



Teacher Preparation Summary Data

The Professional Educator Licensing and Standards Board (PELSB) is responsible for issuing licenses and for collecting and reporting data on the number of licensed teachers in Minnesota, as well as their assignments. The **Teacher Preparation Summary Data** featured on this page provides data collected annually from Board-approved teacher preparation units on teacher candidate demographics and performance outcomes.



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2026 Teacher Preparation Summary Data

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The Professional Educator Licensing and Standards Board (PELSB) is responsible for the approval of teacher preparation providers, or Units, in Minnesota. Each year, approved Units submit data on teacher candidate demographics and performance outcomes. This dashboard will be updated annually to report on two main facets of teacher preparation: alumni satisfaction with their experiences and candidate data which provides insight into the state's *potential* and actual teacher workforce. This dashboard contains data from AY2024-25, the most recent complete year of available data, which began September 1, 2024, and ended August 31, 2025.

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Minnesota Statutes 2025, section 122A.091, subdivision 1 requires that the Professional Educator Licensing and Standards Board (PELSB), in cooperation with Board-approved teacher preparation programs, annually must collect and report summary data on teacher preparation and performance outcomes.

Report Cost. As required by Minn. Stat. 3.197, this report cost approximately \$9,410.31 to prepare.

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Approved Units

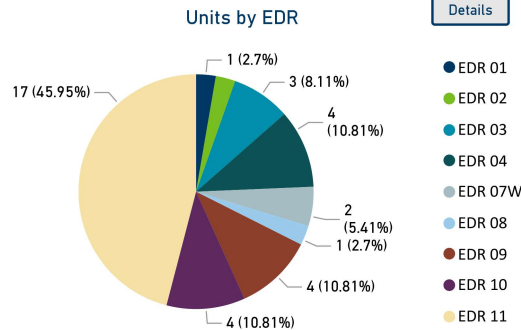
Oversee and deliver teacher preparation programs.

Economic Development Regions

All counties in Minnesota have been assigned to one of 13 Economic Development Regions (EDR). Constituent counties are geographically adjacent to one another. An EDR serves as a focus area for policy development. Minnesota's Department for Employment and Economic Development (DEED) maintains an [interactive map](#) of the EDR's throughout the state.

Units by EDR

There are observable geographic-based differences in the patterns of enrollment, completion, licensure obtainment, and employment rates. To better understand these place-based impacts most data in this dashboard can be sorted based on EDR.

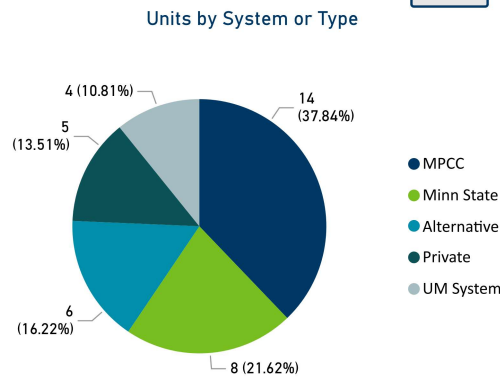


Units by System or Type

Most of the state's approved Units are part of a system like the Minnesota State Colleges and Universities (Minn State), or the University of Minnesota system (UM System); or members of an association like the Minnesota Private College Council (MPCC).

Minn State is the largest system of colleges and universities in Minnesota. The colleges and universities of the MPCC each share a liberal arts focus and have a mutual interest in enhancing private higher education; however, they are financially independent from one another. Units designated as private may be for-profit or non-profit.

Northeast Metro 916 and Southeast Service Cooperative are making their debut this year.





