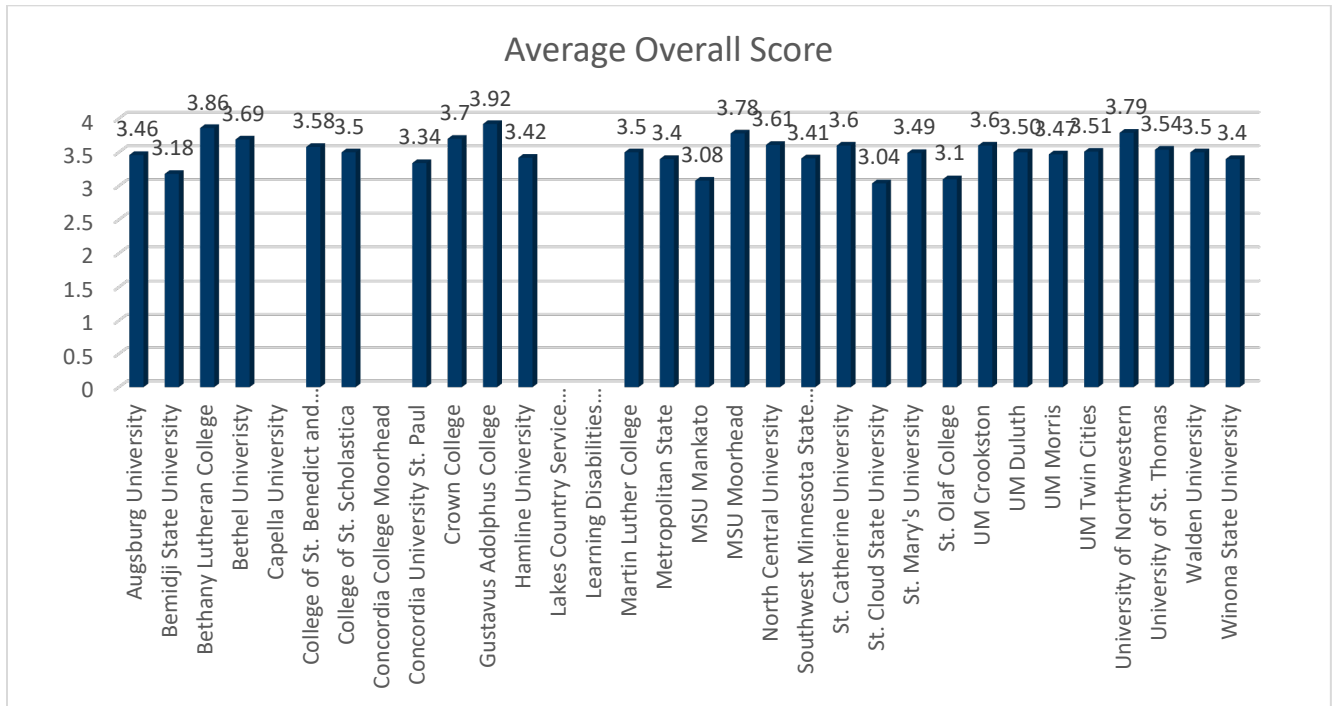
After one year of part-time or full-time teaching, teachers complete the Transition to Teaching Survey to share to what extent they feel prepared for teaching responsibilities.

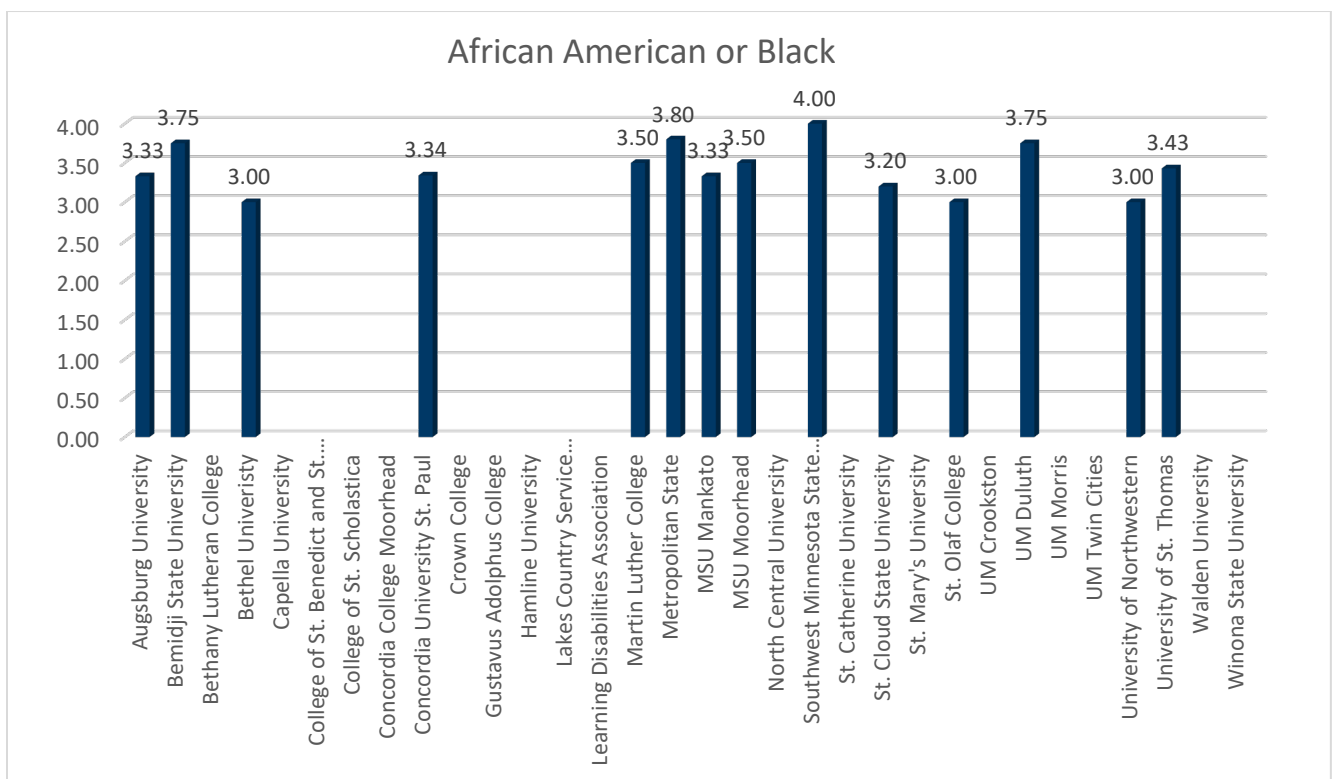
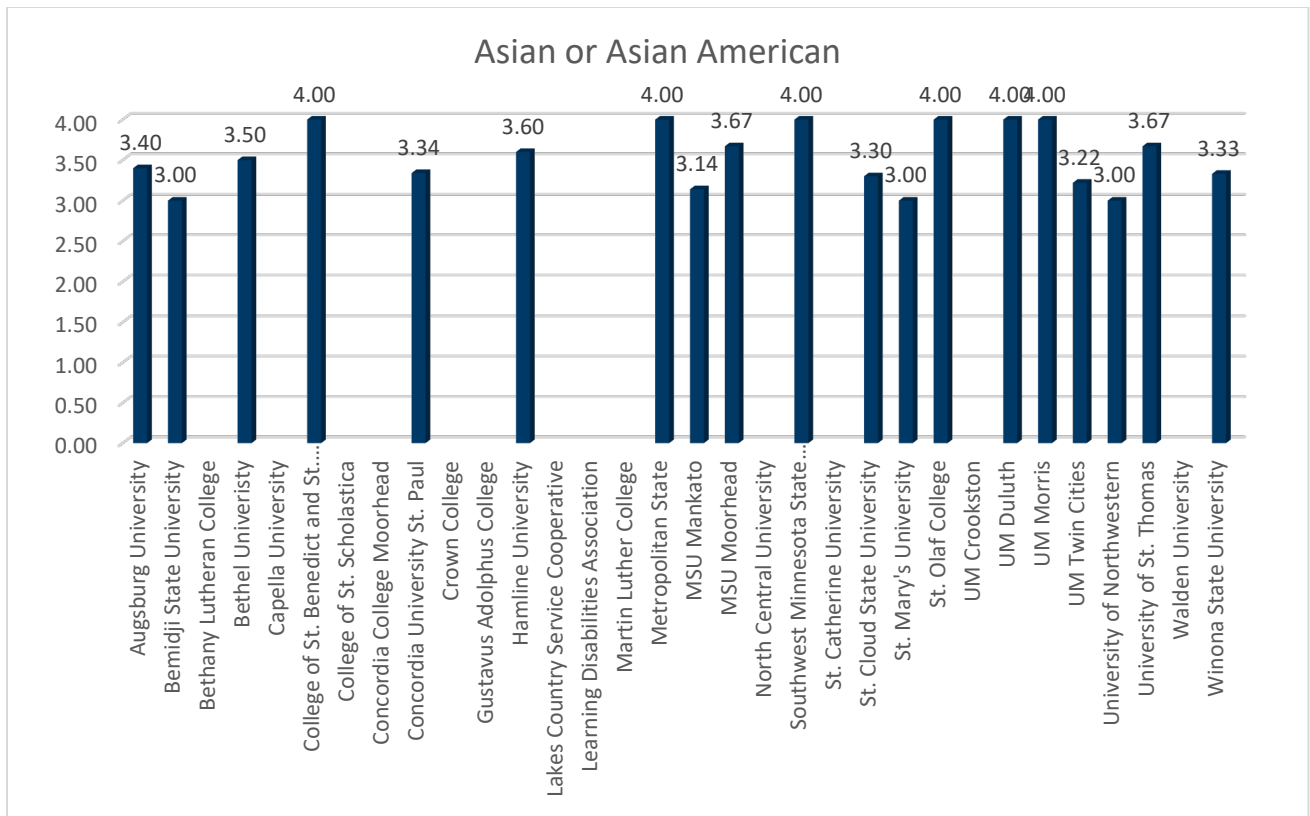
The Supervisor Survey provides supervisors' perspectives of first-year teachers' readiness for the teaching profession. In circumstances where teachers find employment in other states, Transition to Teaching and Supervisor Survey response rates tend to be lower. All surveys are on a four-point scale of (4) Agree, (3) Tend to Agree, (2) Tend to Disagree, and (1) Disagree.

