



2024 DATA SUMMARY REPORT

mn MINNESOTA
PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD



The mission of the Professional Educator Licensing and Standards Board is to ensure that all Minnesota students have high quality educators in their schools.

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Contents

Report Cost1

Definitions5

Acronyms.....6

Introduction.....7

Data Sources, Methods, Limitations.....8

Notable or Key Findings..... 10

 Teacher Preparation Units: Quality and Structure Highlights 10

 Teacher Candidate Data Highlights 10

 Towards Equitable Access for All Students Highlights 11

 General Recommendations 11

Teacher Preparation Units: Quality and Structure 12

 Exit Survey Summary: “Would you recommend your teacher education program to another prospective student?” 12

 Common Metrics Program and Structure Survey Summary 13

 Transition to Teaching: Candidates and Supervisors Survey Summary 13

 Recommendations to Expand Data Collection, Improve Analysis 13

 Quality and Structure Summary 13

Teacher Candidate Data 15

 Statewide Candidate Data Summary..... 15

 Candidate Data by Economic Development Region (EDR)..... 16

 Enrollment by EDR..... 16

 Program Completers by EDR 16

 Completers who Received a Tier 3 or Tier 4 License by EDR 16

 Completers Hired Full-Time Aligned in Their Licensure Area by EDR 17

 Teacher Candidate Data Summary 17

Towards Equitable Access for All Students	18
TOCAIT Enrollment by EDR.....	18
TOCAIT Program Completers by EDR	19
TOCAIT Completers who Received a Tier 3 or Tier 4 License by EDR.....	19
TOCAIT Completers Hired Full-Time Aligned in Their Licensure Area by EDR.....	19
Towards Equitable Access for All Students Summary	19
Program Enrollment in Licensure Shortage Areas.....	20
Appendix A: Teacher Preparation Units, Sorted by EDR	21
Appendix B: Teacher Preparation Program: Quality and Structure	22
Teacher Educator Qualifications	22
Teacher Educators: Degrees Held	22
Teacher Educators: Years of Experience	22
Board-Adopted Teacher Performance Assessment	24
Common Metrics Survey Results.....	26
Exit Survey: Would you recommend your teacher education program to another prospective student? ...	26
Common Metrics: Program and Structure Survey	28
Transition to Teaching: Candidates and Supervisors Survey.....	37
Appendix C: Teacher Candidate Data.....	40
Candidate Enrollment by EDR	41
Program Completers by EDR	42
Completers Who Received a Tier 3 or Tier 4 Licenses by EDR	43
Completers Hired Full-Time Aligned in Their Licensure Area by EDR	44
Candidate Data by Unit System or Type.....	45
Candidate Enrollment by Unit System or Type	46
Program Completers by Unit System or Type	47
Completers Who Received a Tier 3 or Tier 4 License by Unit System Type	48

Completers Hired Aligned in Their Licensure Area by Unit System or Type	49
Appendix D: Towards Equitable Access.....	50
Candidate Enrollment by Race and or Ethnicity, Statewide.....	50
Program Completers by Race and or Ethnicity, Statewide	51
Completers who Received a Tier 3 or Tier 4 License by Race and or Ethnicity, Statewide.....	52
Completers Hired Full-Time Aligned in Their Licensure Area by Race and or Ethnicity, Statewide.....	53
Candidate Data by Race and or Ethnicity, Sorted by EDR	54
Candidate Enrollment by Race and or Ethnicity, Sorted by EDR.....	54
Program Completers by Race and or Ethnicity, Sorted by EDR.....	55
Completers Who Received a Tier 3 or Tier 4 License by Race and or Ethnicity, Sorted by EDR	56
Completers Hired Full-Time Aligned to Their Licensure Area by Race and or Ethnicity, Sorted by EDR	57
Candidate Data by Race and or Ethnicity, Sorted by Unit System or Type	58
Candidate Enrollment by Race and or Ethnicity, Sorted by Unit or System Type	58
Program Completers by Race and or Ethnicity, Sorted by Unit System or Type.....	59
Completers Who Received a Tier 3 or Tier 4 License by Race and or Ethnicity, Sorted by Unit System or Type	60
Completers Hired Full-Time Aligned to Their Licensure Area by Race and or Ethnicity, Sorted by Unit System or Type.....	61
Appendix E: Highlighting Transfer Pathway	62
An Expression of Thanks.....	64

Definitions

Candidate: an individual working towards licensure in a teacher preparation program.

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 educational 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. For the 2024 DSR, the board-adopted teacher performance assessment was the edTPA. This performance-based assessment was developed by faculty and staff at Stanford University.

Initial Licensure Program: a program approved by the Professional Educator Licensing and Standards Board (PELSB) for the purpose of preparing individuals for their initial professional license based on teacher preparation. Some licenses may not be earned as an initial license such as the 5-8 Communication Arts and Literature endorsement. Initial license candidates do not currently hold a Minnesota Tier 3 or Tier 4 license.

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 Licensure: 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 in 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 teachers of color in the region is lower than the aggregate percentage of kindergarten through grade 12 Indigenous students and students of color in that region. Only individuals who close the gap between these percentages qualify as filling a shortage by this definition.

Student Teaching: when a candidate enrolled in an initial licensure program assumes teacher responsibilities while working with a cooperating teacher and a supervisor to practice and demonstrate the knowledge, skills, and dispositions necessary to become a teacher.

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.

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 8705.1010, subpart 5, item B.](#)

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.

Acronyms

AA-B: African American or Black

AI-AN: American Indian or Alaskan Native

AY: Academic Year

DSR: Data Summary Report

D-DV: Dissatisfied or Very Dissatisfied

HN-PI: Hawai’ian Native or Pacific Islander

IHE: Institute of Higher Education

PELSB: Minnesota Professional Educators Licensing and Standards Board

SOCAIS: Students of Color and American Indian Students

TOCAIT: Teachers of Color and American Indian Teachers

VS-S: Very Satisfied or Satisfied

Introduction

The mission of the Professional Educator Licensing and Standards Board is to ensure that all Minnesota students have high quality educators in their schools. As part of that mission, this agency is responsible for the approval of teacher preparation providers, or Units, as well as for issuing Minnesota teaching licenses.¹

This publication is about teacher preparation providers. It has two foci. The first is Unit quality using survey results from alumni and their K-12 supervisors. The second uses data about teacher candidates and program alumni to provide a glimpse into the potential and actual teacher workforce in Minnesota.

New to this edition of the *Data Summary Report (DSR)*, selected data has been sorted by economic development region (EDR).

Filtering through a place-based, or geographical lens, has rendered new insights about the potential and actual teacher workforce. The *2024 DSR* contains a curated selection of tables, graphs, and charts. PELSB publishes comprehensive data, including disaggregated by Unit, on the agency's [data dashboard](#).

EXPLORE TEACHER PREPARATION

If you are interested in pursuing teacher licensure via enrollment in a teacher preparation program, PELSB encourages you to contact Units directly for the most up-to-date and complete information about their respective programs.

¹ Minnesota Statutes 2024, section 122A.09, subdivision 4.

Data Sources, Methods, Limitations

This report was prepared according to Minnesota Statutes 2024, section 122A.091, subdivision 1. This statute requires data to be disaggregated by race, *except* when such disaggregation would not yield statistically reliable results or would reveal personally identifiable information about an individual. When disaggregated by unique racial and ethnic groups most data points would have had 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 data is self-reported. There is no control comparison.

This report contains data from AY2022-2023, the most recent complete year of available data, which began September 1, 2022, and ended August 31, 2023. The Minnesota Brand Color Palette has been used to help visually distinguish data from AY2023-2024 to that from AY2022-2023. Table header cells filled with **Accent Orange** denote AY2022-2023; and **Minnesota Blue** denotes AY2023-2024. **Accent Teal** has been designated to highlight Transfer Pathway data.

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 to be 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 may have corresponding lower numbers of licensed and hired alumni.

Percentage Change. The formula used to calculate percentage change headcount was $((\text{Most Recent Completed Academic Year} - \text{Previously Completed Academic Year}) / \text{Previously Completed Academic Year}) * 100$. Or $((\text{AY22-23} - \text{AY21-22}) / \text{AY21-22}) * 100$.

Race and or Ethnicity. A candidate may have been counted in more than one racial and or ethnic category, but if so, Units were to include them in the multiracial group. The multiracial group is a duplicated headcount. The category for TOCAIT Unduplicated is unduplicated to include all candidates who identified other than white or in addition to white. For example, if a candidate identified as white and Alaskan Native, that candidate would have been counted as white, American Indian or Alaskan Native, multiracial, once in the TOCAIT Unduplicated, and once in the Total Unduplicated. The category for Total Unduplicated should have been unduplicated.

The number of candidates whose race and or ethnicity was reported as undeclared and or other is not included as a singular group when data is disaggregated by race and 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 2022-2023. This included candidates who failed and 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.

[Appendix B](#) includes detailed information about methodologies used to analyze survey results.

Notable or Key Findings

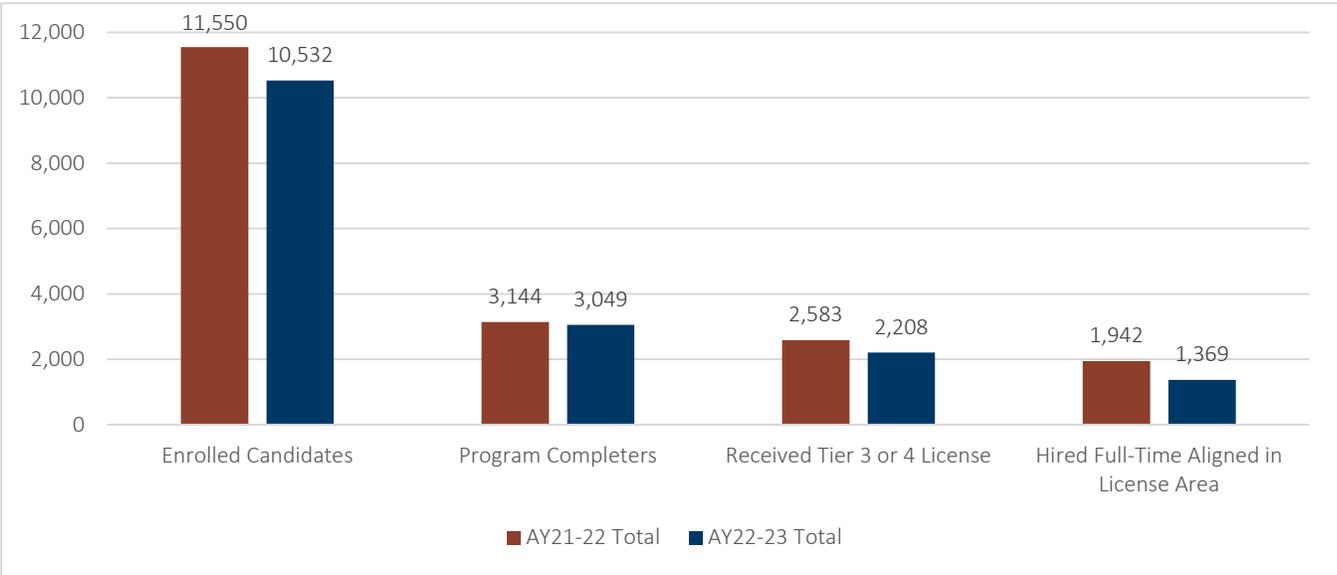
Teacher Preparation Units: Quality and Structure Highlights

Most Unit alumni were sufficiently satisfied with their experience and would recommend their licensure program to a prospective student.

Teacher Candidate Data Highlights

Minnesota’s preparation Units have experienced a year-over-year decline at each phase of teacher preparation. Total enrollment decreased by 1,018 candidates between AY2021-2022 and AY2022-2023 (Figure 1). That decrease represents an 8.81% percentage change in headcount.