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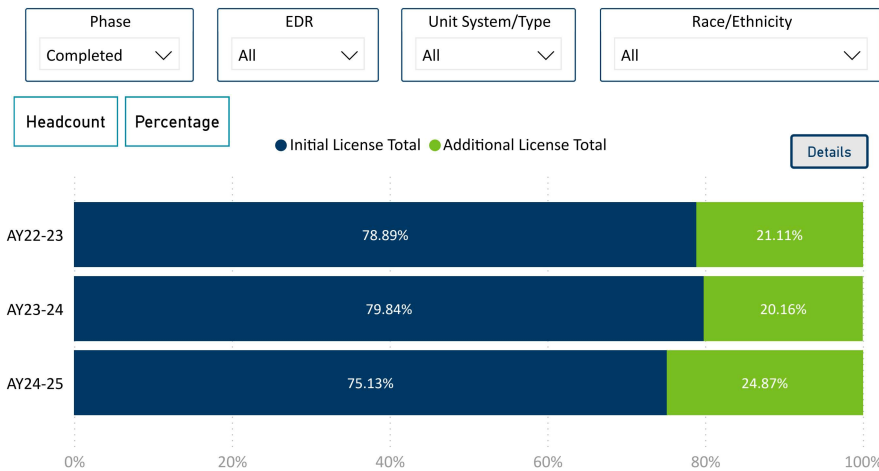
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Teacher Candidate Data

Enrolled. Completed. Licensed. Hired.

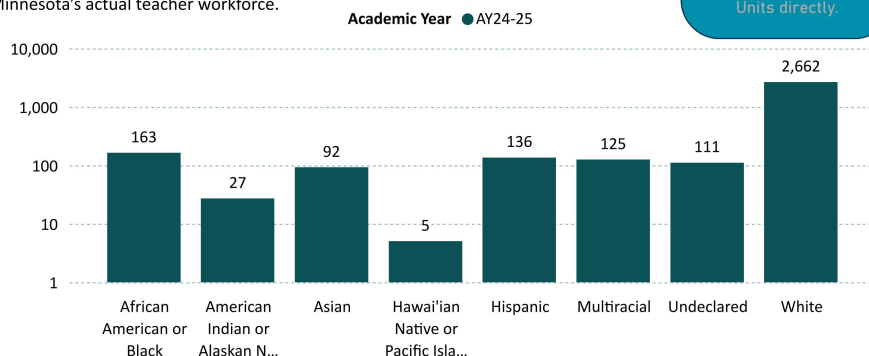
Four phases of teacher preparation are featured in this report: enrolled, completed, licensed, and hired. Refer to the Definitions page linked in the top-right for more details about each phase. Licensed data is specific to obtainment of a Minnesota teaching license. Hired data is also specific to alumni hired in Minnesota. *Units enrolling a higher number of out-of-state teacher candidates will have corresponding lower numbers of licensed and hired alumni reported.*



Towards Equitable Access

The Minnesota legislature has set the goal that by 2040, all Minnesota students will have equitable access to effective and racially and ethnically diverse teachers who reflect the diversity of the students themselves. The percentage of teacher candidates of color and American Indian teacher candidates enrolled in teacher preparation far outpaces that of Minnesota's actual teacher workforce.

If interested in enrolling in a teacher preparation program, PELSB encourages prospective candidates to contact Units directly.





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Transfer Pathway Data

Formal pathways from 2-year and Tribal colleges to approved Units.

One subset of total enrolled, licensed individuals who received a Tier 3 or Tier 4 license, and were hired into full-time positions aligned to their licensure area is **Transfer Pathway candidates**.

In comparison to last year's figures, enrollment in a Transfer Pathway has decreased for all racial/ethnic groups except for those identifying as Hispanic. Similarly, the number of Transfer Pathway candidates who received licensure was unchanged or decreased from the previous data year for almost all groups. White alumni were the only group with an increase in licensure obtainment.

In measurements of total headcount of individuals hired in AY24-25, the only racial/ethnic groups that experienced an increase were African American or Black and Asian alumni; all other unique racial/ethnic groups remained unchanged or decreased from the previous data year.

Units enrolling a higher number of out-of-state teacher candidates will have corresponding lower numbers of licensed and hired alumni reported.

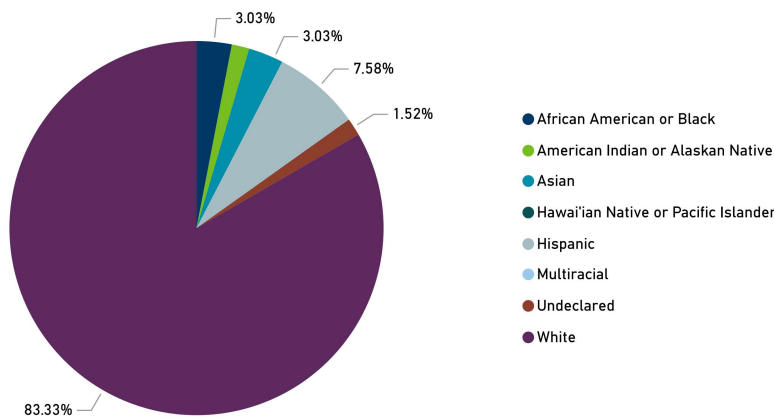
Phase
Hired

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[Headcount](#)