Note that all surveys were administered in the 2019-2020 year. The Exit Survey reflects the data of candidates who completed an initial licensure program in the 2019-2020 academic year. The Transition to Teaching Survey and Supervisor Survey reflect the data of initial licensure candidates who completed programs in the 2018-2019 academic year.

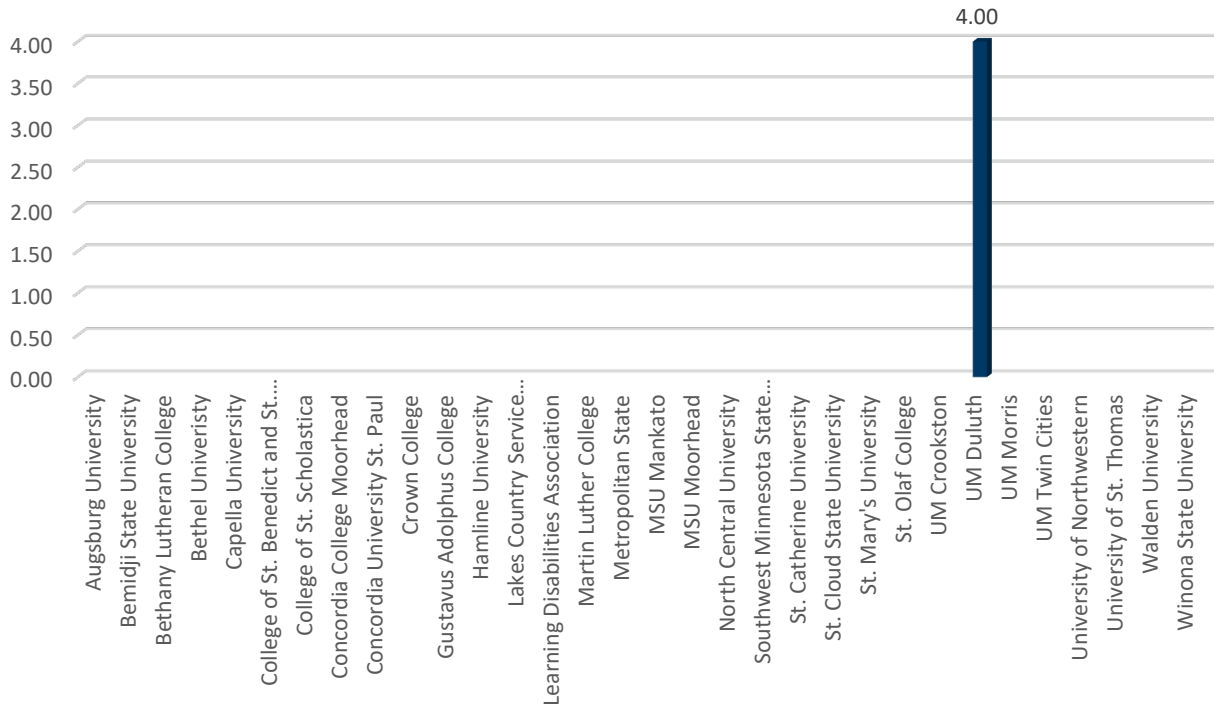
PELSB did not request the total number of responses disaggregated by race for each survey. In cases where providers did not provide the required data to PELSB due to a low sample size, "N/A" was entered and no bar appears on the graph. However, in some cases, data may represent the feedback of very few responses (as few as one candidate), so PELSB advises exercising caution with data use.

Exit responses to the question, “Would you recommend your teacher education program to another prospective teacher?”

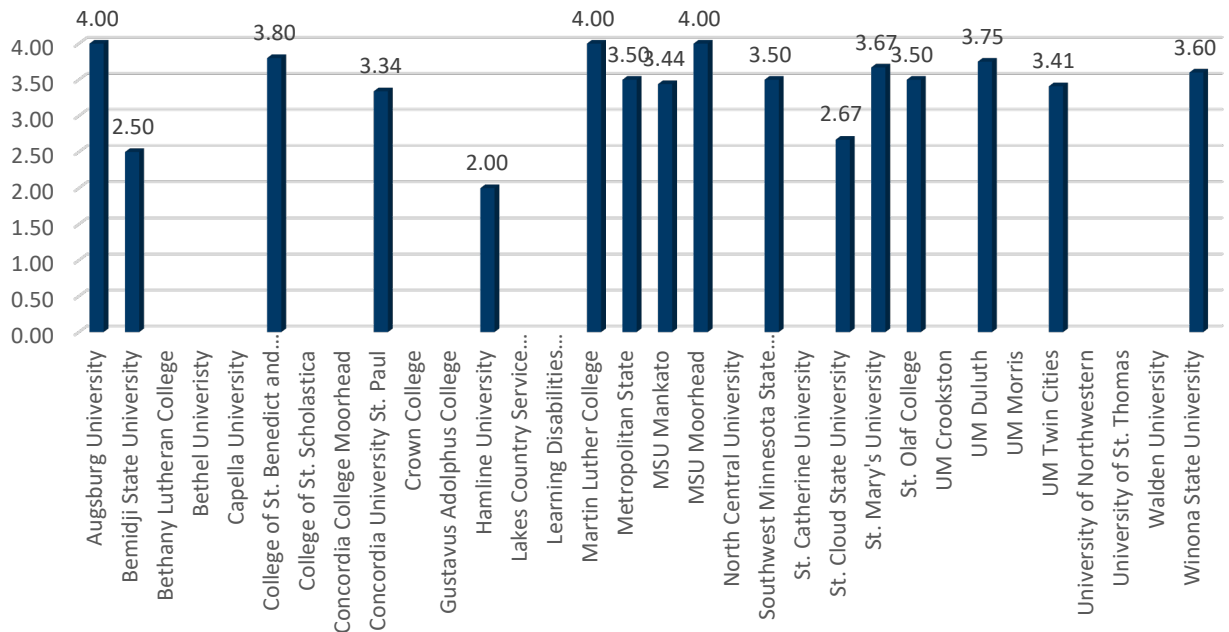


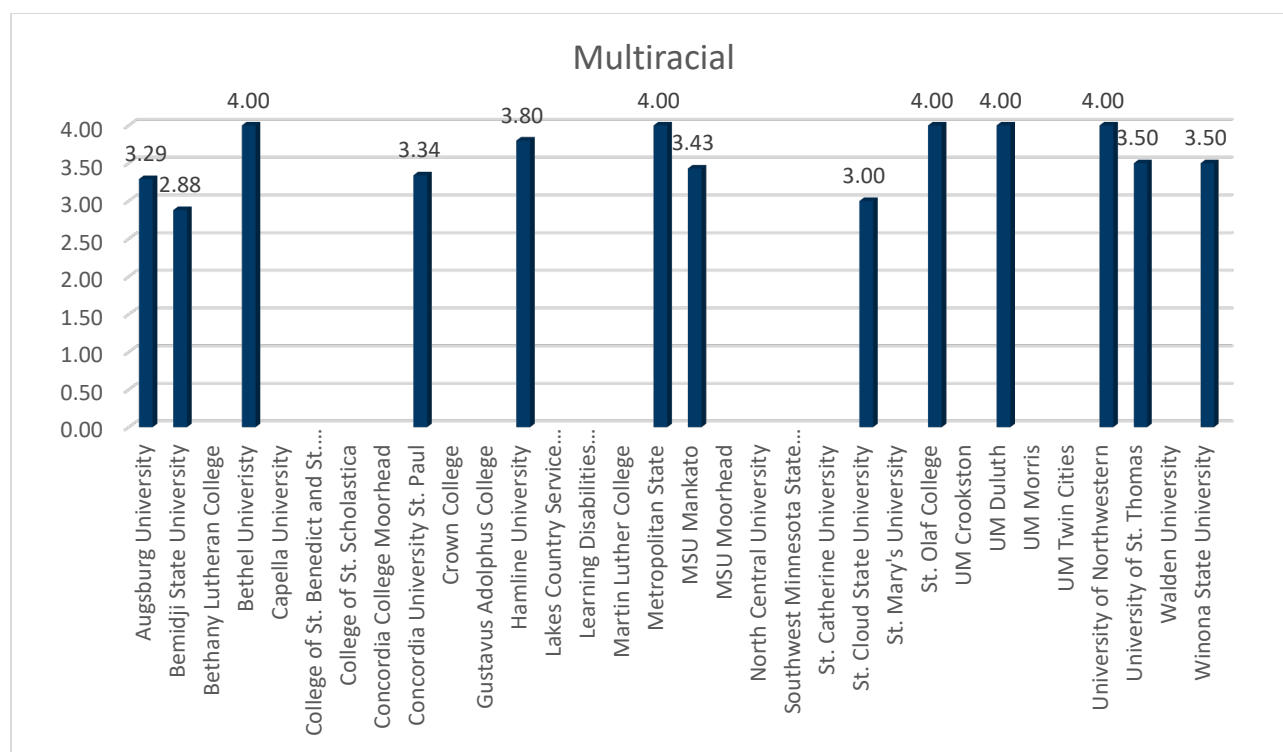
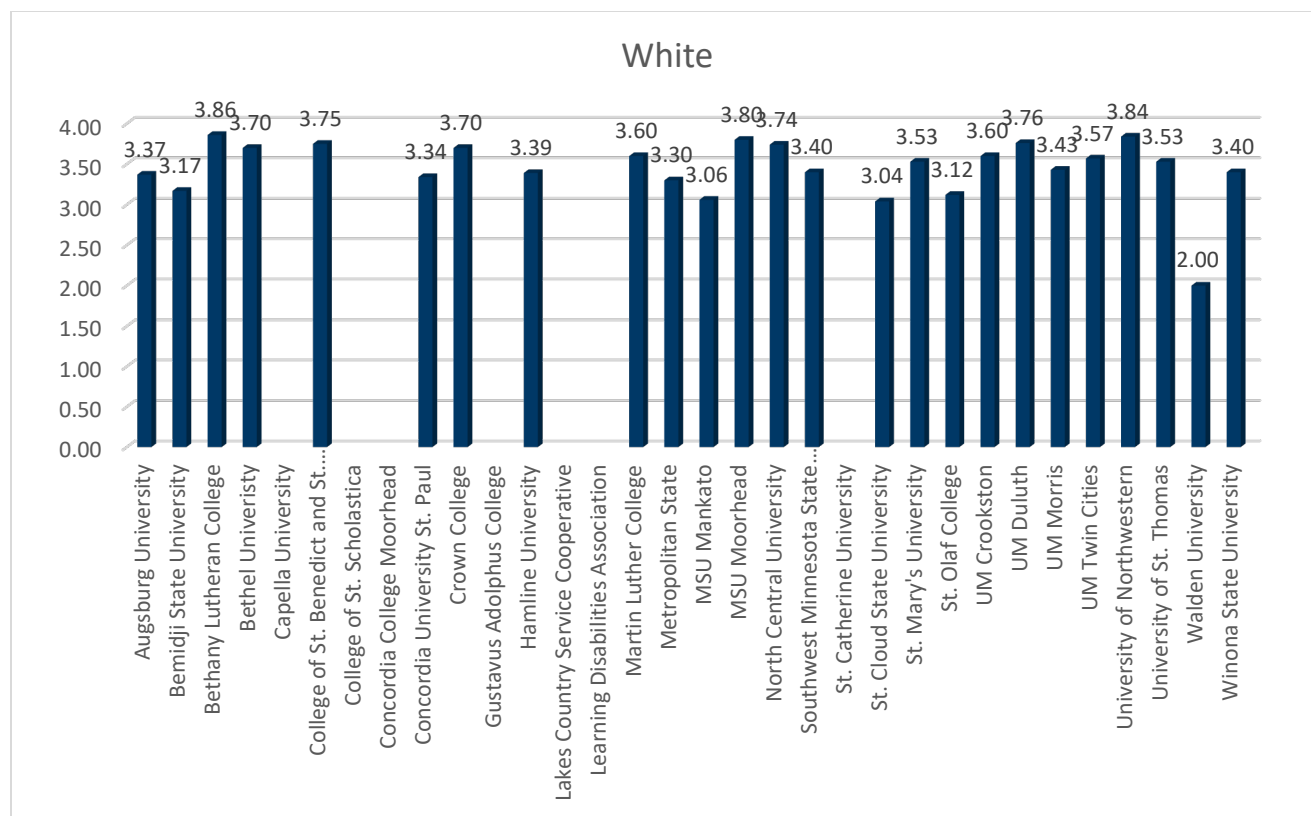