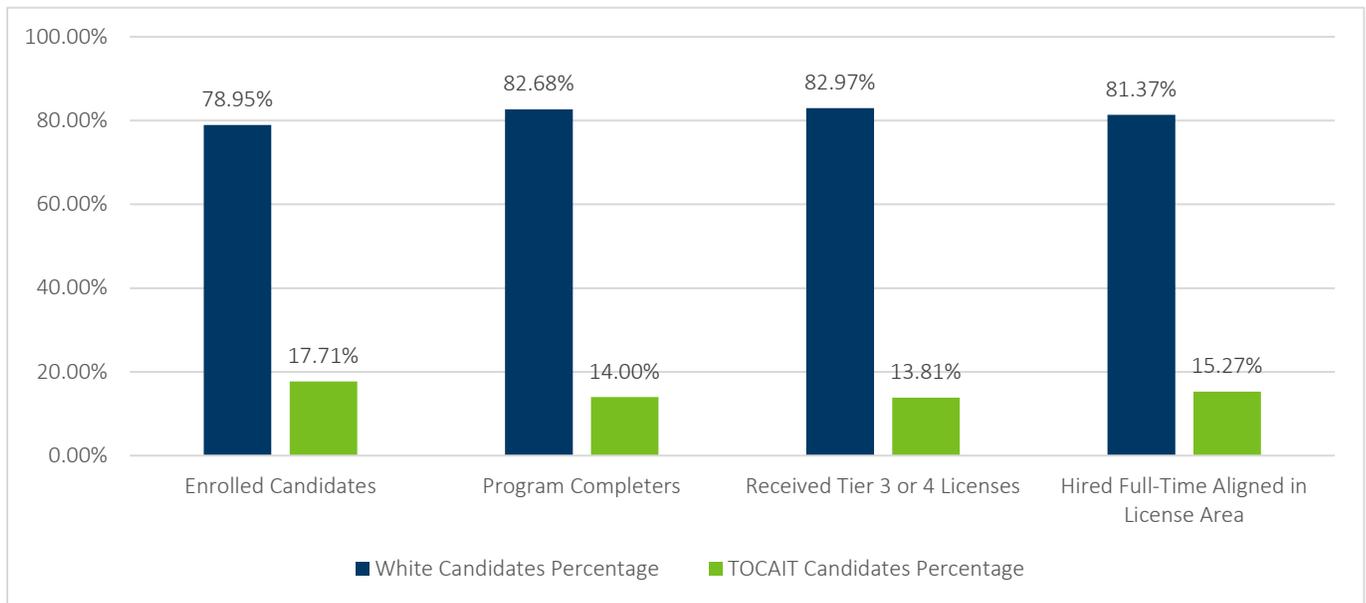
Figure 1. Phases of Teacher Preparation; Comparison Single Year AY21-22 to AY22-23



Towards Equitable Access for All Students Highlights

Mirroring statewide patterns, the most significant drop off for TOCAIT candidates is between the phases of enrollment and program completion. Critically, there is relative stability in the rates of program completion, licensure obtainment, and being hired aligned to licensure areas for TOCAIT program alumni (Figure 2). The percentage of TOCAIT candidates and alumni completing programs, obtaining licensure, and being hired aligned to their licensure area has increased since AY2021-2022. This increase is partially due to an actual increase in headcount at each of these phases. The other part of this increase is a mathematical function of decreasing total numbers for each of these phases of teacher preparation.

Figure 2. AY2022-2023 Phases of Teacher Preparation Comparison: White Candidates to TOCAIT Candidates



General Recommendations

Expand data collection. PELSB and teacher preparation Units should collaborate on the feasibility of collecting feedback from teacher candidates who matriculate but do not complete program requirements. PELSB speculates that some of the same pressures depressing candidate enrollment are also impacting attrition rates. Collecting information from individuals who have chosen to discontinue teacher preparation could provide valuable insights to policymakers on developing and delivering appropriate supports.

Teacher Preparation Units: Quality and Structure

Minnesota Statutes 2024, section 122A.091, subdivision 1 requires PELSB to report summary data on board-adopted survey results from both Unit alumni and K-12 district supervisors. [Appendix B](#) includes a detailed methodology explanation and survey results disaggregated by race and or ethnicity whenever possible. Data on teacher educator qualifications and the number and percentage of program completers who met or exceeded the state threshold score on the board-adopted teacher performance assessment can also be found in Appendix B.

Exit Survey Summary: “Would you recommend your teacher education program to another prospective student?”

Upon program completion, teacher candidates were asked if they would recommend their program to a prospective student. Inferring a probable or definite recommendation indicates survey respondents’ general satisfaction with their licensure program’s quality, then most Unit alumni were positively inclined about their experience at their respective licensure programs. This conclusion is based on the following:

- **Median of Overall Average Score.** The median, or middle value, for overall average score was 3.38.
- **Mode of Overall Average Score.** The mode, or most frequently occurring value, for overall average score was 3.57.

When disaggregated by race and or ethnicity there is positive news to share. The median value for all racial and or ethnic groups was 3.00 or above. The mode for all racial and or ethnic groups was also 3.00 or above. By the same token, all racial and or ethnic groups other than white, the mode was always only 3.00. Whereas, for white program completers the mode was 3.50. This points to the fact that while satisfied enough with their own experience they would recommend their program to a prospective student, completers of color and American Indian completers were not as *consistently* satisfied as their white counterparts.

Importantly, even the lower scores from teacher candidates of color and American Indian candidates are above average.

EXIT SURVEY

Most Unit alumni would recommend their teacher preparation program.

PROGRAM AND STRUCTURE SURVEY

Of eight aspects of teacher preparation, survey respondents rated the highest level of satisfaction for their student teaching placement site.

TRANSITION TO TEACHING SURVEY

K-12 supervisors’ median responses exceeded those of Unit alumni for five of the six teacher responsibility areas.

[Appendix B](#) includes detailed methodology.

Common Metrics Program and Structure Survey Summary

The Common Metrics Program and Structure Survey is completed by teacher candidates upon program completion. Survey respondents were asked about their level of satisfaction on eight aspects of teacher preparation. Survey respondents rated the highest level of satisfaction with their student teaching placement site.² Advising on content course requirements was the next highest rated aspect of all program completers. The lowest level of satisfaction was for coherence between coursework and field experiences prior to student teaching.

Transition to Teaching: Candidates and Supervisors Survey Summary

After one year of part-time or full-time teaching, teacher preparation alumni, now licensed teachers, completed the Transition to Teaching Survey to share to what extent they felt prepared for their teaching responsibilities. The Supervisor Survey provided K-12 supervisors' perspectives of first-year teachers' progress for those same teaching responsibilities. Based on submitted survey replies, Unit alumni rated themselves as more proficient than did their supervisors for the topic of differentiating instruction for a variety of learning needs. Median supervisor replies exceeded those of alumni for the remaining five questions.

Recommendations to Expand Data Collection, Improve Analysis

Continuing to increase survey responses rates. Total survey replies from TOCAIT candidates were commensurately lower than those of their white peers. Teacher preparation Units should continue their practice of encouraging these program completers and Unit alumni to complete and return the Common Metrics surveys.

Improving analysis of survey results. PELSB and teacher preparation Units should explore the possibility of submitting total numbers of survey replies per unique racial and or ethnic group as opposed to the current practice of submitting only percentages. This change will lead to more accurate calculations of statewide aggregates making analysis more meaningful.

Quality and Structure Summary

As has been noted, *most* teacher preparation alumni are satisfied with their licensure program experiences. While at the same time it is logical to presume that some number of teacher candidates drop out of teacher preparation due to dissatisfaction with their program experiences. This is known as attrition, when a matriculant does not complete their program of study. Attrition happens *after* enrollment not prior to that phase.

² Student teaching placement site had 23 Units with replies. For the combined Very Satisfied and Satisfied category: median score was 96.30%; mode was 100.00% (n=8); the actual minimum was 82.35% with maximum of 100.00%.

Foreshadowing the second part of this report, enrollment in teacher preparation has decreased from the previous year. Program quality is not the primary driver of depressed enrollment in teacher preparation.

Teacher Candidate Data

There are two important caveats when scrutinizing enrollment data. One, attrition is always a factor across all racial and or ethnic categories. Two, providers with online instruction including but not limited to institutions such as Southwest Minnesota State University and Walden University, enroll candidates from states throughout the country. Out-of-state candidates may never apply for a Minnesota teaching license. The bottom line is that whether by choice or circumstance, some number of enrolled candidates will never become licensed teachers in Minnesota.

Statewide Candidate Data Summary

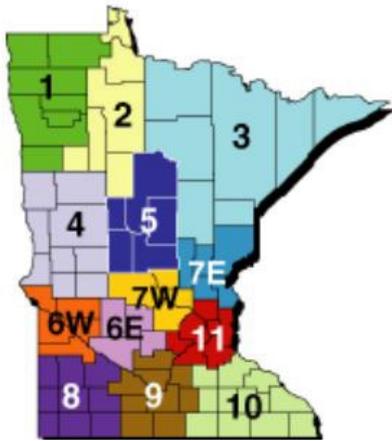
In AY2022-2023, there were 10,532 teacher candidates enrolled in Minnesota’s teacher preparation Units ([Table C1](#)). Total enrollment includes newly enrolled, Transfer Pathway entrants, and continuing teacher candidates.³ Total enrollment decreased by 1,018 candidates between AY2021-2022 and AY2022-2023. That decrease represents an 8.81% change in headcount.

Minnesota experienced a net reduction of 95 program completers between AY2021-2022 to AY2022-2023 ([Table C2](#)). When compared to the previous year, there were 375 fewer teacher preparation alumni receiving a Tier 3 or Tier 4 license in Minnesota ([Table C3](#)). Percentage change difference between the two years was especially marked for those pursuing additional licensure. In AY2022-2023, there were 573 fewer teacher preparation alumni hired full-time aligned to their licensure area in Minnesota when compared to AY2021-2022 ([Table C4](#)).

These decreases, while not optimal considering Minnesota’s ongoing teacher shortage challenge, would seem to be manageable on a statewide basis. But these decreases are not evenly dispersed throughout the state. To illustrate this point, PELSB sorted data by economic development region (EDR). It is now possible to quantify geographic-based disparate impacts of these changes in enrollment, completion, licensure obtainment, and hiring rates.

³ Additional data about Transfer Pathway candidates can be found in [Appendix E](#).

Candidate Data by Economic Development Region (EDR)



Approved preparation Units are located throughout the state. In Minnesota, all counties have been assigned to one of 13 economic development regions (EDR).⁴ Constituent counties are geographically adjacent to one another. An EDR often serves as a focus area for policy development. Teacher preparation Units are found in just nine (9) of the regions.

Prospective teacher candidates deliberate on an array of factors when choosing a teacher preparation Unit. Geographic proximity being paramount for those preferring in-person instruction. To assist in developing spatial awareness of how Units are dispersed throughout the state, [Appendix A](#) contains a table of preparation Units listed by EDR.

There are observable geographic-based differences in the patterns of enrollment, program completion, licensure obtainment, and employment rates. [Table 1](#) provides a summary of increases or decreases by region for each phase of teacher preparation.

Enrollment by EDR

In AY2022-2023, seven regions experienced decreased enrollments. All told, this accounted for a cumulative decline of 1,199 teacher candidates. The increased enrollments in EDR 7W and EDR 8, accounting for 181 teacher candidates, only slightly ameliorated the statewide loss to a total of 1,018 teacher candidates ([Table C1](#)).

Program Completers by EDR

The cumulative increase of 164 program completers from regions 1, 2, 4, 7W, and 9 helped to offset decreases in the remaining regions ([Table C2](#)). The resulting net loss was 95 fewer program completers. Separately, EDR 3 and EDR 11 each had decreases in program completers that exceeded the statewide aggregate. EDR 11 is the seven-county Twin Cities metropolitan area. School districts located in this region have access to a higher concentration of potentially eligible to be licensed and already licensed persons. Logically speaking, these districts should be better situated to navigate year-to-year decreases in total program completers. But these metro-area districts share similar struggles as districts in greater Minnesota in filling licensure shortage areas.

Completers who Received a Tier 3 or Tier 4 License by EDR

Again, as with enrollment patterns and program completion outcomes, the impact of licensure obtainment rates differ based on geographic location. Five regions realized a cumulative net gain of 163 individuals receiving a

⁴ Map Source: Minnesota Department of Employment and Economic Development ([MNDEED](#)).

Tier 3 or Tier 4 license ([Table C3](#)). That gain could not eliminate the cumulative loss in the four remaining regions. The statewide aggregated loss of completers receiving licensure was 375 persons.

Completers Hired Full-Time Aligned in Their Licensure Area by EDR

When alumni hired data was sorted by geographic location the decrease of 573 individuals is particularly noticeable in EDR 9 ([Table C4](#)). In AY2022-2023, only two EDRs experienced an increase in alumni hired, with two additional regions seeing no change from the previous academic year. Otherwise, the remaining five regions experienced decreases in hiring of teacher preparation alumni.

Table 1. Phases of Teacher Preparation, Year-to-Year Comparison ↑ Increase or ↓ Decrease from AY22-23 to AY21-22, Sorted by Economic Development Region (EDR)

Economic Development Region (EDR)	Enrolled Candidates	Program Completers	Received a Tier 3 or Tier 4 License	Hired Full-Time Aligned to License Area
EDR 1	↓	↑	↑	Unchanged
EDR 2	↓	↑	↑	↓
EDR 3	↓	↓	↓	↑
EDR 4	↓	↑	↑	Unchanged
EDR 7W	↑	↑	↓	↓
EDR 8	↑	↓	↑	↑
EDR 9	↓	↑	↓	↓
EDR 10	↓	↓	↓	↓
EDR 11	↓	↓	↑	↓
Statewide Status	↓	↓	↓	↓

Teacher Candidate Data Summary

Minnesota’s teacher preparation Units have experienced a year-over-year decline at each phase of teacher preparation. To be sure, licensure via a teacher preparation Unit is just one of the pathways to licensure in the state. PELSB has begun to work towards being able to track the number of individuals pursuing licensure through the various other pathways like portfolio and Heritage Language. The agency does not expect that data to show that the entirety of the decreased teacher preparation enrollment has been absorbed by these alternate licensure pathways. In the end, the immediate future for Minnesota’s teacher workforce is fewer teachers.