[Percentage](#)

Percentage, Race/Ethnicity



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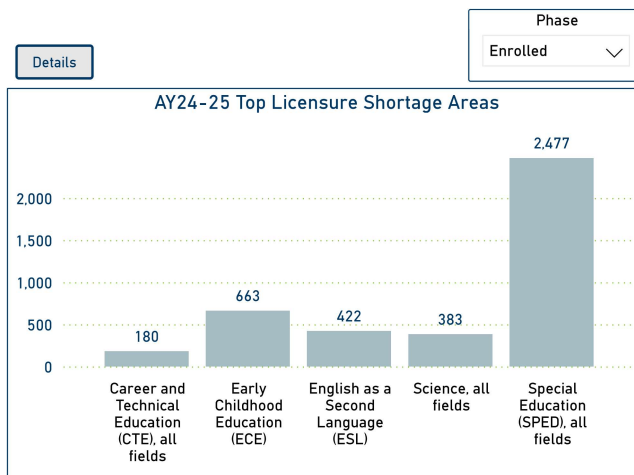
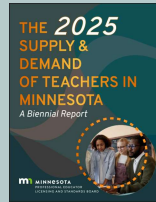
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Program Enrollment

Licensure field-specific enrolled and completed data.

Across Minnesota, total enrollment for Early Childhood Education (ECE) continued to decline. Though the difference in year-over-year headcount is smaller than reported last year, the trend of declined enrollment continues despite known legislative change which will impact staffing in early education.

PELSB also notes the completion headcount in all science education fields. In AY24-25, total statewide program completion [headcount] was 117. In school year 2024-25, there was an unduplicated headcount total of 480 teachers who received Out-of-Field Permissions (OFP) for a science license. Even if *all* recent science licensure [program] completers apply for and receive Minnesota teaching licenses, *and* obtain employment in a Minnesota public school, it will only slightly reduce - not eliminate - the need for science OFPs in the immediate future.

The teacher shortage areas included here come from PELSB's 2025 Supply and Demand of Teachers in Minnesota Report. To read the 2025 Supply and Demand Report in full, please visit [PELSB's reports webpage](#).

Notes from the Field

Enrollment in Teacher Licensure Shortage Areas

CTE Enrollments. Lakes Country Service Cooperative (LCSC) has experienced significant year-over-year increased enrollment. For AY2024-25, combined enrollment for all CTE fields was 169. Troy Haugen, Director, Career and College Readiness, attributes this increase to a number of factors including but not limited to school districts encouraging employees to consider Lakes Country as a viable pathway to move from Tier 1, Tier 2, or Out-of-Field Permissions (OFP) to full professional licensure.

ESL Enrollments. For the University of Minnesota, Twin Cities (UMTC) ESL enrollment for initial licensure in AY2024-25 grew from 26 to 59 and from 3 to 13 for additional licensure. Cari Maguire, Executive Director, Office of Teacher Education attributes the growth to program revisions. Additionally, the Unit formed a deep partnership with the Saint Paul Public Schools focused on program design. The collaboration paid off when a number of the district's Tier 2 teachers joined the program.