Native Hawaiian or Pacific Islander

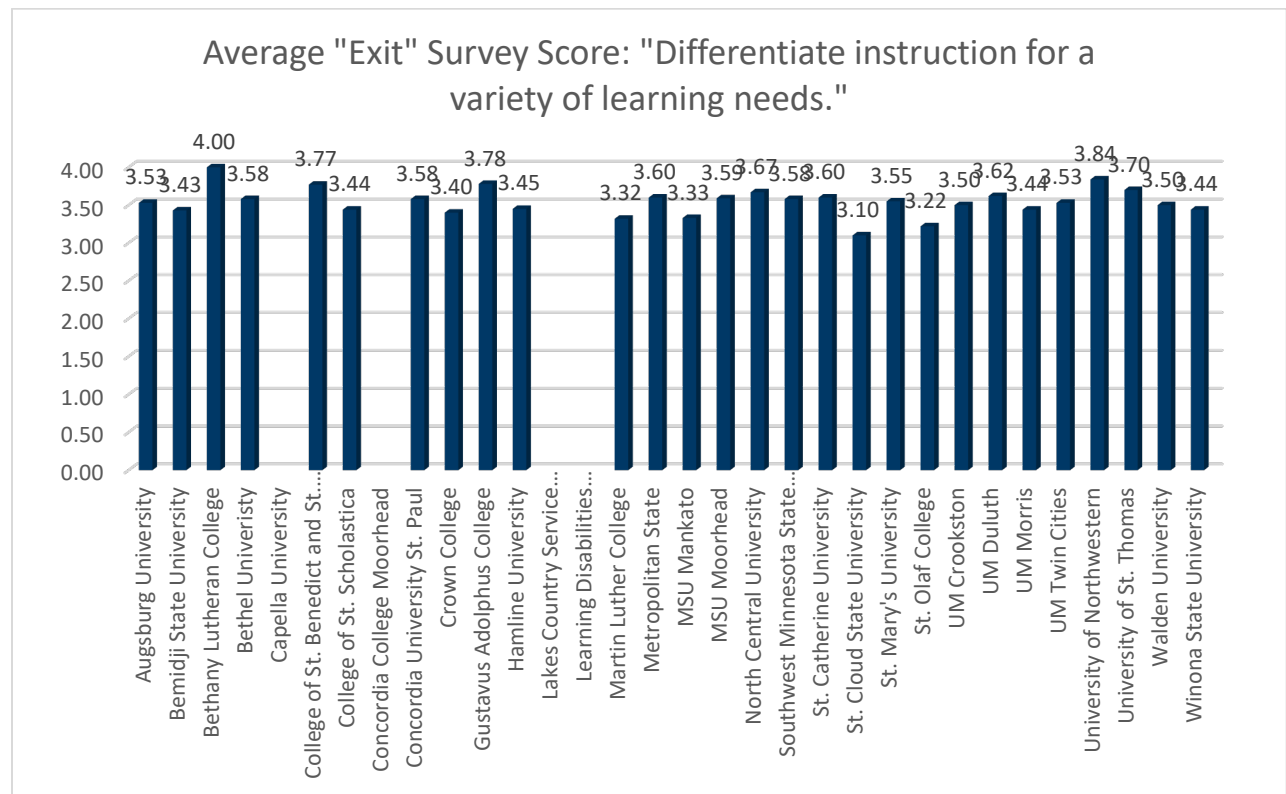
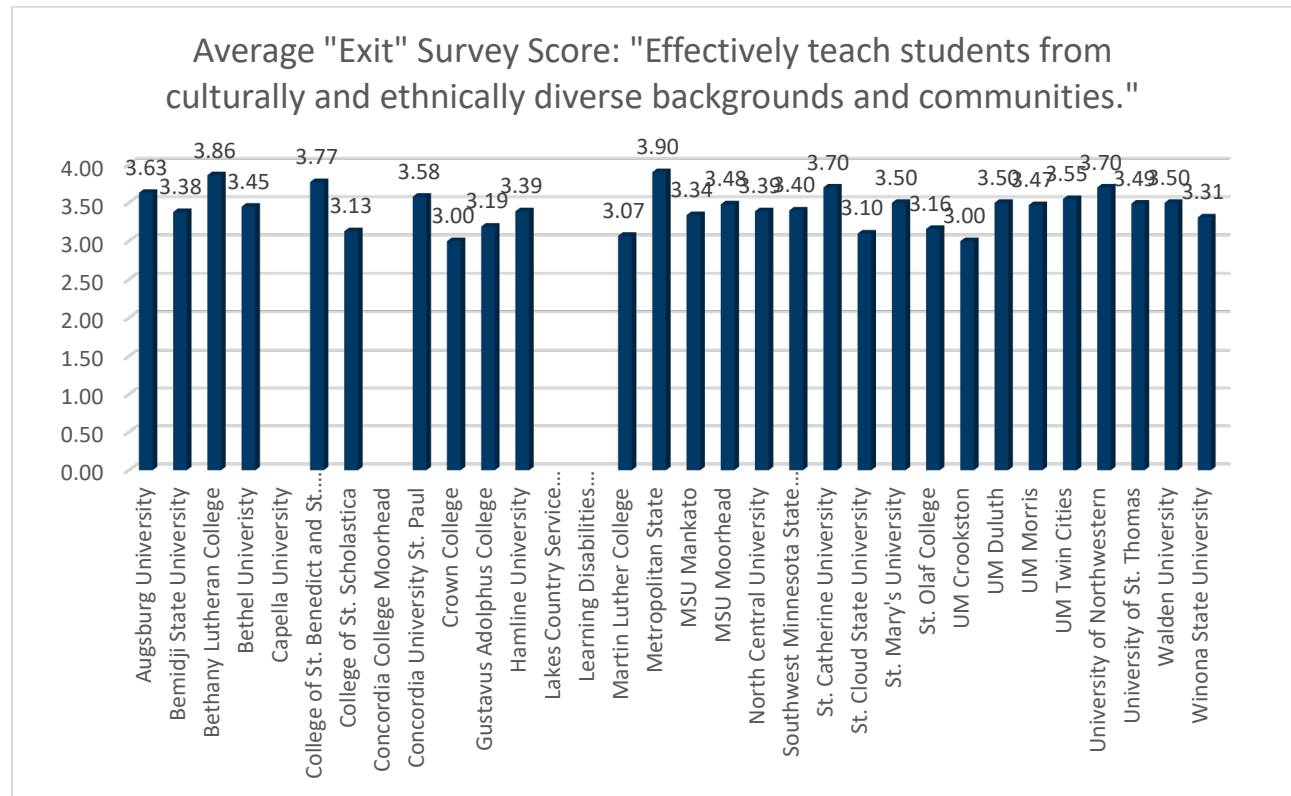