Towards Equitable Access for All Students

In 2024, the Minnesota legislature set forth short-term and long-term goals for increasing the percentage of teachers of color and American Indian teachers in Minnesota. The desired outcome is 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.⁵ To meet this goal, the percentage of licensed and hired teachers of color and American Indian teachers must increase at least two percentage points per year. For reference, the Minnesota Department of Education (MDE) reports that in AY2022-2023, the percentage of students of color and American Indian students (SOCAIS) was 37.70% of public-school enrollment.⁶



Enrollment data by race and or ethnicity provides a picture of the potential future racial and ethnic landscape of the Minnesota teacher workforce ([Table D1](#)). Mirroring statewide patterns, the most significant drop off for TOCAIT candidates is between the phases of enrollment and program completion. Between AY2021-2022 and AY2022-2023 there was a decreased enrollment of 161 TOCAIT candidates ([Table D2](#)). This represented a percentage change of (7.95%). Critically, there is relative stability in the rates of program completion, licensure obtainment, and being hired aligned to licensure areas for TOCAIT program alumni ([Figure 2](#)).

There are observable geographic-based differences in the patterns of enrollment, program completion, licensure obtainment, and employment rates for individuals identifying as teachers of color and American Indian teachers (TOCAIT). To better understand these place-based impacts data has been sorted based on economic development region (EDR).

TOCAIT Enrollment by EDR

Of the nine regions, five had increased TOCAIT enrollments ranging from a low of 1 person in EDR 1 to a high of 20 people in EDR 4. The four regions with decreased enrollment had a difference of (4) in EDR 9 to a high of (171) in EDR 11 ([Table D9](#)).

⁵ Minnesota Statutes 2024, section 120B.117

⁶ [2023 Minnesota Report Card](#)

TOCAIT Program Completers by EDR

There was an increase of 65 program completers in the years between AY2021-2022 and AY2022-2023. Eight regions saw increases ranging from 1 person in EDR 9 to 38 people in EDR 7W. The only region with a decrease in TOCAIT program completers was EDR 2. The decrease was a single person ([Table D10](#)).

TOCAIT Completers who Received a Tier 3 or Tier 4 License by EDR

Only two regions experienced a decrease in completers who obtained a Tier 3 or Tier 4 license. Region 10 had one less person obtain license and EDR 9 had 13 fewer people for a cumulative decrease of 14. On the other hand, seven regions experienced increases with a low of 2 people each in both EDR 1 and EDR 2, and a high of 47 in EDR 11 ([Table D11](#)).

TOCAIT Completers Hired Full-Time Aligned in Their Licensure Area by EDR

Of the four phases of teacher prep, hired full-time aligned to licensure area saw the smallest year-to-year increase, only seven (7) additional people. Six regions increased in this category ranging from a low of 1 in EDR 1 to 21 in EDR 11. Three regions decreased ranging in differences from (3) in EDR 2 to (24) in EDR 9 ([Table 12](#)).

Table 2. Phases of Teacher Preparation for TOCAIT Candidates, Year-to-Year Comparison ↑ Increase or ↓ Decrease from AY22-23 to AY21-22, Sorted by Economic Development Region (EDR)

Economic Development Region (EDR)	Enrolled Candidates	Program Completers	Received a Tier 3 or Tier 4 License	Hired Full-Time Aligned to License Area
EDR 1	↑	↑	↑	↑
EDR 2	↑	↓	↑	↓
EDR 3	↓	↑	↑	↑
EDR 4	↑	↑	↑	↑
EDR 7W	↑	↑	↑	↓
EDR 8	↑	↑	↑	↑
EDR 9	↓	↑	↓	↓
EDR 10	↓	↑	↓	↑
EDR 11	↓	↑	↑	↑
Statewide TOCAIT Status	↓	↑	↑	↑

Towards Equitable Access for All Students Summary

TOCAIT candidates who successfully complete teacher preparation are likely to become licensed and subsequently hired in Minnesota’s schools. This is good news for all Minnesota students. Increased enrollment of TOCAIT candidates in teacher preparation remains a priority.

Program Enrollment in Licensure Shortage Areas

There were mixed results for year-to-year enrollment levels in licensure shortage areas. There were decreased enrollments in key fields including those for Family and Consumer Sciences (FACS) and World Languages and Cultures.

Conversely, there was an appreciable increase in enrollments in Career and Technical (CTE) fields. Early Childhood Education enrollment increased by 152 persons between AY2021-2022 and AY2022-2023. This increase is likely due to the new licensure requirement set to go into effect on July 1, 2028, which will require a school district or charter school to employ a qualified teacher to provide instruction in a preschool, school readiness, school readiness plus, or prekindergarten program or other school district or charter school-based early education programs.

Table 3 Program Enrollment in Teacher Shortage Areas, Comparison Single Year AY21-22 to AY22-23

Licensure Field	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
Agricultural Education	26	35	9	34.62%
Business Education	29	27	(2)	(6.90%)
Dance and Dance and Theatre	6	4	(2)	(33.33%)
Early Childhood Education	589	741	152	25.81%
English as a Second Language	228	347	119	52.19%
Family and Consumer Sciences	46	27	(19)	(41.30%)
Technology	0	52	52	Transitioned from 0 (zero) to 52
Theatre Arts	14	11	(3)	(-21.43%)
Visual Arts	145	212	67	46.21%
Work-Based Learning	138	111	(27)	(19.57%)
Career and Technical Education, multiple areas	60	129	69	115.00%
Science, multiple fields	379	438	59	15.57%
Special Education, multiple fields	1,718	1,908	190	11.06%
World Language and Cultures, multiple fields	140	121	(19)	(13.57%)
Grand Totals	3,518	4,163	645	18.33%

Appendix A: Teacher Preparation Units, Sorted by EDR

Fond du Lac Tribal and Community College (FDLTCC) is making its debut in the 2024 DSR. This Unit, located in EDR 3, has begun enrolling candidates for initial licensure in Elementary Education. As of this DSR edition, FDLTCC only has enrollment and teacher educator qualifications to report. The program has not been active long enough to have had student teaching completers.

As of publication of the 2024 DSR, there were no approved teacher preparation programs in EDR 5, 6E, 6W, or 7E.

Table A1. AY2022-2023 Approved Teacher Preparation Providers, Sorted by Economic Development Region (EDR) and then Unit System or Type

EDR	Unit System or Type	County	Teacher Preparation Unit Name
1	UM System	Polk	University of Minnesota, Crookston
2	Minn State	Beltrami	Bemidji State University
3	Minn State	Carlton	Fond du Lac Tribal and Community College
3	MPCC	Saint Louis	College of St. Scholastica
3	UM System	Saint Louis	University of Minnesota, Duluth
4	Alternative	Otter Tail	Lakes County Service Cooperative
4	Minn State	Clay	Minnesota State University, Moorhead
4	MPCC	Clay	Concordia College
4	UM System	Stevens	University of Minnesota, Morris
7W	Minn State	Stearns	St. Cloud State University
7W	MPCC	Stearns	College St. Benedict-St. John's University
8	Minn State	Lyon	Southwest Minnesota State University
9	Minn State	Blue Earth	Minnesota State University, Mankato
9	MPCC	Blue Earth	Bethany Lutheran College
9	MPCC	Nicollet	Gustavus Adolphus College
9	Private	Brown	Martin Luther College
10	Minn State	Winona	Winona State University
10	MPCC	Winona	Saint Mary's University of Minnesota
10	MPCC	Rice	St. Olaf College
11	Alternative	Hennepin	Learning Disabilities Association, Inc.
11	Alternative	Hennepin	TNTP Teaching Fellows
11	Minn State	Ramsey	Metropolitan State University
11	MPCC	Hennepin	Augsburg University
11	MPCC	Ramsey	Bethel University
11	MPCC	Ramsey	Concordia University
11	MPCC	Ramsey	Hamline University
11	MPCC	Ramsey	St. Catherine University
11	MPCC	Ramsey	University of Northwestern
11	MPCC	Ramsey	University of St. Thomas
11	Private	Hennepin	Capella University
11	Private	Carver	Crown College
11	Private	Hennepin	North Central University
11	Private	Hennepin	Walden University
11	UM System	Hennepin	University of Minnesota, Twin Cities

Appendix B: Teacher Preparation Program: Quality and Structure

Minnesota Statutes 2024, section 122A.091, subdivision 1 requires PELSB to report summary data on teacher educator qualifications, the number and percentage of program completers who met or exceeded the state threshold score in the board-adopted teacher performance assessment, and board-adopted survey results from both Unit alumni and K-12 district supervisors.

Teacher Educator Qualifications

All teacher educators employed by a PELSB-approved teacher preparation Unit must meet PELSB’s standards for teacher educators.⁷ Additionally, teacher educators employed at colleges and universities must also meet their respective institution’s employment criteria and employment eligibility of the institution’s respective regional accreditor.

Teacher Educators: Degrees Held

Providers were given the following guidance for how to classify a degree being in the “area of instruction”:

For teacher educators’ area of instruction, you may 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, or teaching, you may classify the degree as in the ‘area of instruction.’

There was no separation of adjunct and full-time faculty for this report. As detailed in [Table B1](#), in academic year 2022-2023, 85.90% of the 1,050 teacher educators held a bachelor’s degree and 89.24% held a master’s degree in their area of instruction. This is a duplicated headcount. It is common for teacher educators to hold multiple degrees.

Table B1. AY2022-2023 Teacher Educators’ Degree Held by Area of Instruction, Duplicated Headcount

Total Number of Teacher Educators	Percentage Holding a Bachelor’s Degree in Area of Instruction	Percentage Holding a Graduate Degree in Area of Instruction
1,050	85.90% (n=902)	89.24% (n=937)

Teacher Educators: Years of Experience

Units provided average years of birth to grade 12 experiences as a teacher of record and K-12 administrator experience for each teacher educator at their Unit. Cumulative experience in both public and private schools

⁷ Minnesota Rules, part 8705.1010, subpart 5, item B.

was reported. The average years of B-12 teaching experience ranged from a low of 4.28 years to a high of 22 years. Average administrator experience ranged from a low of 0.21 years to a high of 12.81 years ([Table B2](#)).

Table B2. AY2022-2023 Teacher Educator Qualifications by Degrees Held and Average Years of B-12 Teaching, K-12 Administrative Experience by Teacher Preparation Provider

Teacher Preparation Unit Name	Total Number of Educators per Unit	Percentage Holding Bachelor's Degree, Area of Instruction	Percentage Holding Graduate Degree, Area of Instruction	Avg. Years B-12 Teaching	Avg. Years K-12 Admin
Augsburg University	28	100.00%	100.00%	12.98	0.21
Bemidji State University	30	100.00%	100.00%	13.80	2.03
Bethany Lutheran College	5	100.00%	100.00%	15.80	2.00
Bethel University	65	100.00%	100.00%	16.00	8.00
Capella University	7	100.00%	100.00%	12.71	0.00
College of St. Benedict-St. John's University	23	96.00%	96.00%	8.65	0.39
College of St. Scholastica	54	24.00%	24.00%	18.00	10.00
Concordia College	20	100.00%	95.00%	9.75	0.00
Concordia University, St. Paul	14	100.00%	100.00%	16.00	7.00
Crown College	12	100.00%	100.00%	17.75	0.75
Fond du Lac Tribal and Community College	12	100.00%	100.00%	13.75	15.00
Gustavus Adolphus College	12	75.00%	100.00%	9.00	1.17
Hamline University	24	100.00%	100.00%	16.79	0.5.
Lakes Country Service Cooperative	4	100.00%	25.00%	22.00	4.00
Learning Disabilities Association, Inc.	9	100.00%	100.00%	9.00	2.56
Martin Luther College	59	100.00%	88.00%	13.98	12.81
Metropolitan State University	26	100.00%	100.00%	13.00	6.00
MN State University, Mankato	51	71.00%	100.00%	6.86	0.68
MN State University, Moorhead	35	83.00%	92.00%	9.62	1.31
North Central University	14	100.00%	86.00%	14.09	1.45
Saint Mary's University	60	93.33%	93.33%	15.00	8.00
Southwest MN State University	39	97.00%	95.00%	16.69	1.05
St. Catherine University	22	95.00%	91.00%	11.48	2.41
St. Cloud State University	60	100.00%	33.00%	15.35	1.30
St. Olaf College	14	100.00%	100.00%	8.95	1.07
TNTP Teaching Fellows	2	100.00%	0.00%	20.50	0.50
UM Crookston	10	100.00%	100.00%	12.80	12.33
UM Duluth	35	100.00%	97.00%	9.50	4.20

Teacher Preparation Unit Name	Total Number of Educators per Unit	Percentage Holding Bachelor’s Degree, Area of Instruction	Percentage Holding Graduate Degree, Area of Instruction	Avg. Years B-12 Teaching	Avg. Years K-12 Admin
UM Morris	13	100.00%	100.00%	17.31	0.69
UM Twin Cities	129	29.00%	100.00%	4.28	3.19
University of Northwestern	35	100.00%	97.00%	10.00	0.50
University of St. Thomas	72	100.00%	96.00%	11.94	0.40
Walden University	21	100.00%	100.00%	12.23	3.22
Winona State University	46	100.00%	98.00%	4.76	0.00

Board-Adopted Teacher Performance Assessment

Teacher preparation Units submitted data on the number and percentage of program completers who met or exceeded the state threshold score on the board-adopted teacher performance assessment ([Figure B1](#)). For the *2024 DSR*, the board-adopted teacher performance assessment was the edTPA. This performance-based assessment was developed by faculty and staff at Stanford University.⁸

Candidates for initial licensure were required to complete the three (3) tasks: planning, instruction, and assessment during their 12 weeks of student teaching. To complete the assessment, student teachers curate a portfolio containing numerous artifacts that demonstrate their ability to design and deliver lesson plans that take students’ needs into account. All portfolios include unedited video recordings of the student teacher in their classroom. These videos are reviewed and scored by highly trained educators. When considering the time required to be trained on edTPA requirements, assembling portfolio materials, and reviewing tens of hours of video recordings to select clips to submit, a single portfolio could easily require one hundred hours to complete.