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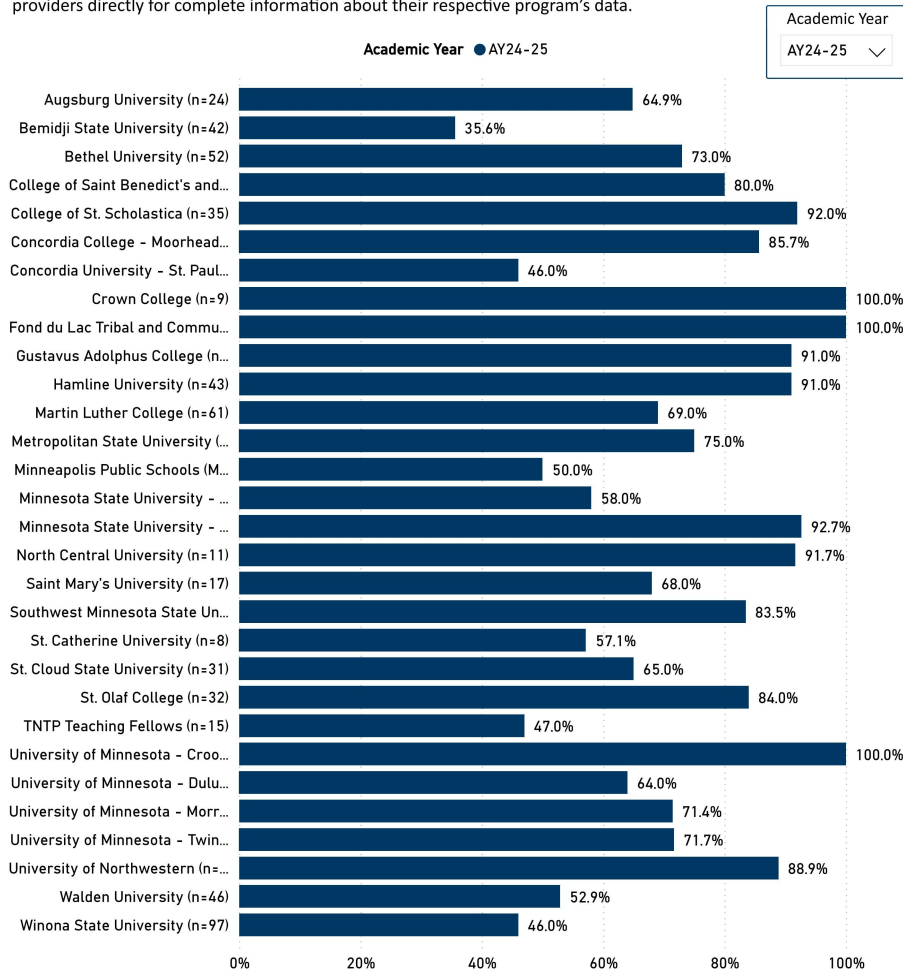
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Board-Approved Assessment

Performance and knowledge assessment for pre-service teachers.

Teacher preparation Units submitted data on the number and percentage of program completers who met or exceeded the state threshold score on tasks 1 and 3 of the Board-adopted teacher performance assessment. Pass rates on individual tasks are likely higher. For this reason, PELSB encourages interested individuals to contact providers directly for complete information about their respective program's data.



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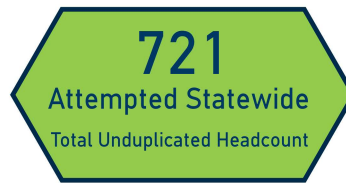
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CPAST Pilot

Alternative assessment for pre-service teachers.

In fall 2024, the Board granted approval for discretionary variance requests from multiple teacher preparation providers to use the Candidate Preservice Assessment of Student Teaching (CPAST) in place of the edTPA as a teacher performance assessment for initial licensure programs with the condition that preparation providers meet reporting requirements. As the CPAST was a pilot program, there is only one year of data available.



Communications shared on the CPAST Pilot are available on PELSB's [News and Updates page](#).

[Details](#)

CPAST Aspect	Unit Avg., minimum	Unit Avg., maximum	Unit Pass Rate, minimum	Unit Pass Rate, maximum
Dispositions (rubrics N, O, P, Q, R, S, T, U)	2.38	2.78	82.00%	100.00%
Assessment and Analysis of Teaching (rubrics J, K, L, M)	2.00	2.55	66.00%	100.00%
Instructional Delivery (rubrics E, F, G, H, I)	2.22	2.66	79.00%	100.00%
Instruction and Assessment (rubrics A, B, C, D)	2.21	2.68	79.00%	100.00%



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Alumni Exit Surveys

Assessing Unit alumni satisfaction.