Hispanic

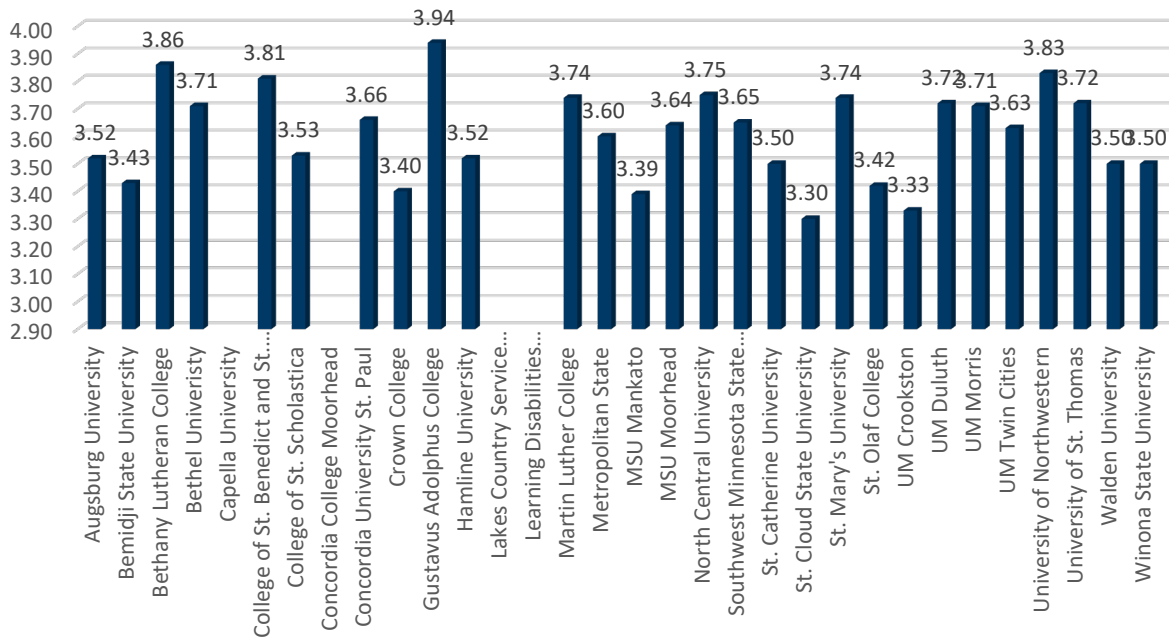




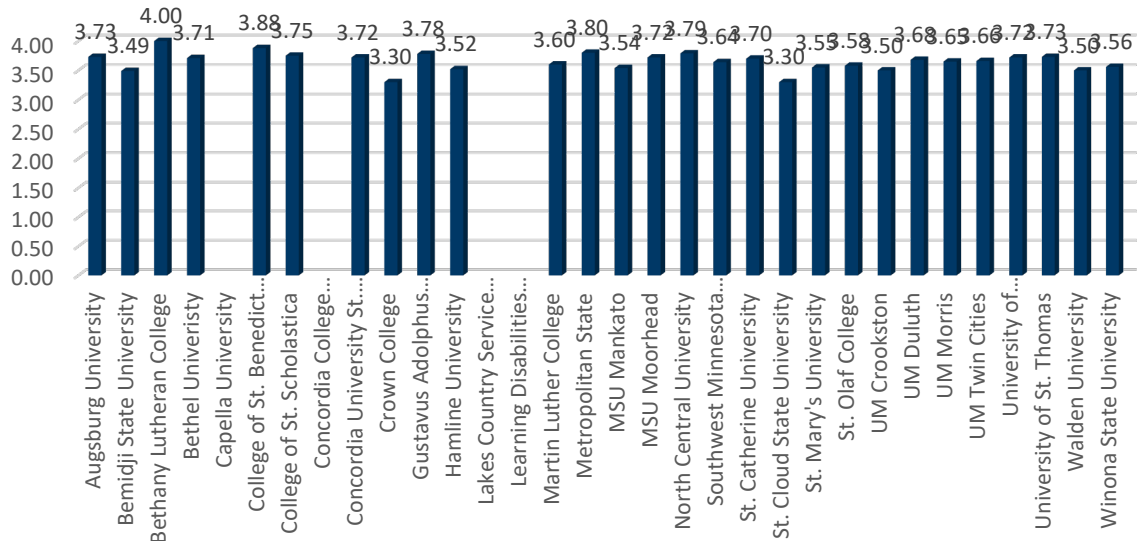
Average Exit Responses to Prompts about Preparation



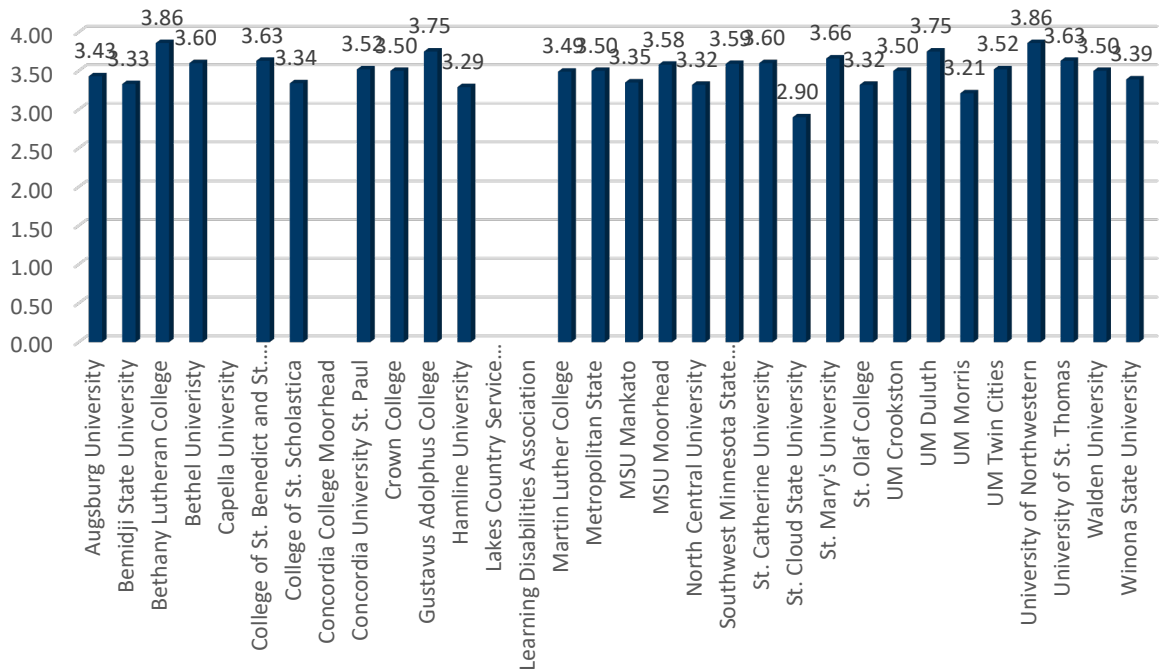
Average "Exit" Survey Score: "Select instructional strategies to align with learning goals and standards."



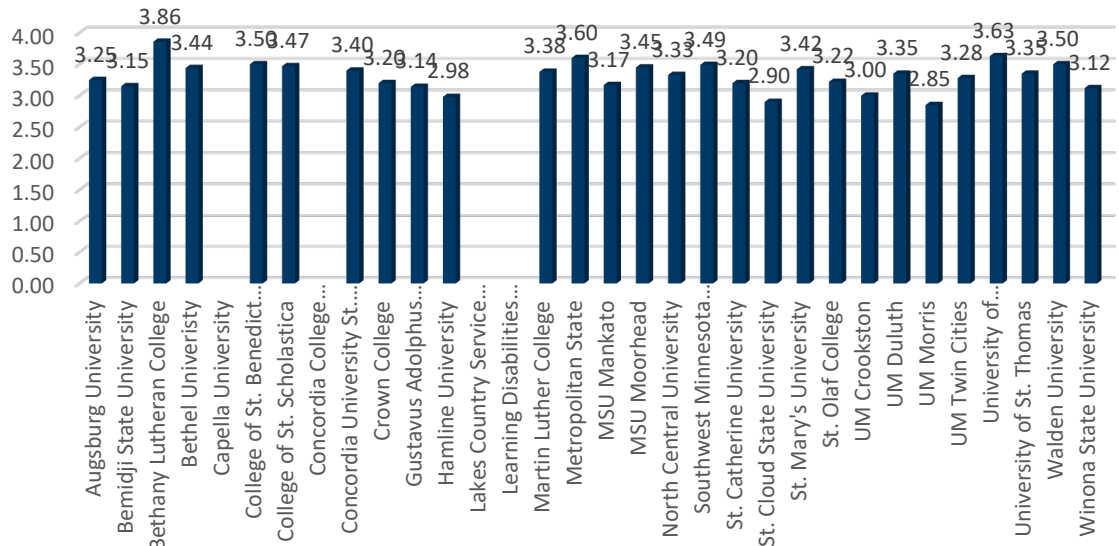
Average "Exit" Survey Score: "Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected."



Average "Exit" Survey Score: "Provide students with meaningful feedback to guide next steps in learning."