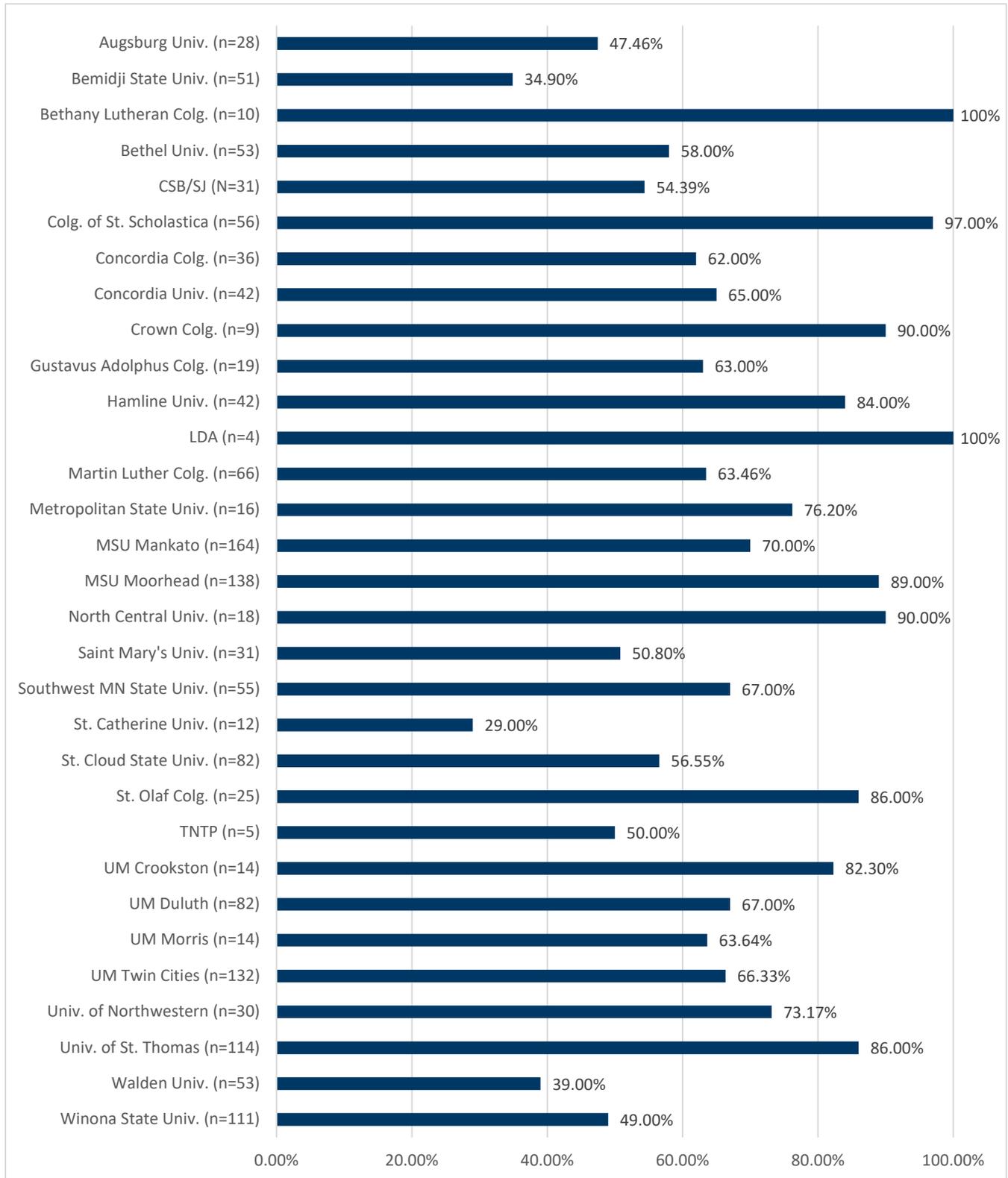
PELSB asked Units to provide the number and percentage of completers who met or exceeded all three (3) tasks on the edTPA. Pass rates on *individual* tasks are likely higher. For this reason, PELSB encourages interested individuals to contact providers directly for complete information about program data.

In fall 2024, as part of a PELSB pilot study, the Board granted approval of discretionary variance requests from multiple teacher preparation programs to use the Candidate Preservice Assessment of Student Teaching (CPAST) in place of the edTPA as a teacher performance assessment for initial licensure programs. Approval was conditioned on preparation providers meet reporting requirements.⁹ These scores could be reported as early as the *2026 DSR* for providers using CPAST in spring 2025.

⁸ [About edTPA.](#)

⁹ [“CPAST Pilot: Data Reporting Requirements.”](#)

Figure B1. AY2022-2023 Percentage of Program Completers who Met or Exceeded State Threshold on all Three (3) Tasks of edTPA



Common Metrics Survey Results

Survey Data, General. Survey data from AY2022-2023 came from teacher candidates through the Common Metrics Exit Survey and Common Metrics Transition to Teaching and Supervisor surveys.

Exit Survey: Would you recommend your teacher education program to another prospective student?

Only initial licensure candidates completed this survey. 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 entered the average scores of responses for the question disaggregated by race, rounded to the nearest hundredth. Submissions with responses that exceeded the four-point scale were excluded.

Units did not provide the number of respondents in each racial and or ethnic category. As a result, PELSB took the approach of using median, mode, minimum, and maximum when aggregating data statewide. In AY2022-2023, the total number of responses per Unit varied from a low of 2 to a high of 209. Units’ response rates varied from 20% to 100%.

Presuming a probable or definite recommendation to a prospective student indicates a survey respondents’ general satisfaction with their licensure program’s quality, then most Unit alumni were positively inclined about their experience at their respective preparation programs. This conclusion is based on the following:

- **Median of Overall Average Score.** The median, or middle value, for overall average score was 3.38.
- **Mode of Overall Average Score.** The mode, or most frequently occurring value, for overall average score was 3.57.

When disaggregated by race and or ethnicity there is positive news to share. The median value for all racial and or ethnic groups was 3.00 or above. So too the mode for all racial and or ethnic groups was 3.00 or above. For all groups besides white, the mode was always only 3.00. Whereas, for white program completers the mode was 3.50. This points to the fact that while satisfied enough with their own experience they would recommend their program to a prospective student, completers of color and American Indian completers were not as *consistently* satisfied as their white counterparts.

Importantly, even the lower scores from teacher candidates of color and American Indian candidates are still above average.

Table B3. AY2022-2023 Exit Survey Responses to: Would you recommend your teacher education program to another prospective student? (n=1,880)

Data Element	Average Score	AA or B	AI or AN	Asian	HN or PI	Hispanic	Multiracial	White
Total Number of Units Reporting	30	16	9	19	None	19	16	28
Median	3.38	3.34	3.00	3.00		3.58	3.37	3.36
Mode	3.57	3.00	3.00	3.00		3.00	3.00	3.50
Lowest	2.86	2.83	2.00	2.33		2.75	2.33	2.86
Highest	4.00	4.00	4.00	4.00		4.00	4.00	4.00
DIFF High-Low	1.14	1.17	2.00	1.67		1.25	1.67	1.14

Overall average scores range from a low of 2.86 to a high of 4.00 using a 4-point scale.

Table B4. AY2022-2023 Overall Average Score for “Would you recommend your teacher education program to another prospective student?” Sorted by Preparation Unit

Teacher Preparation Provider Name	Overall Average Score
Augsburg University	3.73
Bemidji State University	2.86
Bethany Lutheran College	4.00
Bethel University	3.57
College of St. Benedict-St. John’s University	3.52
College of St. Scholastica	3.57
Concordia University, St. Paul	3.30
Crown College	3.56
Gustavus Adolphus College	3.77
Hamline University	3.22
Learning Disabilities Association, Inc.	3.00
Martin Luther College	3.54
Metropolitan State University	3.62
MN State University, Mankato	2.92
MN State University, Moorhead	3.18
North Central University	3.65
Saint Mary’s University	3.20
Southwest Minnesota State University	3.34
St. Catherine University	3.29
St. Cloud State University	2.94
St. Olaf College	3.45
TNTP Teaching Fellows	3.50
University of Minnesota, Crookston	3.11
University of Minnesota, Duluth	2.92
University of Minnesota, Morris	3.14
University of Minnesota, Twin Cities	3.44
University of Northwestern	3.42
University of St. Thomas	3.27
Walden University	3.46
Winona State University	2.94

Common Metrics: Program and Structure Survey

The Program and Structure survey was taken at the time of program completion and results are specific to AY2022-2023. 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.” For the purposes of analysis, PELSB combined “Very Satisfied” and “Satisfied” replies into one group and “Dissatisfied” and “Very Dissatisfied” replies into another group.

Units were only required to submit percentages of candidates’ responses. This proved to be the most significant general challenge in analyzing all survey data. Lacking the total number of responses, PELSB could not identify outliers in data with certainty. Instead PELSB used median, mode, and the difference between minimum and maximum scores in the analysis. Using this approach, PELSB has determined that survey respondents rated the highest level of satisfaction with their student teaching placement site.¹⁰

The Program and Structure Survey results presented a unique challenge in analysis. Teacher candidates of color and American Indian teacher candidates comprised just 13.91% of program completers in AY2022-2023. Total survey replies from TOCAIT candidates were commensurately lower than those of their white peers. This is supported by the total number of Units with replies for each unique racial and or ethnic group. The number of Units reporting results in the combined VS-S category was always higher than replies for the combined D-VD category. At times the number of Units with replies in the D-VD combined category was less than one-half or one-third to that of the combined VS-S category. Simply put, the D-VD category on its own was insufficient to identify areas for improvement with absolute certainty. For this reason, PELSB analyzed the combined category of “Dissatisfied” and “Very Dissatisfied” (D-VD) in *tandem* with the combined category of “Very Satisfied” and “Satisfied” (VS-S). In essence, the agency looked at the interplay of the ‘highest’ lows (D-VD) and the ‘lowest’ highs (VS-S).

A total of 34 Units submitted data for the 2024 DSR. Not all Units had survey data to submit. For instance, Fond du Lac Tribal and Community College made its inaugural debut in this edition. Their candidates have not yet

¹⁰ Student Teaching Placement Site had 23 Units with replies. For the combined Very Satisfied and Satisfied category: median score was 96.30%; mode was 100.00% (n=8); minimum combined was 82.35% with maximum of 100.00%.

progressed to the program completion phase, so they had no survey data to submit. Capella University and Lakes Country Service Cooperative did not submit data since they did not have initial licensure candidates.

Of the remaining Units, PELSB wished to include as many responses as possible when doing so did not skew the data analysis. Submissions that had at least an overall average response for each aspect was included. Units that did not have replies for all eight aspects were eliminated. If a Unit's responses for a unique racial and or ethnic group did not equal 100.00% or exceeded 100.00%, they were also eliminated. In the end, there were 24 Units that were determined to have complete enough and mathematically viable data sets.

Program and Structure Methodology Notes:

- **Consolidating Replies:** The replies for “Very Satisfied” and “Satisfied” (VS-S) were combined into one group and “Dissatisfied” and “Very Dissatisfied” (D-DV) were combined into one group.
- **Excel Formulas:** Excel formulas were used to calculate and or identify count, median, mode, minimum, and maximum.
- **Adjusted Minimum:** For the VS-S category the actual minimum reply was eliminated, and the next lowest reply was identified.
- **Adjusted Maximum:** For the D-DV category the actual maximum reply was eliminated. The next highest number was then identified as the adjusted maximum.
 - This was done to get a sense of whether those eliminated replies were outliers or more accurately aligned with the actual range.
- **Difference of Actual DIFF-Adjusted DIFF:** Using Excel, the Adjusted MAX-MIN result was subtracted from the Actual MAX-MIN result.
 - This was done to get a sense of whether those adjusted results were outliers or more accurately aligned with the actual results.