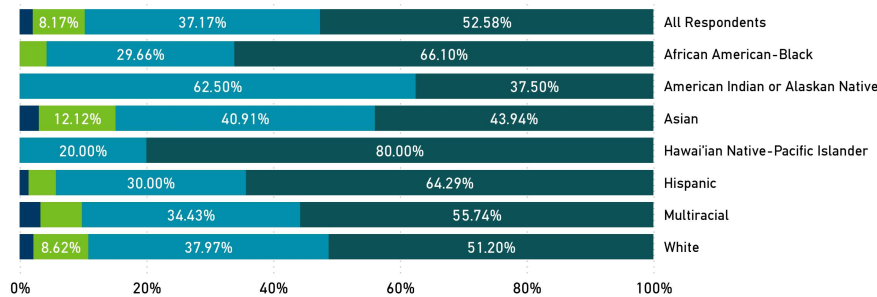
Would You Recommend Your Program?

At the time of program completion, initial licensure candidates were surveyed, the question posed was, "Would you recommend your teacher education program to another prospective student?"

Most Unit alumni would recommend their program to another student.

Response ● Definitely No ● Probably No ● Probably Yes ● Definitely Yes

[Details](#)



Program and Structure Survey

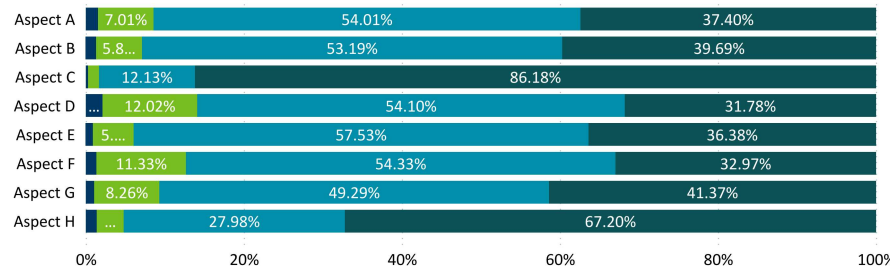
The Program and Structure survey was completed at the time of program completion by initial licensure alumni. Results are specific to AY2024-25. Respondents were asked, "How satisfied were you with the following aspects of your teacher preparation program:"

Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Advising on professional education program requirements.	Advising on content course requirements.	Quality of instruction in your teacher preparation courses.	Balance between the theory and practice in your teacher preparation courses.	Integration of technology throughout your teacher preparation program.	Coherence between your coursework and field experiences prior to student teaching.	Quality of field experiences prior to student teaching.	Your student teaching placement site.

Satisfaction level ● Very Dissatisfied ● Dissatisfied ● Satisfied ● Very Satisfied

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Race/Ethnicity
All Respondents



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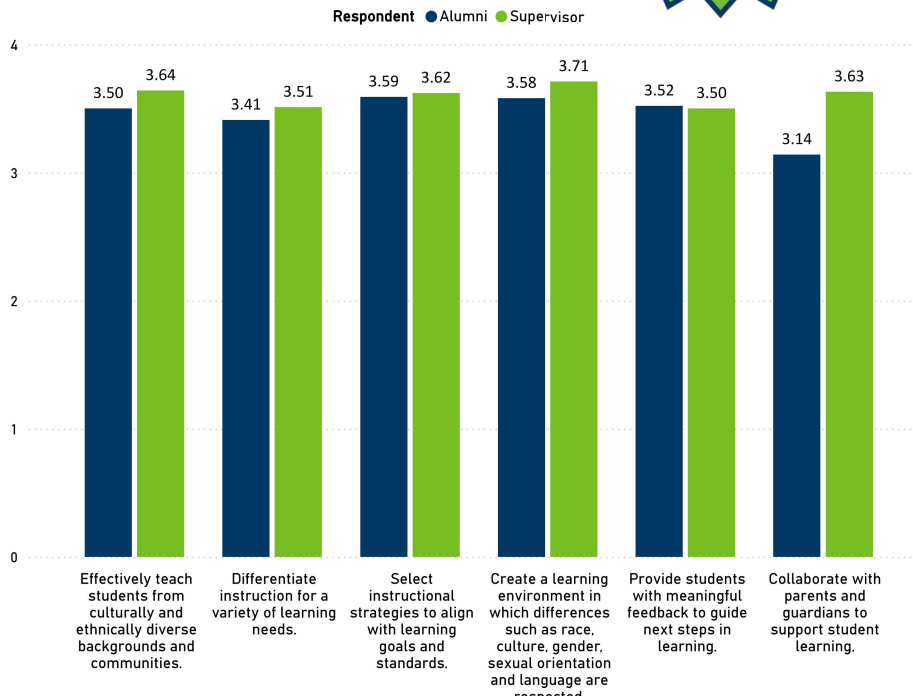
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Transition to Teaching Survey

Alumni and Supervisors survey.