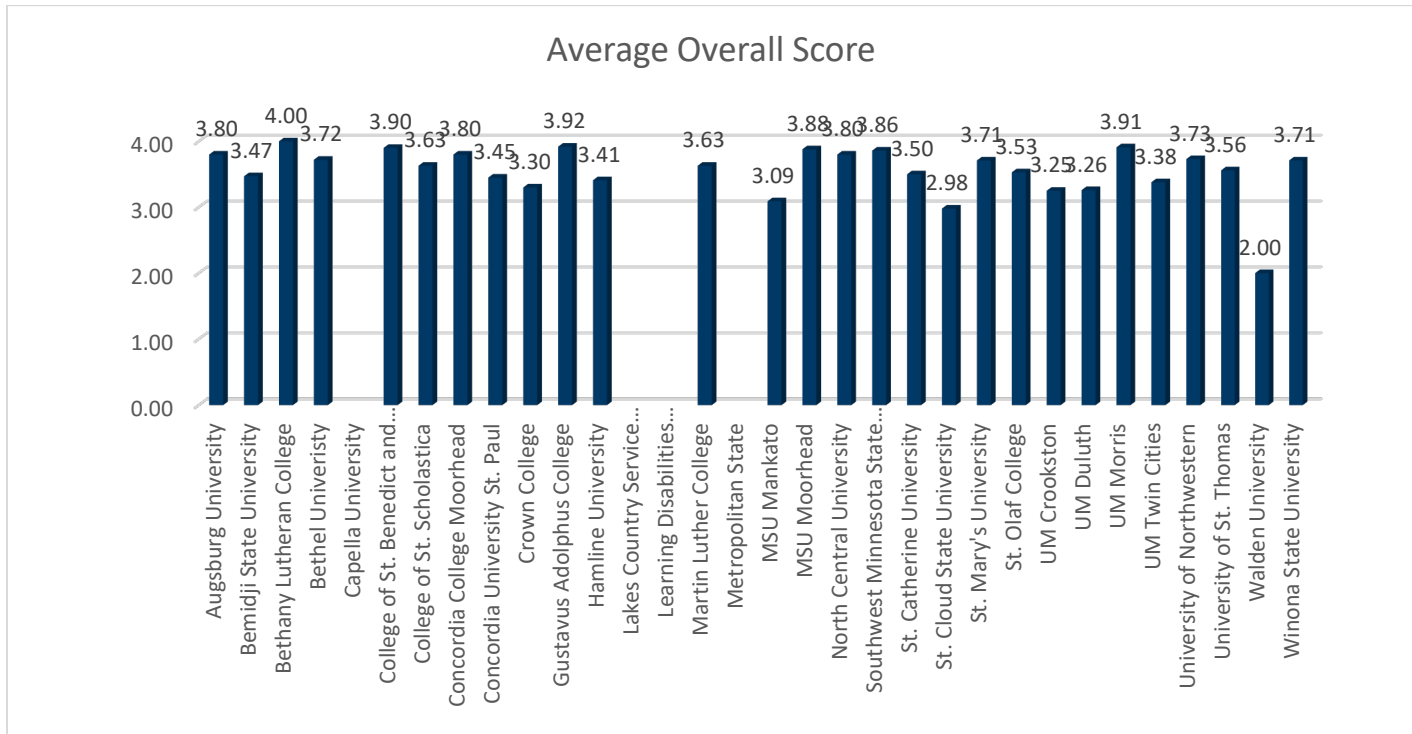


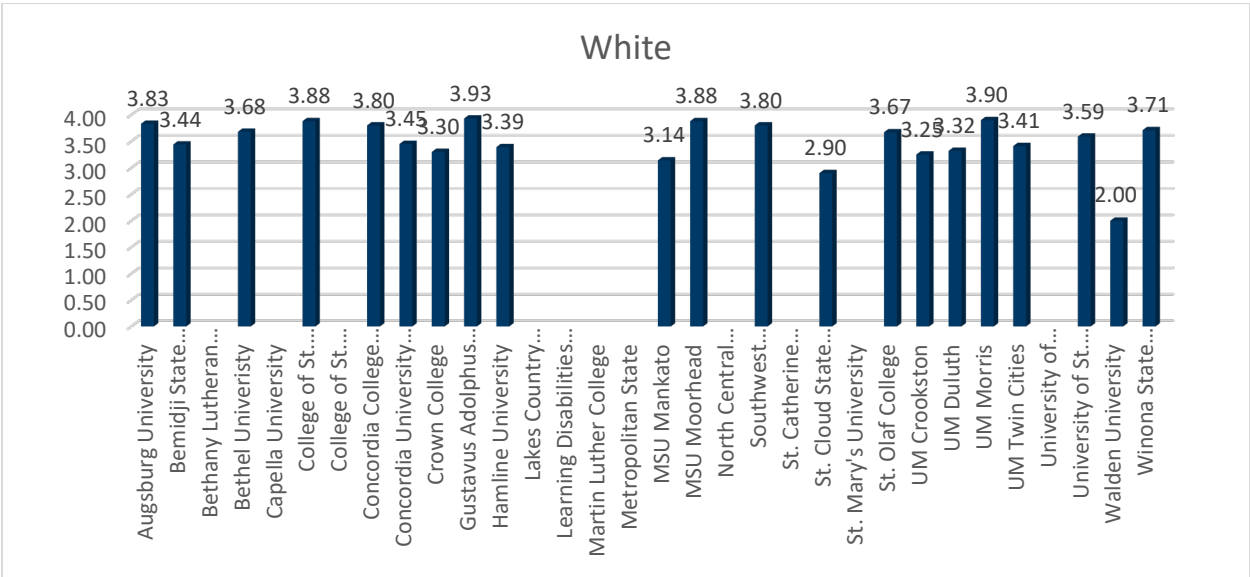
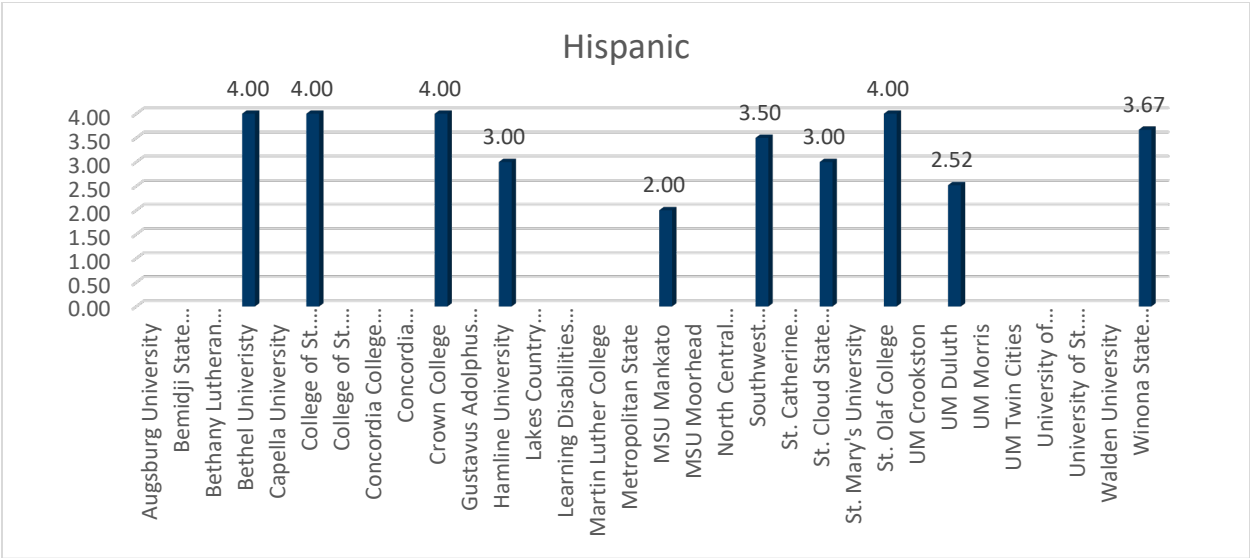
Average "Exit" Survey Score: "Collaborate with parents and guardians to support student learning."

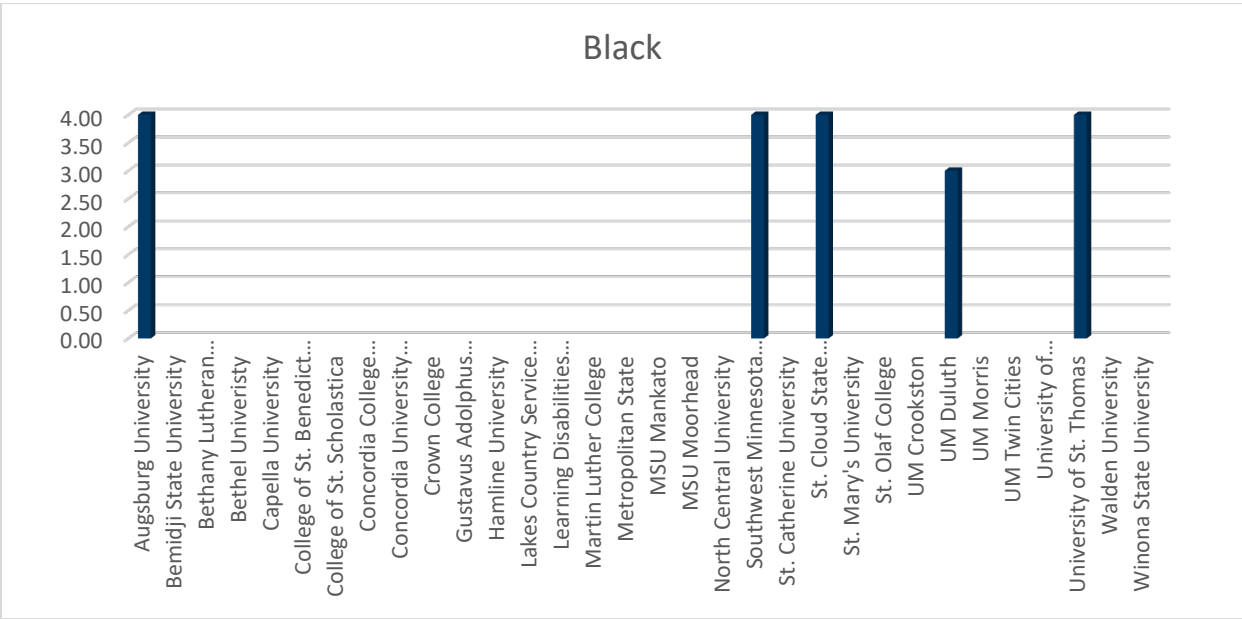
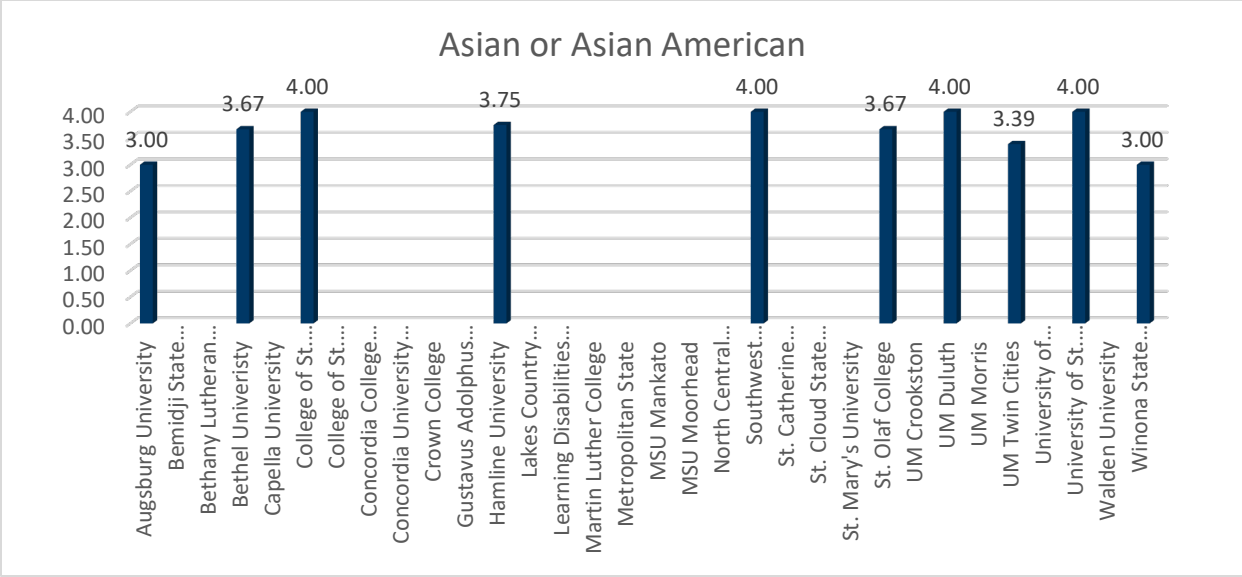