Overall Average All Completers Summary:

- The median for the VS-S combined category ranged between 88.00%-96.30%. The median for D-VD combined category ranged between 4.00%-15.04%. Taken together, PELSB interprets this to mean most teacher preparation alumni were satisfied with their licensure program experiences.
- Lower satisfaction was experienced with Aspect F coherence between coursework and field experiences prior to student teaching.

Table B5. AY2022-2023 Common Metrics Program and Structure Survey, Responses for Aspects A-H, Overall Average All Completers

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Very Satisfied and Satisfied: No. Units Replied	23	23	23	23	23	23	23	23
Very Satisfied and Satisfied: Median	91.64%	94.00%	91.73%	88.23%	91.93%	88.00%	91.90%	96.30%
Very Satisfied and Satisfied: Mode	100.00% (n=5)	100.00% (n=7)	100.00% (n=5)	100.00% (n=3)	100.00% (n=4)	100.00% (n=4)	100.00% (n=4)	100.00% (n=8)
Very Satisfied and Satisfied: Actual Minimum	50.00%	50.00%	66.70%	67.00%	50.00%	57.00%	72.00%	82.35%
Very Satisfied and Satisfied: Actual Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Actual MAX-MIN	50.00%	50.00%	33.30%	33.00%	50.00%	43.00%	28.00%	17.65%
Very Satisfied and Satisfied: Adjusted Minimum	68.00%	63.00%	78.00%	71.00%	78.26%	62.00%	74.30%	86.96%
Very Satisfied and Satisfied: Adjusted Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Adjusted MAX-MIN	32.00	37.00%	22.00%	29.00%	21.74%	38.00%	25.70%	13.04%
Very Satisfied and Satisfied: Difference of Actual DIFF-Adjusted DIFF	18.00%	13.00%	11.30%	4.00%	28.26%	5.00%	2.30%	4.61%
Dissatisfied and Very Dissatisfied: No. Units Replied	19	17	18	20	17	19	19	15
Dissatisfied and Very Dissatisfied: Median	12.27%	7.80%	9.41%	14.15%	9.10%	15.04%	10.00%	4.00%
Dissatisfied and Very Dissatisfied: Mode	No mode	5.00% (n=2)	3.00% (n=2)	No mode	No mode	4.00% (n=2)	3.00% (n=2)	4.00% (n=3)
Dissatisfied and Very Dissatisfied: Actual Minimum	<1.00%	<1.00%	3.00%	1.00%	3.00%	1.00%	3.00%	1.00%
Dissatisfied and Very Dissatisfied: Actual Maximum	50.00%	50.00%	33.30%	33.00%	50.00%	43.00%	28.00%	17.64%
Dissatisfied and Very Dissatisfied: Difference Actual MAX-MIN	50.00%	50.00%	30.30%	32.00%	47.00%	42.00%	25.00%	16.64%
Dissatisfied and Very Dissatisfied: Adjusted Minimum	<1.00%	<1.00%	3.00%	1.00%	3.00%	1.00%	3.00%	1.00%
Dissatisfied and Very Dissatisfied: Adjusted Maximum	31.00%	37.00%	22.00	29.00%	21.74%	38.00%	25.80%	13.05%
Dissatisfied and Very Dissatisfied: Difference Adjusted MAX-MIN	31.00%	37.00%	19.00%	28.00%	18.74%	37.00%	22.80%	12.05%
Dissatisfied and Very Dissatisfied: Difference of Actual DIFF-Adjusted DIFF	19.00%	13.00%	11.30%	4.00%	28.26%	5.00%	2.20%	4.59%

African American or Black Completers Summary:

- Highest level of satisfaction was with Aspect H student teaching placement site.
- African American or Black completers were less satisfied with Aspect D balance between theory and practice in coursework.

Table B6. AY2022-2023 Common Metrics Program and Structure Survey, Responses for Aspects A-H, African American and Black Completers

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Very Satisfied and Satisfied: No. Units Replied	13	12	12	11	11	10	12	11
Very Satisfied and Satisfied: Median	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Mode	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	(n=10)	(n=10)	(n=9)	(n=7)	(n=8)	(n=8)	(n=8)	(n=9)
Very Satisfied and Satisfied: Actual Minimum	50.00%	50.00%	83.33%	66.66%	80.00%	50.00%	50.00%	90.00%
Very Satisfied and Satisfied: Actual Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Actual MAX-MIN	50.00%	50.00%	16.67%	33.34%	20.00%	50.00%	50.00%	10.00%
Very Satisfied and Satisfied: Adjusted Minimum	83.33%	60.00%	90.00%	75.00%	83.33%	83.33%	83.33%	94.00%
Very Satisfied and Satisfied: Adjusted Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Adjusted MAX-MIN	16.67%	40.00%	10.00%	25.00%	16.67%	16.67%	16.67%	6.00%
Very Satisfied and Satisfied: Difference of Actual DIFF-Adjusted DIFF	33.33%	10.00%	6.67%	8.34%	3.33%	33.33%	33.33%	4.00%
Dissatisfied and Very Dissatisfied: No. Units Replied	3	2	3	5	4	2	4	2
Dissatisfied and Very Dissatisfied: Median	16.67%	45.00%	10.00%	25.00%	18.34%	33.34%	13.34%	8.00%
Dissatisfied and Very Dissatisfied: Mode	No mode	No mode	No mode	No mode	No mode	No mode	No mode	No mode
Dissatisfied and Very Dissatisfied: Actual Minimum	5.00%	40.00%	3.00%	3.00%	5.00%	16.67%	3.00%	6.00%
Dissatisfied and Very Dissatisfied: Actual Maximum	50.00%	50.00%	16.67%	100.00%	100.00%	50.00%	50.00%	10.00%
Dissatisfied and Very Dissatisfied: Difference Actual MAX-MIN	45.00%	10.00%	13.67%	97.00%	95.00%	33.33%	47.00%	4.00%
Dissatisfied and Very Dissatisfied: Adjusted Minimum	5.00%	Only 2 replies	3.00%	3.00%	5.00%	Only 2 replies	3.00%	Only 2 replies
Dissatisfied and Very Dissatisfied: Adjusted Maximum	16.67%		10.00%	33.34%	20.00%		16.67%	
Dissatisfied and Very Dissatisfied: Difference Adjusted MAX-MIN	11.67%		7.00%	30.34%	15.00%		13.67%	
Dissatisfied and Very Dissatisfied: Difference of Actual DIFF-Adjusted DIFF	33.33%		6.67%	66.66%	80.00%		33.33%	

American Indian and Alaskan Native Completers Summary:

- Highest level of satisfaction with Aspect C quality of instruction in teacher preparation courses.
- Aspect D balance between theory and practice in coursework was lowest overall satisfaction.

Table B7. AY2022-2023 Common Metrics Program and Structure Survey, Responses for Aspects A-H, American Indian and Alaskan Native Completers

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Very Satisfied and Satisfied: No. Units Replied	6	6	7	5	7	6	6	7
Very Satisfied and Satisfied: Median	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Mode	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	(n=5)	(n=5)	(n=7)	(n=3)	(n=5)	(n=4)	(n=5)	(n=5)
Very Satisfied and Satisfied: Actual Minimum	66.66%	66.66%	100.00%	25.00%	50.00%	75.00%	50.00%	50.00%
Very Satisfied and Satisfied: Actual Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Actual MAX-MIN	33.34%	33.34%	0.00%	75.00%	50.00%	25.00%	50.00%	50.00%
Very Satisfied and Satisfied: Adjusted Minimum	Only 2 values	Only 2 values	All replies 100.00%	50.00%	75.00%	Only 2 values	Only 2 values	66.67%
Very Satisfied and Satisfied: Adjusted Maximum				100.00%	100.00%			100.00%
Very Satisfied and Satisfied: Difference Adjusted MAX-MIN				50.00%	25.00%			33.33%
Very Satisfied and Satisfied: Difference of Actual DIFF-Adjusted DIFF				25.00%	25.00%			16.67%
Dissatisfied and Very Dissatisfied: No. Units Replied	2	2	0	4	2	2	2	2
Dissatisfied and Very Dissatisfied: Median	66.67%	66.67%		87.50%	37.00%	62.50%	75.00%	41.67%
Dissatisfied and Very Dissatisfied: Mode	No mode	No mode		100.00%	No mode	No mode	No mode	No mode
				(n=2)				
Dissatisfied and Very Dissatisfied: Actual Minimum	33.33%	33.33%		50.00%	24.00%	25.00%	50.00%	33.33%
Dissatisfied and Very Dissatisfied: Actual Maximum	100.00%	100.00%		100.00%	50.00%	100.00%	100.00%	50.00%
Dissatisfied and Very Dissatisfied: Difference Actual MAX-MIN	66.67%	66.67%		50.00%	26.00%	75.00%	50.00%	16.67%
Dissatisfied and Very Dissatisfied: Adjusted Minimum	Only 2 replies	Only 2 replies		Mode was actual maximum	Only 2 replies	Only 2 replies	Only 2 replies	Only 2 replies
Dissatisfied and Very Dissatisfied: Adjusted Maximum								
Dissatisfied and Very Dissatisfied: Difference Adjusted MAX-MIN								
Dissatisfied and Very Dissatisfied: Difference of Actual DIFF-Adjusted DIFF								

Asian Completers Summary:

- Aspect H student teaching placement site was rated as highest level of satisfaction.
- On balance, Aspect F coherence between coursework and field experiences prior to student teaching was the lowest level of satisfaction.

Table B8. AY2022-2023 Common Metrics Program and Structure Survey, Responses for Aspects A-H, Asian Completers

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Very Satisfied and Satisfied: No. Units Replied	13	13	13	13	13	13	13	13
Very Satisfied and Satisfied: Median	100.00%	92.86%	100.00%	100.00%	100.00%	85.71%	100.00%	100.00%
Very Satisfied and Satisfied: Mode	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	(n=8)	(n=6)	(n=10)	(n=7)	(8)	(n=6)	(n=8)	(n=12)
Very Satisfied and Satisfied: Actual Minimum	50.00%	50.00%	75.00%	60.00%	67.00%	67.00%	75.00%	80.00%
Very Satisfied and Satisfied: Actual Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Actual MAX-MIN	50.00%	50.00%	25.00%	40.00%	33.00%	33.00%	25.00%	20.00%
Very Satisfied and Satisfied: Adjusted Minimum	75.00%	75.00%	80.00%	67.00	75.00%	75.00%	80.00%	Only 2 values
Very Satisfied and Satisfied: Adjusted Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Very Satisfied and Satisfied: Difference Adjusted MAX-MIN	25.00%	25.00%	20.00%	33.00%	25.00%	25.00%	20.00%	
Very Satisfied and Satisfied: Difference of Actual DIFF-Adjusted DIFF	25.00%	25.00%	5.00%	7.00%	8.00%	8.00%	5.00%	
Dissatisfied and Very Dissatisfied: No. Units Replied	5	7	3	6	4	7	5	1
Dissatisfied and Very Dissatisfied: Median	25.00%	20.00%	20.00%	21.00%	25.00%	20.00%	20.00%	20.00%
Dissatisfied and Very Dissatisfied: Mode	20.00%	20.00%	No mode	17.00%	25.00%	20.00%	25.00%	Only 1 reply
	(n=2)	(n=2)		(n=2)	(n=2)	(n=2)	(n=2)	
Dissatisfied and Very Dissatisfied: Actual Minimum	20.00%	7.14%	17.00%	7.14%	17.00%	14.29%	7.14%	
Dissatisfied and Very Dissatisfied: Actual Maximum	50.00%	50.00%	25.00%	40.00%	33.00%	33.00%	25.00%	
Dissatisfied and Very Dissatisfied: Difference Actual MAX-MIN	30.00%	42.86%	8.00%	32.86%	16.00%	18.71%	17.86%	
Dissatisfied and Very Dissatisfied: Adjusted Minimum	20.00%	7.14%	17.00%	7.14%	17.00%	14.29%	Mode was actual maximum	
Dissatisfied and Very Dissatisfied: Adjusted Maximum	25.00%	25.00%	20.00%	33.00%	25.00%	25.00%		
Dissatisfied and Very Dissatisfied: Difference Adjusted MAX-MIN	5.00%	17.86%	3.00%	25.86%	8.00%	10.71%		
Dissatisfied and Very Dissatisfied: Difference of Actual DIFF-Adjusted DIFF	25.00%	25.00%	5.00%	7.00%	8.00%	8.00%		

Hispanic Completers Summary:

- Balance between theory and practice in coursework, Aspect D, was highest level of satisfaction.
- Total Units submitting D-VD replies varied between 1-4. Given that is less than a third of total of Units with VS-S replies, we consider the D-VD and VS-S in relation. Hispanic completers were less satisfied with Aspect F coherence between coursework and field experiences prior to student teaching.