Teacher preparation alumni who went on to become licensed teachers, completed the Transition to Teaching Survey after one year of part-time or full-time teaching, to share to what extent they felt prepared for their teaching responsibilities. The Supervisor Survey provided K-12 supervisors' perspective of first-year teachers' progress for those same teaching responsibilities.

Based on submitted survey replies, Unit alumni rated themselves more proficient than did their supervisors for just one topic, "Providing students with meaningful feedback to guide next steps in learning." In the remaining responsibility areas, average supervisor replies exceeded those of alumni for the remaining five responsibility areas.



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Acronyms

AY: Academic Year
CPAST: Candidate Preservice Assessment of Student Teaching
CTE: Career and Technical Education
DEED: Minnesota's Department for Employment and Economic Development
ECE: Early Childhood Education
edTPA: Education Teacher Performance Assessment
EDR: Economic Development Region
ESL: English as a Second Language
IHE: Institute of Higher Education

Definitions

Candidate: For the purposes of this report, an individual working towards licensure enrolled in a teacher preparation program or completing a Board-approved pathway.

Candidate Preservice Assessment of Student Teaching (CPAST): The CPAST form was researched and developed by VARI-EPP. Preservice teachers are assessed on pedagogy and dispositions. In fall 2024, the Board granted approval for Units with approved discretionary variances to use CPAST in place of edTPA.

Completed Candidate: Best understood as licensure eligible in Minnesota.

Economic Development Region (EDR): All counties in Minnesota have been assigned to one of 13 economic development regions. Constituent counties are geographically adjacent to one another. An EDR serves as a focus area for policy development.

edTPA: The education Teacher Performance Assessment is a performance and knowledge assessment for pre-service teachers that is designed to measure teacher candidate effectiveness in the classroom by focusing on student learning. This performance-based assessment was developed by faculty and staff at Stanford University.

Enrolled Candidates: Best understood as potential workforce members.

Hired Candidate, Hired Alumni: For purposes of this report, have been hired full-time in a Minnesota public school aligned to their licensure area and best understood as members of Minnesota's actual teacher workforce.

Initial Licensure Program: A program approved by the Professional Educator Licensing and Standards Board (PELSB) for the purposes of preparing individuals for their initial professional license based on teacher preparation.

Licensed Candidate, Licensed Alumni: For purposes of this report, have obtained professional licensure in Minnesota and best understood as workforce eligible.

Licensure Program: A program approved by PELSB for the purpose of preparing individuals for a *specific teacher licensure field* in Minnesota. A single teacher preparation Unit may be approved to offer multiple licensure programs.

Minnesota Private College Council (MPCC): Represents nonprofit private liberal arts colleges and universities in Minnesota. Member institutions of the MPCC each share a liberal arts focus and have a mutual interest in enhancing private higher education; however, they are financially independent from one another.

Minnesota State (Minn State): The largest system of public state colleges and universities in Minnesota.

Professional Dispositions: Means the values, commitments, and professional ethics that are needed to maintain appropriate professional relationships with students, families, colleagues, and communities.

Professional License: A license with unlimited renewals transferable to any school district, a Tier 3 or Tier 4 license.

Program Completer: A candidate who has met a program's completion requirements. For an initial licensure candidate to be counted as a completer, the candidate must have completed student teaching in the licensure area sought and submitted the Board-adopted teacher performance assessment for official scoring, if applicable. For an additional licensure candidate to be counted as a completer, the candidate must complete an evaluated practicum on the licensure area sought. Notwithstanding the previous, transfer candidates, including those prepared out of state, who have completed less than 50 percent of a licensure program's total requirements at the current preparation provider should not be included.