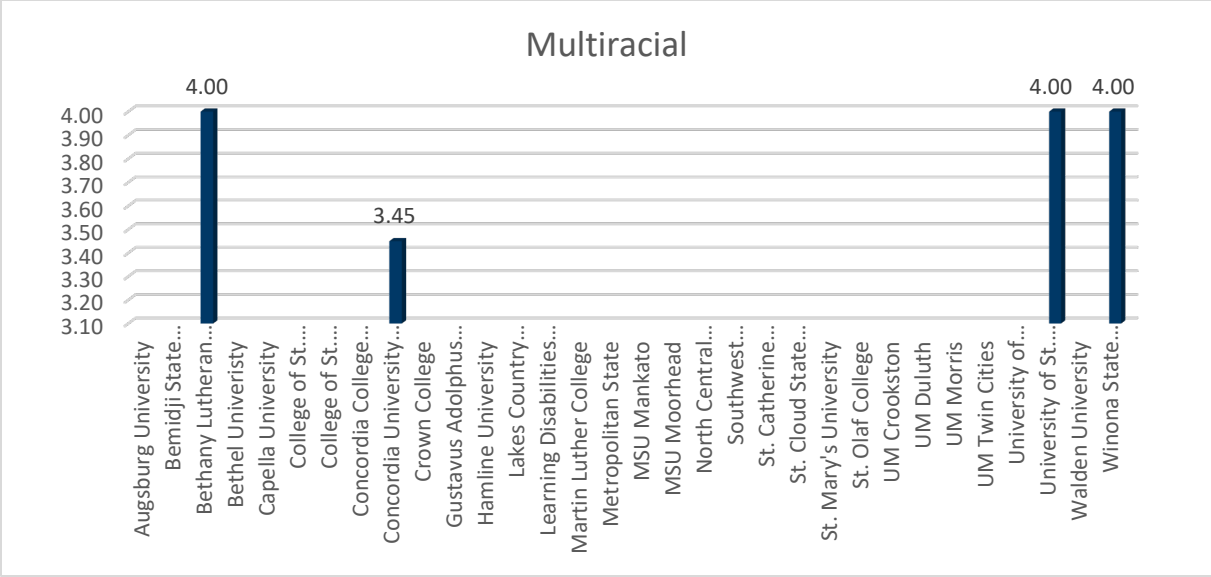
Transition to Teaching responses to the question, “would you recommend your teacher education program to another prospective teacher?”

*There were no reported responses from Native Hawaiian or Pacific Islander teachers.

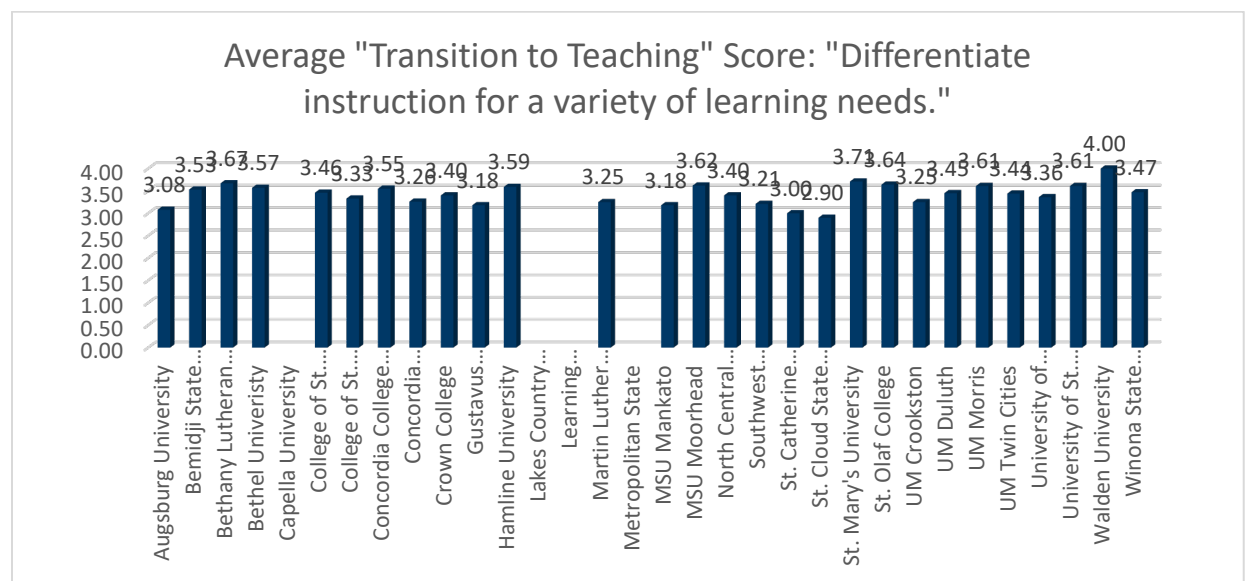
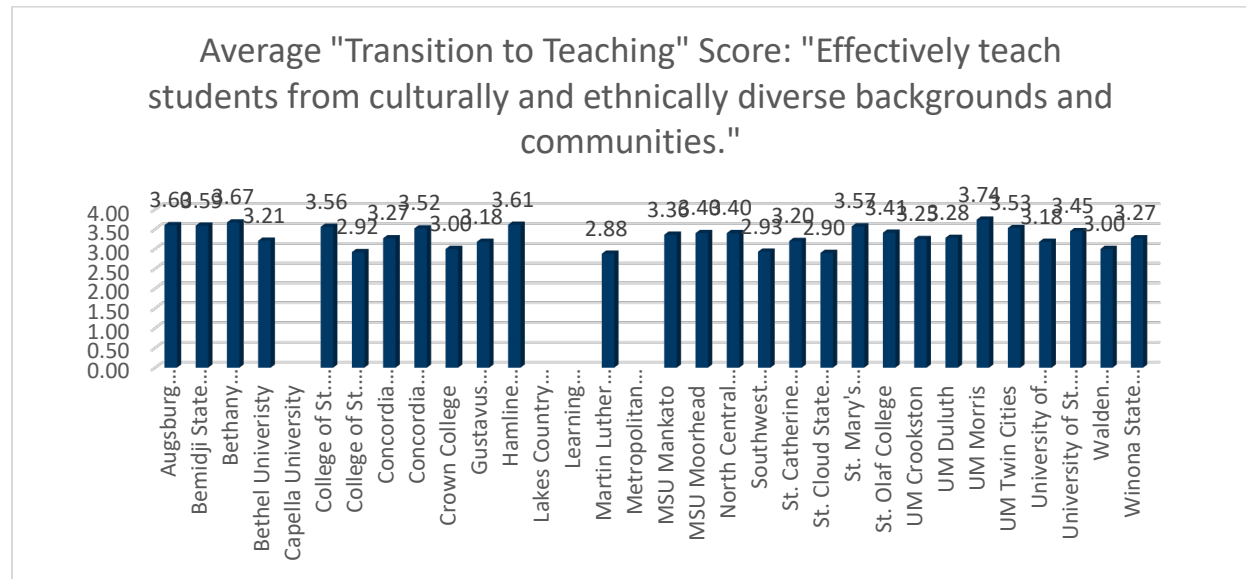




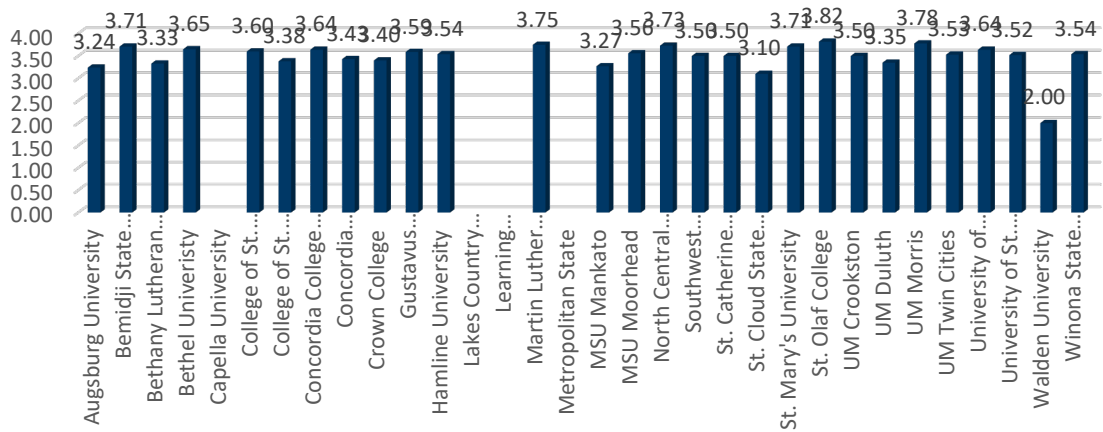




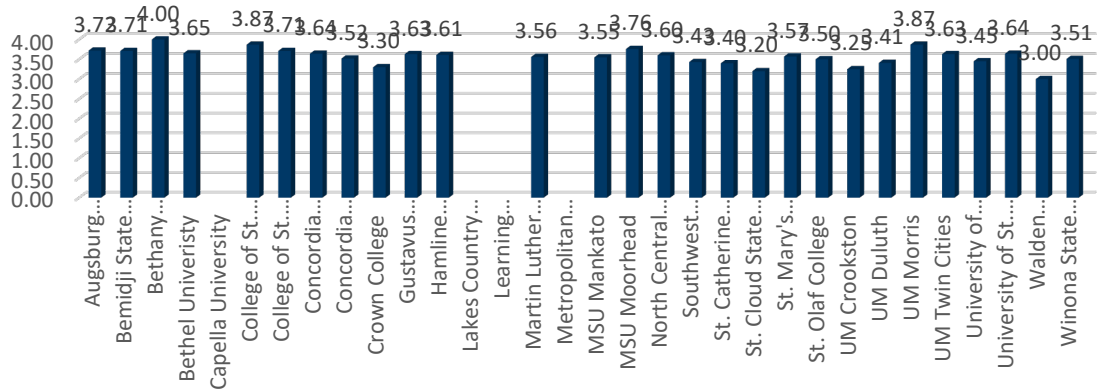
Average Transition to Teaching Responses to Prompts about Preparation



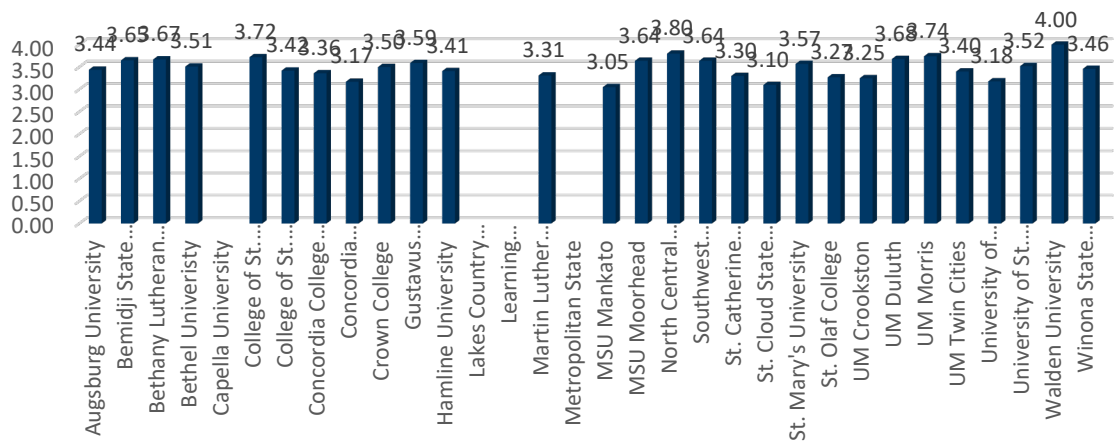
Average "Transition to Teaching" Score: "Select instructional strategies to align with learning goals and standards."