Table B9. AY2022-2023 Common Metrics Program and Structure Survey, Responses for Aspects A-H, Hispanic Completers

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Very Satisfied and Satisfied: No. Units Replied	15	15	15	15	15	15	15	15
Very Satisfied and Satisfied: Median	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Mode	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	(n=12)	(n=13)	(n=11)	(n=14)	(n=14)	(n=11)	(n=12)	(n=11)
Very Satisfied and Satisfied: Actual Minimum	80.00%	80.00%	75.00%	84.62%	75.00%	50.00%	60.00%	75.00%
Very Satisfied and Satisfied: Actual Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Actual MAX-MIN	20.00%	20.00%	25.00%	15.38%	25.00%	50.00%	40.00%	25.00%
Very Satisfied and Satisfied: Adjusted Minimum	91.67%	Only 2 values	80.00%	Only 2 values	Only 2 values	60.00%	75.00%	87.50%
Very Satisfied and Satisfied: Adjusted Maximum	100.00%		100.00%			100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Adjusted MAX-MIN	8.33%		20.00%			40.00%	25.00%	12.50%
Very Satisfied and Satisfied: Difference of Actual DIFF-Adjusted DIFF	11.67%		5.00%			10.00%	15.00%	12.50%
Dissatisfied and Very Dissatisfied: No. Units Replied	3	2	4	1	1	4	3	4
Dissatisfied and Very Dissatisfied: Median	8.33%	20.00%	20.00%	15.38%	25.00%	30.00%	25.00%	10.10%
Dissatisfied and Very Dissatisfied: Mode	No mode	20.00%	20.00%	Only 1 reply	Only 1 reply	No mode	No mode	No mode
		(n=2)	(n=2)					
Dissatisfied and Very Dissatisfied: Actual Minimum	2.00%	20.00%	7.00%			7.69%	13.38%	7.00%
Dissatisfied and Very Dissatisfied: Actual Maximum	20.00%	20.00%	25.00%			50.00%	40.00%	25.00%
Dissatisfied and Very Dissatisfied: Difference Actual MAX-MIN	18.00%	0.00%	18.00%			42.31%	26.62%	18.00%
Dissatisfied and Very Dissatisfied: Adjusted Minimum	2.00%	Only 1 value	7.00%			7.69%	13.38%	7.00%
Dissatisfied and Very Dissatisfied: Adjusted Maximum	8.33%		20.00%			40.00%	25.00%	12.50%
Dissatisfied and Very Dissatisfied: Difference Adjusted MAX-MIN	6.33%		13.00%			32.31%	11.62%	5.50%
Dissatisfied and Very Dissatisfied: Difference of Actual DIFF-Adjusted DIFF	11.67%		5.00%			10.00%	15.00%	12.50%

Multiracial Completers Summary:

- Student teaching placement site, Aspect H, was highest level of satisfaction.
- Considering D-VD in tandem with VS-S then Aspect B advising on content course requirements was rated lower in satisfaction.

Table B10. AY2022-2023 Common Metrics Program and Structure Survey, Responses for Aspects A-H, Multiracial Completers

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Very Satisfied and Satisfied: No. Units Replied	15	13	15	15	15	15	15	15
Very Satisfied and Satisfied: Median	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Mode	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	(n=11)	(n=8)	(n=12)	(n=8)	(n=12)	(n=8)	(n=9)	(n=14)
Very Satisfied and Satisfied: Actual Minimum	33.33%	33.33%	50.00%	25.00%	60.00%	66.00%	33.30%	90.91%
Very Satisfied and Satisfied: Actual Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Actual MAX-MIN	66.67%	66.67%	50.00%	75.00%	40.00%	34.00%	66.70%	9.09%
Very Satisfied and Satisfied: Adjusted Minimum	67.00%	67.00%	66.70%	75.00%	99.00%	66.70%	67.00%	Only 2 values
Very Satisfied and Satisfied: Adjusted Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Very Satisfied and Satisfied: Difference Adjusted MAX-MIN	33.00%	33.00%	33.30%	25.00%	1.00%	33.30%	33.00%	
Very Satisfied and Satisfied: Difference of Actual DIFF-Adjusted DIFF	33.67%	33.67%	16.70%	50.00%	39.00%	0.70%	33.70%	
Dissatisfied and Very Dissatisfied: No. Units Replied	4	4	3	5	1	6	5	1
Dissatisfied and Very Dissatisfied: Median	29.00%	33.00%	33.30%	20.00%	40.00%	29.00%	25.00%	9.09%
Dissatisfied and Very Dissatisfied: Mode	No mode	33.00%	No mode	20.00%	No mode	33.00%	No mode	No mode
		(n=2)		(n=2)		(n=2)		
Dissatisfied and Very Dissatisfied: Actual Minimum	18.18%	25.00%	25.00%	9.09%	40.00%	9.10%	9.09%	9.09%
Dissatisfied and Very Dissatisfied: Actual Maximum	66.66%	66.66%	50.00%	75.00%	40.00%	33.30%	66.70%	9.09%
Dissatisfied and Very Dissatisfied: Difference Actual MAX-MIN	48.48%	41.66%	25.00%	65.91%	0.00%	24.20%	57.61%	0.00%
Dissatisfied and Very Dissatisfied: Adjusted Minimum	18.18%	25.00%	25.00%	9.09%	Only 1 reply	9.10%	9.09%	Only 1 reply
Dissatisfied and Very Dissatisfied: Adjusted Maximum	33.00%	33.00%	33.30%	25.00%		33.00%	33.00%	
Dissatisfied and Very Dissatisfied: Difference Adjusted MAX-MIN	14.82%	8.00%	8.30%	15.91%		23.90%	23.91%	
Dissatisfied and Very Dissatisfied: Difference of Actual DIFF-Adjusted DIFF	33.66%	33.66%	16.70%	50.00%		0.30%	33.70%	

White Completers Summary:

- Student teaching placement site, Aspect H, was highest level of satisfaction.
- White completers were less satisfied with Aspect F, coherence between coursework and field experiences prior to student teaching.

Table B11. AY2022-2023 Common Metrics Program and Structure Survey, Responses for Aspects A-H, White Completers

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Very Satisfied and Satisfied: No. Units Replied	22	22	22	21	21	22	22	22
Very Satisfied and Satisfied: Median	91.43%	94.37%	91.17%	88.89%	91.00%	87.25%	87.94%	96.62%
Very Satisfied and Satisfied: Mode	100.00% (n=3)	100.00% (n=7)	100.00% (n=4)	100.00% (n=3)	100.00% (n=3)	100.00% (n=4)	100.00% (n=4)	100% (n=7)
Very Satisfied and Satisfied: Actual Minimum	50.00%	50.00%	66.70%	66.67%	50.00%	62.00%	73.00%	78.57%
Very Satisfied and Satisfied: Actual Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Actual MAX-MIN	50.00%	50.00%	33.30%	33.33%	50.00%	38.00%	27.00%	21.43%
Very Satisfied and Satisfied: Adjusted Minimum	69.00%	79.70%	79.00%	69.00%	78.95%	66.00%	74.00%	90.69%
Very Satisfied and Satisfied: Adjusted Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Adjusted MAX-MIN	31.00%	20.30%	21.00%	31.00%	21.05%	34.00%	26.00%	9.31%
Very Satisfied and Satisfied: Difference of Actual DIFF-Adjusted DIFF	19.00%	29.70%	12.30%	2.33%	28.95%	4.00%	1.00%	12.12%
Dissatisfied and Very Dissatisfied: No. Units Replied	18	15	18	18	18	18	18	15
Dissatisfied and Very Dissatisfied: Median	10.82%	8.33%	9.50%	15.41%	9.00%	16.23%	13.05%	4.50%
Dissatisfied and Very Dissatisfied: Mode	6.00% (n=3)	5.00% (n=2)	21.00% (n=2)	2.00% (n=2)	9.00% (n=4)	No mode	13.00% (n=2)	2.00% (n=2)
Dissatisfied and Very Dissatisfied: Actual Minimum	1.00%	1.00%	2.00%	2.00%	2.00%	2.00%	1.00%	2.00%
Dissatisfied and Very Dissatisfied: Actual Maximum	50.00%	50.00%	33.30%	33.33%	50.00%	38.00%	27.00%	21.43%
Dissatisfied and Very Dissatisfied: Difference Actual MAX-MIN	49.00%	49.00%	31.30%	31.33%	48.00%	36.00%	26.00%	19.43%
Dissatisfied and Very Dissatisfied: Adjusted Minimum	1.00%	1.0%	2.00%	2.00%	2.00%	2.00%	1.00%	2.00%
Dissatisfied and Very Dissatisfied: Adjusted Maximum	31.00%	20.30%	21.00%	31.00%	21.05%	34.00%	26.00%	9.31%
Dissatisfied and Very Dissatisfied: Difference Adjusted MAX-MIN	30.00%	19.30%	19.00%	29.00%	19.05%	32.00	25.00%	7.31%
Dissatisfied and Very Dissatisfied: Difference of Actual DIFF-Adjusted DIFF	19.00%	29.70%	12.30%	2.33%	28.95	4.00%	1.00%	12.12%

Transition to Teaching: Candidates and Supervisors Survey

Units submitted single academic year data from 2022-2023 for initial licensure candidates. Unit alumni and their employer supervisors were invited to complete the survey. Six questions focused on various aspects of the teaching profession. Units submitted average scores of responses to each question, rounded to the nearest hundredth.

PELSB was not provided the number of respondents in each racial and or ethnic category. This meant the agency could not calculate the average of alumni and supervisor replies. Instead, PELSB took the approach of using median, mode, minimum, and maximum when attempting to aggregate data statewide. Excel was used to calculate the difference between the minimum and maximum. Only then was Excel used to calculate the average of the *differences* between the minimums and maximums. A total of 24 Units submitted both alumni and K-12 supervisor replies.

Table B12. Q1 Effectively teach students from culturally and ethnically diverse backgrounds and communities.

- Q1 Average of the difference between Supervisor and Teacher = 0.07

Data Element	AY22-23 Alumni Reply	AY22-23 K-12 Supervisor Reply
Median	3.40	3.54
Mode	3.50	3.50
Minimum	3.06	2.00
Maximum	4.00	4.00
Difference between MAX and MIN	0.94	2.00

Table B13. Q2 Differentiate instruction for a variety of learning needs.

- Q2 Average of the difference between Supervisor and Teacher = (0.03)

Data Element	AY22-23 Alumni Reply	AY22-23 K-12 Supervisor Reply
Median	3.450	3.455
Mode	3.55	3.38
Minimum	3.14	2.50
Maximum	4.00	4.00
Difference between MAX and MIN	0.86	1.50

Table B14. Q3 Select instructional strategies to align with learning goals and standards.

- Q3 Average of the difference between Supervisor and Teacher = 0.09

Data Element	AY22-23 Alumni Reply	AY22-23 K-12 Supervisor Reply
Median	3.55	3.67
Mode	3.71	3.67
Minimum	3.21	3.25
Maximum	4.00	4.00
Difference between MAX and MIN	0.79	0.75

Table B15. Q4 Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.

- Q4 Average of the difference between Supervisor and Teacher = 0.04

Data Element	AY22-23 Alumni Reply	AY22-23 K-12 Supervisor Reply
Median	3.60	3.70
Mode	3.64	4.00
Minimum	3.17	2.00
Maximum	4.00	4.00
Difference between MAX and MIN	0.83	2.00

Table B16. Q5 Provide students with meaningful feedback to guide next steps in learning.

- Q5 Average of the difference between Supervisor and Teacher = 0.09

Data Element	AY22-23 Alumni Reply	AY22-23 K-12 Supervisor Reply
Median	3.45	3.50
Mode	3.23	3.50
Minimum	2.81	2.93
Maximum	4.00	4.00
Difference between MAX and MIN	1.19	1.07

Table B17. Q6 Collaborate with parents and guardians to support student learning.

- Q6 Average of the difference between Supervisor and Teacher = 0.32

Data Element	AY22-23 Alumni Reply	AY22-23 K-12 Supervisor Reply
Median	3.17	3.48
Mode	3.20	4.00
Minimum	2.82	2.67
Maximum	4.00	4.00
Difference between MAX and MIN	1.18	1.33

Appendix C: Teacher Candidate Data

Units were instructed to count a single candidate enrolled in multiple programs once. The same method was also used for program completers, those who received licensure, and hired full-time in a Minnesota school. A Unit enrolling a higher number of out-of-state teacher candidates may have corresponding lower numbers of licensed and hired alumni.

The Minnesota Brand Color Palette has been used to help visually distinguish data from AY2023-2024 to that from AY2022-2023. Table header cells filled with **Accent Orange** denote AY2022-2023; and **Minnesota Blue** denotes AY2023-2024.

Candidate Enrollment by EDR

Additional licensure was not offered in EDR 1.