Shortage Area: Licensure fields and economic development regions reported by PELSB as experiencing a teacher shortage; and economic development regions where the aggregate percentage of Indigenous teachers and teacher of color in the region is lower than the aggregate percentage of kindergarten through grade 12 Indigenous students and students of color in the region. Only individuals who close the gap between these percentages qualify as filling a

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ESL: English as a Second Language

IHE: Institute of Higher Education

Minn State: Minnesota State Colleges and Universities

MPCC: Minnesota Private College Council

OFP: Out-of-Field Permissions

PELSB: Minnesota Professional Educators Licensing and Standards Board

SPED: Special Education

SY: School Year

TOCAIT: Teachers of Color and American Indian Teachers

UM System: University of Minnesota system

Licensure Program: A program approved by PELSB for the purpose of preparing individuals for a specific teacher licensure field in Minnesota. A single teacher preparation Unit may be approved to offer multiple licensure programs.

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Student Teaching: When a candidate pursuing initial licensure assumes teacher responsibilities while working with a cooperating teacher and a supervisor to practice and demonstrate the knowledge, skills, and professional dispositions necessary to become a teacher.

Teacher Educator, Instructor: An individual employed or directed by the Unit to facilitate a candidate's learning opportunities and assessments. The standards for teacher educators can be found at [Minnesota Rules, part 8705.0200, subpart 10c](#).

Teacher of Record: An individual responsible for the planning, instruction, and assessment of students in a classroom and, when applicable, authorized to grant students credits for meeting standards attributed to the content taught, or is part of a co-teaching assignment and has shared responsibility for planning, instruction, and assessment of students in a classroom. Serving in one of the following assignments or roles does not meet the definition of teacher of record: paraprofessional, short-term substitute, teacher aide, teacher in a home-school setting, teacher in a private early childhood program, or as an instructor of postsecondary students outside the E-12 setting.

Teacher Preparation Program Provider, Unit: An entity that has primary responsibility for overseeing and delivering a teacher preparation program. Teacher preparation program providers include institutes of higher education, school districts, charter schools, or nonprofit corporations organized under chapter 317A.

Transfer Pathway: Means an established pathway to licensure between a two-year college or Tribal college, and a board-approved teacher preparation provider.

University of Minnesota System (UM System): Serving all regions of the state, the University of Minnesota System has five campuses located in Crookston, Duluth, Morris, Rochester, and the Twin Cities.



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This report was prepared according to Minnesota Statutes 2025, section 122A.091, subdivision 1. Data disaggregated by race is required, except when such disaggregation would not yield statistically reliable results or would reveal personally identifiable information about an individual. When disaggregated by unique racial or ethnic groups most data points would have to be entered as "low n," indicating 10 or fewer individuals. As a result, PELSB has chosen to use the categories of white, unduplicated TOCAIT (teachers of color and American Indian teachers), and total unduplicated within this report. This approach protects personally identifiable information while still allowing PELSB to analyze statewide data in a meaningful way.

Units submitted candidate, program, and survey data via Excel spreadsheet template. All Unit data is self-reported. There is no control comparison.

This report contains data from AY2024-25, the most recent complete year of available data, which began September 1, 2024, and ended August 31, 2025.

Total Number of Teacher Educators. Unlike Title II, this report has no separation of adjunct and full-time faculty.

Teacher Educator Qualifications. Teacher educators, or instructors, are the faculty who teach a program's teacher candidates. Teacher educators employed at colleges and universities must meet their respective institution's employment criteria of the institution's respective regional accreditor. All teacher educators employed by a PELSB-approved teacher preparation Unit must meet PELSB's standards for teacher educators (Minnesota Rules, part 8705.1010, subpart 5, item B).

Units are allowed to consider "area of instruction" broadly. For example, if an *Introduction to Education* teacher educator has a degree in any specific education field, education, curriculum and instruction of teaching, the degree could be reported as in the area of instruction. If a *Science Methods* instructor has a bachelor's degree in biology and a master's degree in science education or a science specialty, both degrees could be reported as in the area of instruction. A *5-12 Communication Arts and Literature Methods* instructor with a degree in English, composition, communications, or journalism would be in the area of instruction, but a degree in business would not.

There was no separation of adjunct and full-time faculty for this report.