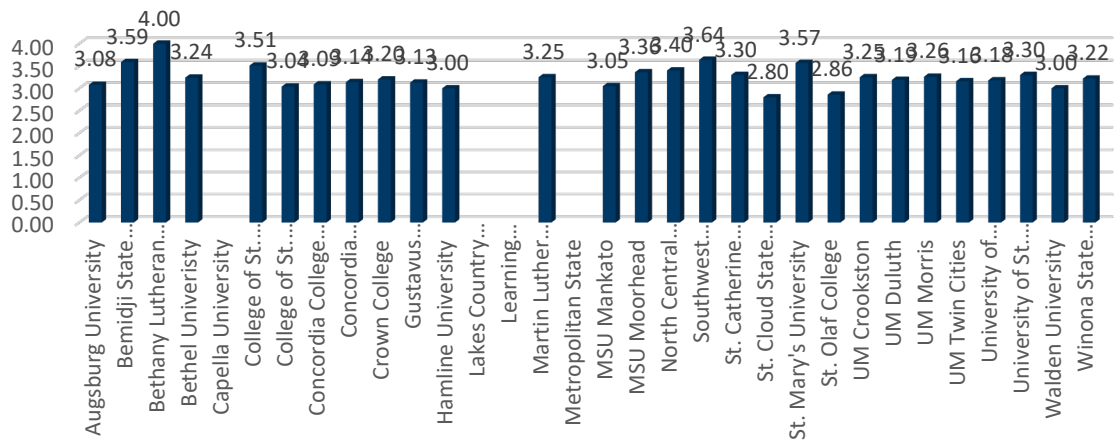
Average "Transition to Teaching" Score: "Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected."



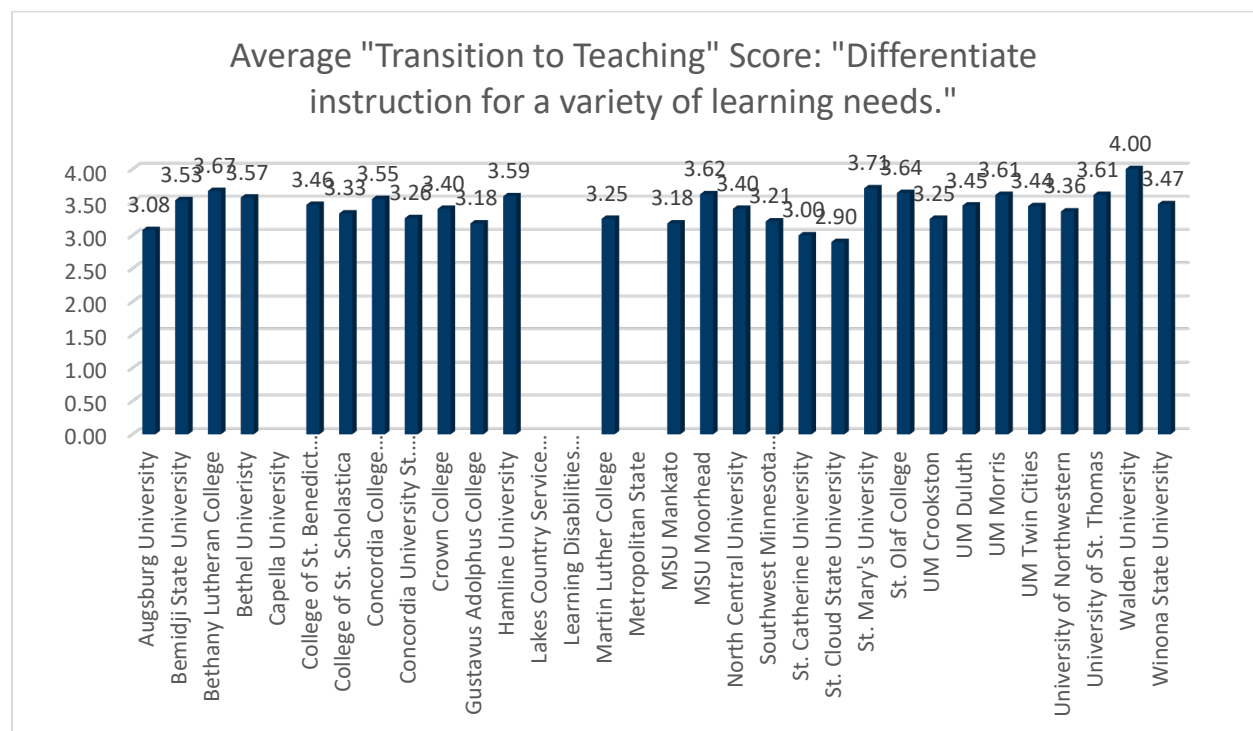
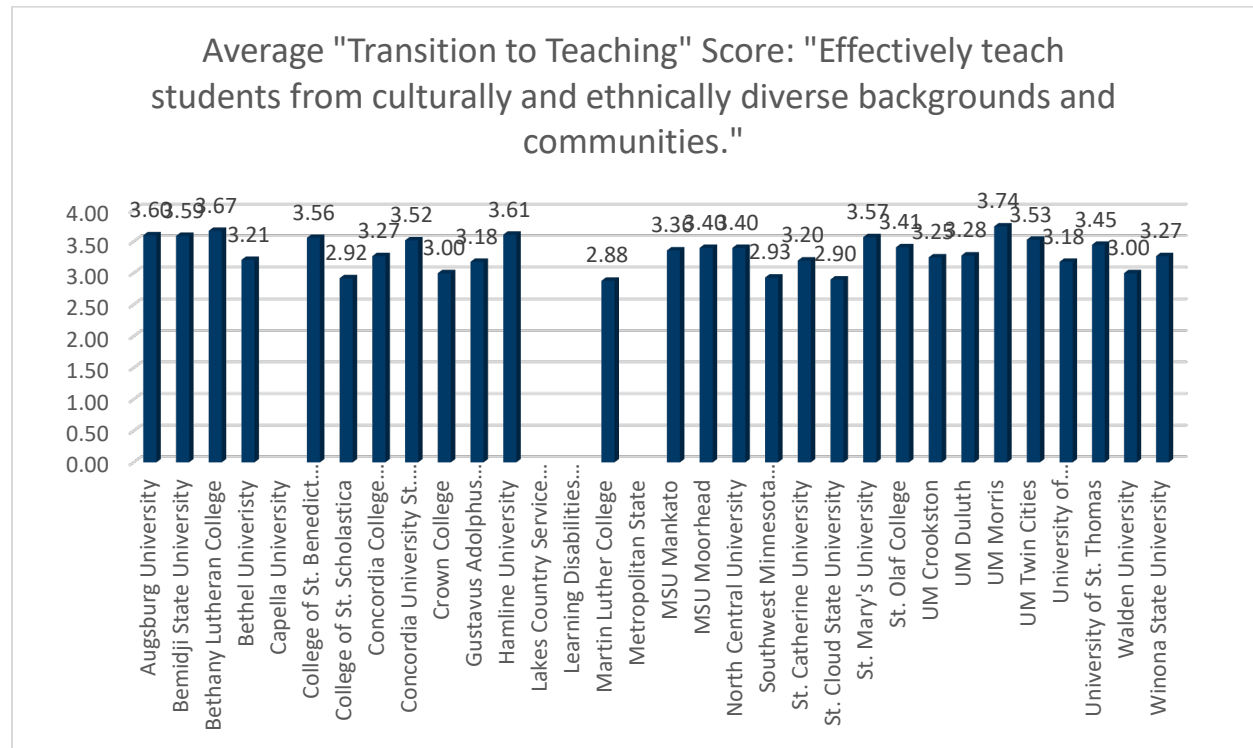
Average "Transition to Teaching" Score: "Provide students with meaningful feedback to guide next steps in learning."



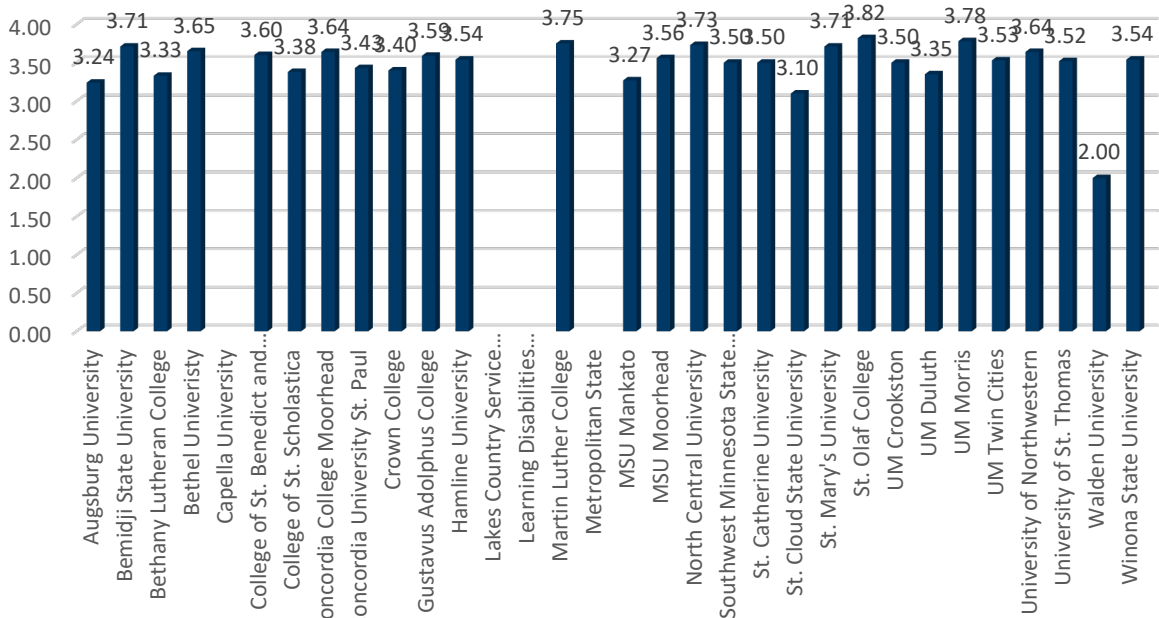
Average "Transition to Teaching" Score: "Collaborate with parents and guardians to support student learning."