Table C1. Total Enrolled Teacher Candidates by Economic Development Region (EDR) and License Type, Comparison Single Year AY21-22 to AY22-23

Economic Development Region (EDR)	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
EDR 1 Initial License	55	46	(9)	(16.36%)
EDR 1 Total Unduplicated	55	46	(9)	(16.36%)
EDR 2 Initial License	636	565	(71)	(11.16%)
EDR 2 Additional License	59	112	53	89.83%
EDR 2 Total Unduplicated	695	677	(18)	(2.59%)
EDR 3 Initial License	529	483	(46)	(8.70%)
EDR 3 Additional License	257	43	(214)	(83.27%)
EDR 3 Total Unduplicated	786	526	(260)	(33.08%)
EDR 4 Initial License	630	664	34	5.40%
EDR 4 Additional License	315	253	(62)	(19.68%)
EDR 4 Total Unduplicated	945	917	(28)	(2.96%)
EDR 7W Initial License	991	1,058	67	6.76%
EDR 7W Additional License	265	369	104	39.25%
EDR 7W Total Unduplicated	1,256	1,427	171	13.61%
EDR 8 Initial License	323	344	21	6.50%
EDR 8 Additional License	82	71	(11)	(13.41%)
EDR 8 Total Unduplicated	405	415	10	2.47%
EDR 9 Initial License	1,363	1,243	(120)	(8.80%)
EDR 9 Additional License	197	199	2	1.02%
EDR 9 Total Unduplicated	1,560	1,442	(118)	(7.56%)
EDR 10 Initial License	1,220	1,094	(126)	(10.33%)
EDR 10 Additional License	54	46	(8)	(14.81%)
EDR 10 Total Unduplicated	1,274	1,140	(134)	(10.52%)
EDR 11 Initial License	4,066	3,466	(600)	(14.76%)
EDR 11 Additional License	508	476	(32)	(6.30%)
EDR 11 Total Unduplicated	4,574	3,942	(632)	(13.82%)
Grand Totals	11,550	10,532	(1,018)	(8.81%)

Program Completers by EDR

University of Minnesota, Duluth, EDR 3, reported program completers of additional licensure to report in AY2021-2022. They did not submit data for program completers of additional licensure in AY2022-2023. This may account for some of the year-to-year decline in that region.

Table C2. Total Program Completers by Economic Development Region (EDR) and License Type, Comparison Single Year AY21-22 to AY22-23

Economic Development Region (EDR)	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
EDR 1 Initial License	13	17	4	30.77%
EDR 1 Total Unduplicated	13	17	4	30.77%
EDR 2 Initial License	139	144	5	3.60%
EDR 2 Additional License	13	35	22	169.23%
EDR 2 Total Unduplicated	152	179	27	17.76%
EDR 3 Initial License	197	171	(26)	(13.20%)
EDR 3 Additional License	110	18	(92)	(83.64%)
EDR 3 Total Unduplicated	307	189	(118)	(38.44%)
EDR 4 Initial License	215	235	20	9.30%
EDR 4 Additional License	118	144	26	22.03%
EDR 4 Total Unduplicated	333	379	46	13.81%
EDR 7W Initial License	166	165	(1)	(0.60%)
EDR 7W Additional License	154	241	87	56.49%
EDR 7W Total Unduplicated	320	406	86	26.88%
EDR 8 Initial License	81	81	0	Unchanged
EDR 8 Additional License	18	10	(8)	(44.44%)
EDR 8 Total Unduplicated	99	91	(8)	(8.08%)
EDR 9 Initial License	320	321	1	0.31%
EDR 9 Additional License	57	57	0	Unchanged
EDR 9 Total Unduplicated	377	378	1	0.27%
EDR 10 Initial License	331	313	(18)	(5.44%)
EDR 10 Additional License	15	4	(11)	(73.33%)
EDR 10 Total Unduplicated	346	317	(29)	(8.38%)
EDR 11 Initial License	1,010	955	(55)	(5.45%)
EDR 11 Additional License	187	138	(49)	(26.20%)
EDR 11 Total Unduplicated	1,197	1,093	(104)	(8.69%)
Grand Total	3,144	3,049	(95)	(3.02)

Completers Who Received a Tier 3 or Tier 4 Licenses by EDR

A general comment about this data, Units enrolling a higher number of out-of-state teacher candidates may have corresponding lower numbers of licensed alumni. In AY2022-2023, neither Bethany Lutheran College (MPCC) nor Minnesota State University, Mankato (Minn State), both located in EDR 9, reported data for completers who received a Tier 3 or Tier 4 license. Additionally, University of Minnesota, Duluth, EDR 3, did not report this data either. This likely explains at least part of the year-to-year decreases from AY2021-2022 to AY2022-2023.

Table C3. Total Completers who Received a Tier 3 or Tier 4 License by Economic Development Region (EDR) and License Type, Comparison Single Year AY21-22 to AY22-23

Economic Development Region (EDR)	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
EDR 1 Initial License	11	14	3	27.27%
EDR 1 Total Unduplicated	11	14	3	27.27%
EDR 2 Initial License	112	128	16	14.29%
EDR 2 Additional License	12	20	8	66.67%
EDR 2 Total Unduplicated	124	148	24	19.35%
EDR 3 Initial License	189	145	(44)	(23.28%)
EDR 3 Additional License	85	9	(76)	(89.41%)
EDR 3 Total Unduplicated	274	154	(120)	(43.80%)
EDR 4 Initial License	172	206	34	19.77%
EDR 4 Additional License	118	134	16	13.56%
EDR 4 Total Unduplicated	290	340	50	17.24%
EDR 7W Initial License	146	163	17	11.64%
EDR 7W Additional License	144	42	(102)	(70.83%)
EDR 7W Total Unduplicated	290	205	(85)	(29.31%)
EDR 8 Initial License	42	78	36	85.71%
EDR 8 Additional License	9	7	(2)	(22.22%)
EDR 8 Total Unduplicated	51	85	34	66.67%
EDR 9 Initial License	306	139	(167)	(54.58%)
EDR 9 Additional License	56	0	(56)	(100.00%)
EDR 9 Total Unduplicated	362	139	(223)	(61.60%)
EDR 10 Initial License	279	180	(99)	(35.48%)
EDR 10 Additional License	14	3	(11)	(78.57%)
EDR 10 Total Unduplicated	293	183	(110)	(37.54%)
EDR 11 Initial License	747	762	15	2.01
EDR 11 Additional License	141	178	37	26.24%
EDR 11 Total Unduplicated	888	940	52	5.86%
Grand Total	2,583	2,208	(375)	(14.52%)

Completers Hired Full-Time Aligned in Their Licensure Area by EDR

A general comment about this data, Units enrolling a higher number of out-of-state teacher candidates may have corresponding lower numbers of hired alumni. In AY2022-2023, Bethany Lutheran College, Martin Luther College, and Minnesota State University, Mankato, all located in EDR 9, did not report data for completers who were hired aligned full-time in their licensure area. Additionally, College of St. Scholastics, EDR 3, did not report this data either. This likely explains at least part of the year-to-year decreases from AY2021-2022 to AY2022-2023.

Table C4. Total Completers Hired Full-Time Aligned in Their License Area by Economic Development Region (EDR) and License Type, Comparison Single Year AY21-22 to AY22-23

Economic Development Region (EDR)	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
EDR 1 Initial License	13	13	0	Unchanged
EDR 1 Total Unduplicated	13	13	0	Unchanged
EDR 2 Initial License	85	25	(60)	(70.59%)
EDR 2 Additional License	8	16	8	100.00%
EDR 2 Total Unduplicated	93	41	(52)	(55.91%)
EDR 3 Initial License	34	68	34	100.00%
EDR 3 Additional License	24	0	(24)	(100.00%)
EDR 3 Total Unduplicated	58	68	10	17.24%
EDR 4 Initial License	130	103	(27)	(20.77%)
EDR 4 Additional License	113	140	27	23.89%
EDR 4 Total Unduplicated	243	243	0	Unchanged
EDR 7W Initial License	110	62	(48)	(43.64%)
EDR 7W Additional License	141	24	(117)	(82.98%)
EDR 7W Total Unduplicated	251	86	(165)	(65.74%)
EDR 8 Initial License	16	44	28	175.00%
EDR 8 Additional License	2	1	(1)	(50.00%)
EDR 8 Total Unduplicated	18	45	27	150.00%
EDR 9 Initial License	280	25	(255)	(91.07%)
EDR 9 Additional License	29	0	(29)	(100.00%)
EDR 9 Total Unduplicated	309	25	(284)	(91.91%)
EDR 10 Initial License	195	153	(42)	(21.54%)
EDR 10 Additional License	8	3	(5)	(62.50%)
EDR 10 Total Unduplicated	203	156	(47)	(23.15%)
EDR 11 Initial License	622	541	(81)	(13.02%)
EDR 11 Additional License	132	151	19	14.39%
EDR 11 Total Unduplicated	754	692	(62)	(8.22%)
Grand Total	1,942	1,369	(573)	(29.51%)

Candidate Data by Unit System or Type

Minnesota is a standards-based state. Rather than developing a list of required courses that must be completed, PELSB identifies standards that must be met for each licensure field. Each Unit embeds standards into coursework as they see fit. This is why the total number of courses and credits varies from Unit to Unit even for the same licensure field.

Board-approved Units prepare their candidates for full professional license, defined as a Tier 3 or Tier 4 license. Ultimately, for a Unit to recommend a candidate for licensure the individual must possess a bachelor’s degree and have successfully completed all Unit requirements for licensure. This means that in Minnesota a board-approved Unit is not required to be part of an institute of higher education (IHE). At present, most teacher preparation Units are housed within departments or colleges of education at colleges and universities. The most typical scenario for these students is that licensure standards are embedded within courses that also meet bachelor’s or master’s degree requirements. In this way teacher candidates simultaneously complete the degree requirements of their respective IHE and PELSB’s licensure standards. An IHE awards a degree, and the Unit within the IHE can recommend for licensure.

Most of the state’s teacher preparation Units are part of a system like the Minnesota State Colleges and Universities (Minn State), or the University of Minnesota system (UM System); or member 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 are both profit and non-profit. Each are financially independent from one another.

The 2024 DSR includes data from 34 board-approved preparation Units in Minnesota. Of those Units, eight are colleges or universities of Minn State and 14 are MPCC member institutions. When enrollment is analyzed based on the Unit system or type, unsurprisingly Minn State and MPCC are first and second respectively. Interestingly, private colleges unaffiliated with the Minnesota Private College Council account for the third highest initial license enrollment but enroll almost no candidates for additional license ([Table C6](#)).

Table C5. Phases of Teacher Preparation, Year-to-Year Comparison ↑ Increase or ↓ Decrease from AY22-23 to AY21-22, Sorted by Unit System or Type

Unit System or Type	Enrolled Candidates	Program Completers	Received a Tier 3 or Tier 4 License	Hired Full-Time Aligned to License Area
Alternative	↑	↑	↑	↑
MPCC	↓	↓	↑	↓
Minn State	↓	↑	↓	↓
Private	↓	↑	↑	↓
UM System	↓	↓	↓	↓
Statewide Status	↓	↓	↓	↓

Candidate Enrollment by Unit System or Type

Alternative programs were the only system or type to increase enrollments between AY2021-2022 and AY2022-2023. All other Unit systems or types experienced decreased enrollments ranging from a low of (158), Minn State, to a high of (348), MPCC.

Table C6. Total Enrolled Teacher Candidates by Unit System or Type and License Type, Comparison Single Year AY21-22 to AY22-23

Unit System or Type	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
Alternative Initial License	43	91	48	111.63%
Alternative Additional License	156	183	27	17.31%
Alternative Total Unduplicated	199	274	75	37.69%
MPCC Initial License	3,223	2,916	(307)	(9.53%)
MPCC Additional License	565	524	(41)	(7.26%)
MPCC Total Unduplicated	3,788	3,440	(348)	(9.19%)
Minn State Initial License	3,983	3,798	(185)	(4.64%)
Minn State Additional License	763	790	27	3.54%
Minn State Total Unduplicated	4,746	4,588	(158)	(3.33%)
Private Initial License	1,697	1,348	(349)	(20.57%)
Private Additional License	3	7	4	133.33%
Private Total Unduplicated	1,700	1,355	(345)	(20.29%)
UM System Initial License	867	810	(57)	(6.57%)
UM System Additional License	250	65	(185)	(74.00%)
UM System Total Unduplicated	1,117	875	(242)	(21.67%)
Grand Totals	11,550	10,532	(1,018)	(8.81%)

Program Completers by Unit System or Type

Alternative programs, Minn State Units, and Units in private colleges and universities unaffiliated with the Minnesota Private College Council (MPCC) saw increases in program completers when compared to the previously completed academic year. Program completion decreases were experienced by MPCC member institutions and the UM System, 120 and 134 respectively.

University of Minnesota, Duluth (UM System) reported program completers of additional licensure in AY2021-2022. They did not submit data for program completers of additional licensure in AY2022-2023. This may account for some of the year-to-year decline in that region.