Candidate Data. Units were instructed to leave fields blank to indicate no data. They were to enter zero (0) when the data has been collected but no candidates exist for that category. A single candidate enrolled in multiple programs was only counted once. The same method was also used for program completers, those who received licensure, and hired full-time in their licensure area in a Minnesota school. A Unit enrolling a higher number of out-of-state teacher candidates will have corresponding lower numbers of licensed and hired alumni.

Race and Ethnicity. Reporting guidance effective for the *2026 Teacher Preparation Summary Data* report was modified from the previous year. A candidate was only to be counted in a single unique racial or ethnic category. The category for TOCAIT Unduplicated was to be unduplicated to include all candidates who identified other than white or in addition to white. The category for Total Unduplicated was to be unduplicated.

The number of candidates whose race or ethnicity was reported as undeclared or other is not included as a singular group when data is disaggregated by race or ethnicity. Due to this practice, the percentage of Total Unduplicated often does not equal 100.00%.

Program Enrollment. Units were instructed to count a single candidate enrolled in multiple programs for each enrolled licensure program. If there was an initial licensure candidate enrolled in two programs that candidate was counted as initial for one of the programs and as additional for the other program. For example, a dual Health and Physical Education program.

Enrolled candidates included any candidate who was completing or did complete program requirements, including newly enrolled candidates, in academic year 2024-25. This included candidates who failed or withdrew from program requirements within the academic year. Candidates who did not attempt or complete any program requirements during the academic year did not count as enrolled candidates.

Transfer Candidates. A transfer candidate, including those prepared out of state, who had completed less than 50 percent of a licensure program's pedagogical requirements with the current preparation provider were not to be included. These individuals have enrolled in a licensure program outside of a formal established pathway to licensure as defined in statute.

Board-Adopted Teacher Performance Assessment. Units submitted data on the number and percentage of program completers who met or exceeded the state threshold score on tasks 1 and 3 of the Board-adopted teacher

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Board-Adopted Teacher Performance Assessment. Units submitted data on the number and percentage of program completers who met or exceeded the state threshold score on tasks 1 and 3 of the Board-adopted teacher performance assessment. For AY2024-25, this continued to be the edTPA. This performance-based assessment was developed by faculty and staff at Stanford University.

CPAST Pilot. Units were instructed to provide the Unit average score and Unit pass rate by task for program completers who participated in the CPAST pilot.

Surveys, General. Only Units with initial licensure candidates had survey data to submit. If a Unit did not provide data in requested format (e.g. headcount and not percentage) they were excluded from the reporting here.

Alumni Exit Survey: Would you Recommend? Only initial licensure candidates completed this survey. Surveys were deployed at the time of program completion. The question was, "Would you recommend your teacher education program to another prospective student?" Survey respondents were instructed to use the following scale:

"Definitely Yes" (4); "Probably Yes" (3); "Probably No" (2); and "Definitely No" (1). Units were to provide the total headcount of survey replies for each unique racial or ethnic group. PELSB calculated statewide and Unit averages based on a scale of 1-4 for replies.

Alumni Exit Survey: Program and Structure. Initial licensure candidates completed this survey at the time of program completion. Respondents were asked, "How satisfied were you with the following aspects of your teacher preparation program?" There were eight (8) aspects covering various components of their teacher education experience:

- Aspect A: Advising on professional education program requirements.
- Aspect B: Advising on content course requirements.
- Aspect C: Quality of instruction in your teacher preparation courses.
- Aspect D: Balance between the theory and practice in your teacher preparation courses.
- Aspect E: Integration of technology throughout your teacher preparation program.
- Aspect F: Coherence between your coursework and field experiences prior to student teaching.
- Aspect G: Quality of field experiences prior to student teaching.
- Aspect H: Your student teaching placement site.

Respondents chose from the following replies: "Very Satisfied," "Satisfied," "Dissatisfied," and "Very Dissatisfied." Units were to provide the total headcount of replies for each unique racial or ethnic group. PELSB assigned a numerical value with "Very Satisfied" being designated as 4 and "Very Dissatisfied" being designated 1. PELSB then used these numerical designations to calculate an average.

Transition to Teaching Alumni and Supervisor Survey. Only initial licensure candidates completed this survey. The survey was deployed after one-year of part-time or full-time teaching. Unit alumni and their employer supervisors were invited to complete the survey. Six questions focused on various aspects of the teaching profession. Units were to provide the total number of replies for each statement.