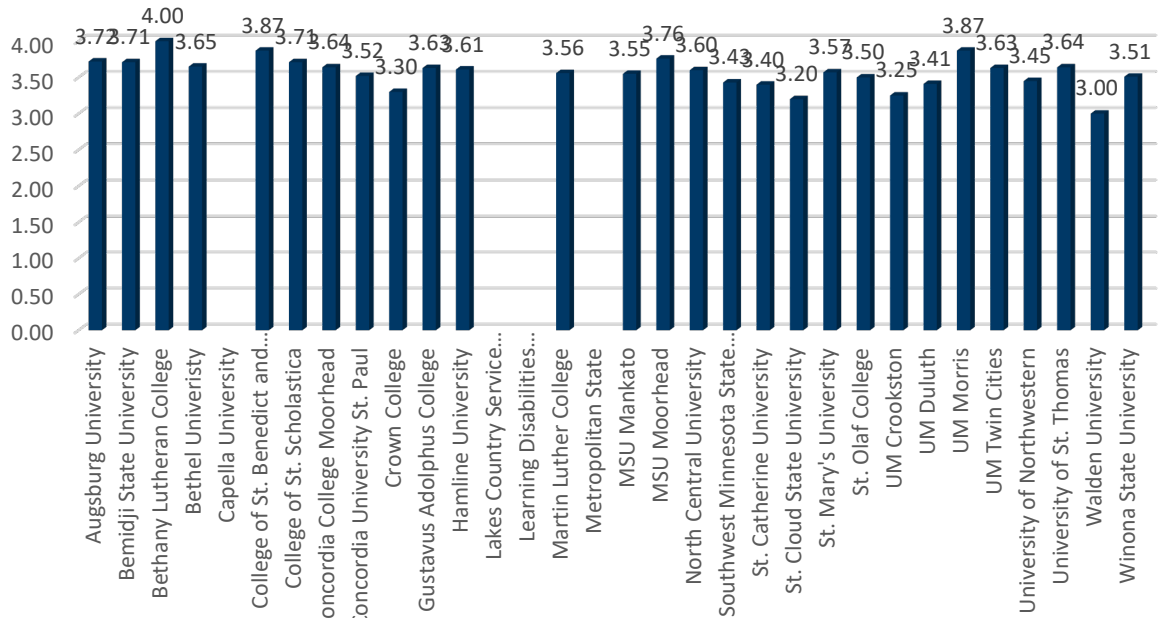
Average Supervisor Responses to Prompts about Preparation



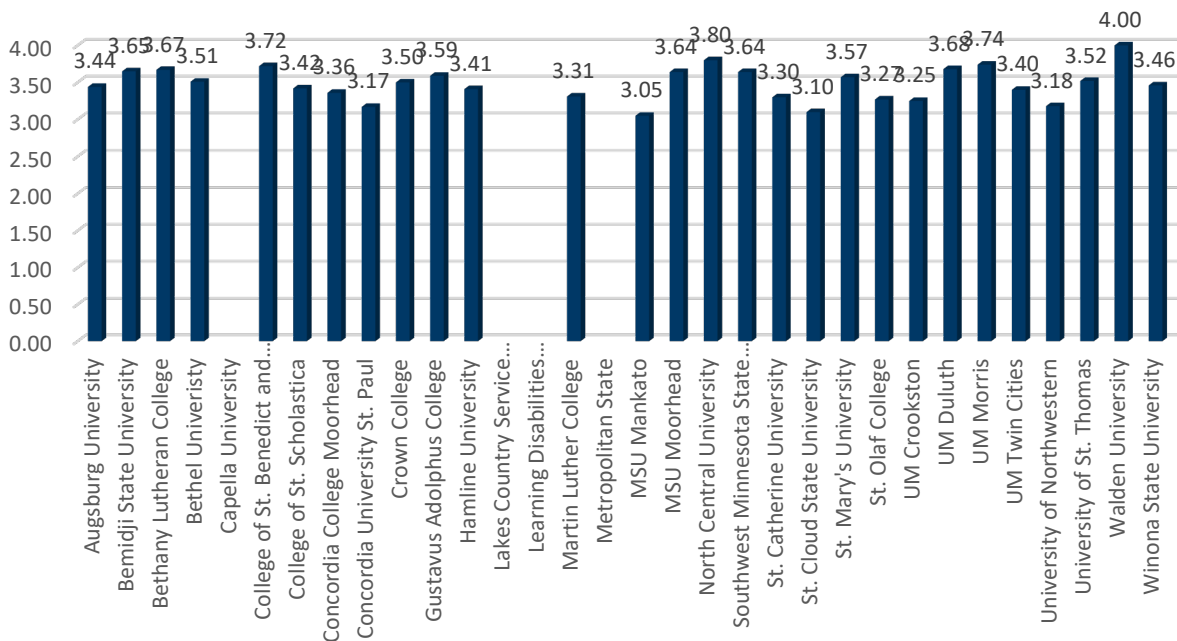
Average "Transition to Teaching" Score: "Select instructional strategies to align with learning goals and standards."



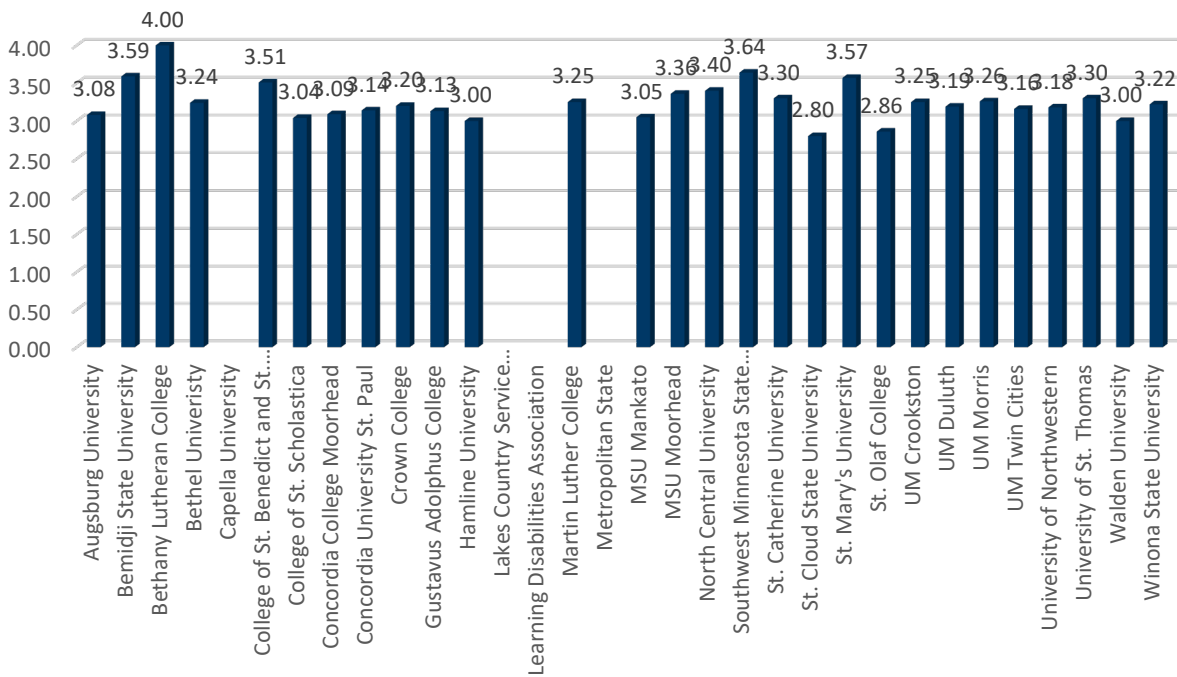
Average "Transition to Teaching" Score: "Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected."



Average "Transition to Teaching" Score: "Provide students with meaningful feedback to guide next steps in learning."



Average "Transition to Teaching" Score: "Collaborate with parents and guardians to support student learning."



Conclusions

Recommendations

The redesign of the Data Summary Report lends itself to a comparative analysis of providers regarding enrollment, completion, licensure, and job placement. When disaggregated by race/ethnicity, it also allows for a better picture of how teacher diversity may change over time.

In addition to these observations, the information reported to PELSB by Board-approved teacher preparation providers allows for a better understanding of the landscape of teacher preparation in Minnesota as a whole. Based on this information, PELSB has a few recommendations.

Recommendations for Board-Approved Providers

PELSB encourages providers to consider high demand licensure areas when making program and advising decisions. The [Biennial Minnesota Teacher Supply and Demand Report](#) demonstrates there are persistent shortage areas in certain fields. Teacher preparation providers are in a unique position to help fill these shortages.

Recommendations for State Legislators

PELSB recommends a few modifications to Minnesota Statute 122A.091, subdivision 1 to provide a better picture of teacher preparation programs' efficacy. For example, PELSB recommends removing grade point average, entrance exam scores (ACT/SAT), and time to completion requirements. The first two items do not necessarily measure preparation and completion time varies drastically depending on program type, making it a poor point of comparison.

A second revision is to collect data on those who enter the profession through a transfer pathway program. This will provide a better picture of the pathways candidates take to enter the profession.

Finally, PELSB recommends technical changes to statutory language to be more inclusive of all teacher preparation program types, such as those that are not degree granting.