Table C7. Total Program Completers by Unit System or Type and License Type, Comparison Single Year AY21-22 to AY22-23

Unit System or Type	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
Alternative Initial License	1	13	12	1,200.00%
Alternative Additional License	89	108	19	21.35%
Alternative Total Unduplicated	90	121	31	34.44%
MPCC Initial License	915	838	(77)	(8.42%)
MPCC Additional License	190	147	(43)	(22.63%)
MPCC Total Unduplicated	1,105	985	(120)	(10.86%)
Minn State Initial License	930	904	(26)	(2.80%)
Minn State Additional License	277	366	89	32.13%
Minn State Total Unduplicated	1,207	1,270	63	5.22%
Private Initial License	214	279	65	30.37%
Private Additional License	0	0	0	Unchanged
Private Total Unduplicated	214	279	65	30.37%
UM System Initial License	412	368	(44)	(10.68%)
UM System Additional License	116	26	(90)	(77.59%)
UM System Total Unduplicated	528	394	(134)	(25.38%)
Grand Total	3,144	3,049	(95)	(3.02%)

Completers Who Received a Tier 3 or Tier 4 License by Unit System Type

A general comment about this data, Minnesota State University, Mankato (Minn State) did not report data for completers who received a Tier 3 or Tier 4 license. Additionally, University of Minnesota, Duluth (UM System) did not report this data either. This may explain at least part of the year-to-year decreases from AY2021-2022 to AY2022-2023.

Table C8. Total Completers who Received a Tier 3 or Tier 4 License by Unit System or Type and License Type, Comparison Single Year AY21-22 to AY22-23

Unit System or Type	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
Alternative Initial License	1	9	8	800.00%
Alternative Additional License	89	102	13	14.61%
Alternative Total Unduplicated	90	111	21	23.33%
MPCC Initial License	698	687	(11)	(1.58%)
MPCC Additional License	125	160	35	28.00%
MPCC Total Unduplicated	823	847	24	2.92%
Minn State Initial License	770	596	(174)	(22.60%)
Minn State Additional License	263	103	(160)	(60.84%)
Minn State Total Unduplicated	1,033	699	(334)	(32.33%)
Private Initial License	131	180	49	37.40%
Private Additional License	0	2	2	Transitioned from 0 (zero) to 2
Private Total Unduplicated	131	182	51	38.93%
UM System Initial License	404	343	(61)	(15.10%)
UM System Additional License	102	26	(76)	(74.51%)
UM System Total Unduplicated	506	369	(137)	(27.08%)
Grand Total	2,583	2,208	(375)	(14.52%)

Completers Hired Aligned in Their Licensure Area by Unit System or Type

Alternative programs were the only system or type to increase the number of alumni hired full-time aligned to their licensure area between AY2021-2022 and AY2022-2023. All other Unit systems or types experienced decreased enrollments ranging from a low of 1 (UM System) to a high of 435 (Minn State).

A general comment about this data, Units enrolling a higher number of out-of-state teacher candidates may have corresponding lower numbers of hired alumni. In AY2022-2023, Bethany Lutheran College (MPCC), College of St. Scholastica (MPCC), Martin Luther College (Private), and Minnesota State University, Mankato (Minn State) did not report data for completers who were hired aligned full-time in their licensure area. This may explain at least part of the year-to-year decrease from AY2021-2022 to AY2022-2023.

Table C9. Total Completers Hired Full-Time Aligned in Their License Area by Unit System or Type and License Type, Comparison Single Year AY21-22 to AY22-23

Unit System or Type	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
Alternative Initial License	1	18	17	1,700.00%
Alternative Additional License	88	109	21	23.86%
Alternative Total Unduplicated	89	127	38	42.70%
MPCC Initial License	518	405	(113)	(21.81%)
MPCC Additional License	122	126	4	3.28%
MPCC Total Unduplicated	640	531	(109)	(17.03%)
Minn State Initial License	600	304	(296)	(49.33%)
Minn State Additional License	214	75	(139)	(64.95%)
Minn State Total Unduplicated	814	379	(435)	(53.44%)
Private Initial License	108	42	(66)	(61.11%)
Private Additional License	0	0	0	Unchanged
Private Total Unduplicated	108	42	(66)	(61.11%)
UM System Initial License	258	265	7	2.71%
UM System Additional License	33	25	(8)	(24.24%)
UM System Total Unduplicated	291	290	(1)	(0.34%)
Grand Total	1,942	1,369	(573)	(29.51%)

Appendix D: Towards Equitable Access

The Minnesota Brand Color Palette has been used to help visually distinguish data from AY2023-2024 to that from AY2022-2023. Table header cells filled with **Accent Orange** denote AY2022-2023; and **Minnesota Blue** denotes AY2023-2024.

Candidate Enrollment by Race and or Ethnicity, Statewide

Table D1. AY2022-2023 Total Enrolled Candidates Statewide Disaggregated by Race and or Ethnicity

Race and or Ethnicity	Headcount Total	Percentage Total
African American or Black	703	6.67%
American Indian or Alaskan Native	91	0.86%
Asian	398	3.78%
Hawai'ian Native or Pacific Islander	12	0.11%
Hispanic	435	4.13%
Multiracial	324	3.08%
White	8,315	78.95%
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	1,865	17.71%
Total Unduplicated	10,532	97.59%

Table D2. Total Enrolled Teacher Candidates Disaggregated by Race and or Ethnicity, Comparison Single Year AY21-22 to AY22-23

Race and or Ethnicity	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
African American or Black	815	703	(112)	(13.74%)
American Indian or Alaskan Native	84	91	7	8.33%
Asian	400	398	(2)	(0.50%)
Hawai'ian Native or Pacific Islander	14	12	(2)	(14.29%)
Hispanic	500	435	(65)	(13.00%)
Multiracial	296	324	28	9.46%
White	9,173	8,315	(858)	(9.35%)
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	2,026	1,865	(161)	(7.95%)
Grand Total	11,550	10,532	(1,018)	(8.81%)

Program Completers by Race and or Ethnicity, Statewide

Table D3. AY2022-2023 Total Program Completers Statewide Disaggregated by Race and or Ethnicity

Race and or Ethnicity	Headcount Total	Percentage Total
African American or Black	125	4.10%
American Indian or Alaskan Native	25	0.82%
Asian	120	3.94%
Hawai'ian Native or Pacific Islander	3	0.10%
Hispanic	114	3.74%
Multiracial	80	2.62%
White	2,521	82.68%
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	427	14.00%
Total Unduplicated	3,049	98.00%

Table D4. Total Program Completers Disaggregated by Race and or Ethnicity, Comparison Single Year AY21-22 to AY22-23

Race and or Ethnicity	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
African American or Black	91	125	34	37.36%
American Indian or Alaskan Native	20	25	5	25.00%
Asian	100	120	20	20.00%
Hawai'ian Native or Pacific Islander	7	3	(4)	(57.14%)
Hispanic	96	114	18	18.75%
Multiracial	63	80	17	26.98%
White	2,662	2,521	(141)	(5.30%)
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	362	427	65	17.96%
Total Unduplicated	3,144	3,049	(95)	(3.02%)

Completers who Received a Tier 3 or Tier 4 License by Race and or Ethnicity, Statewide

Table D5. AY2022-2023 Total Completers who Received a Tier 3 or Tier 4 License Statewide Disaggregated by Race and or Ethnicity

Race and or Ethnicity	Headcount Total	Percentage Total
African American or Black	77	3.49%
American Indian or Alaskan Native	19	0.86%
Asian	94	4.26%
Hawai'ian Native or Pacific Islander	3	0.14%
Hispanic	86	3.89%
Multiracial	58	2.63%
White	1,832	82.97%
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	305	13.81%
Total Unduplicated	2,208	98.23%

Table D6. Total Completers who Received a Tier 3 or Tier 4 License Disaggregated by Race and or Ethnicity, Comparison Single Year AY21-22 to AY22-23

Race and or Ethnicity	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
African American or Black	45	77	32	71.11%
American Indian or Alaskan Native	12	19	7	58.33%
Asian	73	94	21	28.77%
Hawai'ian Native or Pacific Islander	4	3	(1)	(25.00%)
Hispanic	67	86	19	28.36%
Multiracial	49	58	9	18.37%
White	2,254	1,832	(422)	(18.72%)
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	243	305	62	25.51%
Total Unduplicated	2,583	2,208	(375)	(14.52%)

Completers Hired Full-Time Aligned in Their Licensure Area by Race and or Ethnicity, Statewide

Table D7. AY2022-2023 Total Completers Hired Full-Time Aligned in Their Licensure Area Disaggregated by Race and or Ethnicity

Race and or Ethnicity	Headcount Total	Percentage Total
African American or Black	54	3.94%
American Indian or Alaskan Native	12	0.88%
Asian	70	5.11%
Hawai'ian Native or Pacific Islander	1	0.07%
Hispanic	52	3.80%
Multiracial	28	2.05%
White	1,114	81.37%
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	209	15.27%
Total Unduplicated	1,369	97.22%

Table D8. Total Completers Hired Full-Time Aligned in Their License Area Disaggregated by Race and or Ethnicity, Comparison Single Year AY21-22 to AY22-23

Race and or Ethnicity	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
African American or Black	40	54	14	35.00%
American Indian or Alaskan Native	9	12	3	33.33%
Asian	58	70	12	20.69%
Hawai'ian Native or Pacific Islander	2	1	(1)	(50.00%)
Hispanic	52	52	0	Unchanged
Multiracial	38	28	(10)	(26.32%)
White	1,676	1,114	(562)	(33.53%)
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	202	209	7	3.47%
Total Unduplicated	1,942	1,369	(573)	(29.51%)

Candidate Data by Race and or Ethnicity, Sorted by EDR

Candidate Enrollment by Race and or Ethnicity, Sorted by EDR

Table D9. Total Enrolled Teacher Candidates White Candidates to TOCAIT Candidates by Economic Development Region (EDR), Comparison Single Year AY21-22 to AY22-23

Economic Development Region (EDR)	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
EDR 1 White Candidates	46	35	(11)	(23.91%)
EDR 1 TOCAIT Candidates	Low n	Low n	Low n	11.11%
EDR 1 Total Unduplicated	55	46	(9)	(16.36%)
EDR 2 White Candidates	666	650	(16)	(2.40%)
EDR 2 TOCAIT Candidates	55	60	5	9.09%
EDR 2 Total Unduplicated	695	677	(18)	(2.59%)
EDR 3 White Candidates	690	467	(223)	(32.32%)
EDR 3 TOCAIT Candidates	66	51	(15)	(22.73%)
EDR 3 Total Unduplicated	786	526	(260)	(33.08%)
EDR 4 White Candidates	877	824	(53)	(6.04%)
EDR 4 TOCAIT Candidates	69	89	20	28.99%
EDR 4 Total Unduplicated	945	917	(28)	(2.96%)
EDR 7W White Candidates	1,054	1,150	96	9.11%
EDR 7W TOCAIT Candidates	164	178	14	8.54%
EDR 7W Total Unduplicated	1,256	1,427	171	13.61%
EDR 8 White Candidates	365	370	5	1.37%
EDR 8 TOCAIT Candidates	20	24	4	20.00%
EDR 8 Total Unduplicated	405	415	10	2.47%
EDR 9 White Candidates	1,388	1,274	(114)	(8.21%)
EDR 9 TOCAIT Candidates	160	156	(4)	(2.50%)
EDR 9 Total Unduplicated	1,560	1,442	(118)	(7.56%)
EDR 10 White Candidates	1,095	983	(112)	(10.23%)
EDR 10 TOCAIT Candidates	148	133	(15)	(10.14%)
EDR 10 Total Unduplicated	1,274	1,140	(134)	(10.52%)
EDR 11 White Candidates	2,992	2,562	(430)	(14.37%)
EDR 11 TOCAIT Candidates	1,335	1,164	(171)	(12.81%)
EDR 11 Total Unduplicated	4,574	3,942	(632)	(13.82%)
Grand Total	11,550	10,532	(1,018)	(8.81%)

Program Completers by Race and or Ethnicity, Sorted by EDR

Table D10. Total Program Completers White Completers to TOCAIT Completers by Economic Development Region (EDR), Comparison Single Year AY21-22 to AY22-23

Economic Development Region (EDR)	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
EDR 1 White Candidates	12	14	2	16.67%
EDR 1 TOCAIT Candidates	Low n	Low n	Low n	200.00%
EDR 1 Total Unduplicated	13	17	4	30.77%
EDR 2 White Candidates	147	174	27	18.37%
EDR 2 TOCAIT Candidates	14	13	(1)	(7.14%)
EDR 2 Total Unduplicated	152	179	27	17.76%
EDR 3 White Candidates	283	173	(110)	(38.87%)
EDR 3 TOCAIT Candidates	14	16	2	14.29%
EDR 3 Total Unduplicated	307	189	(118)	(38.44%)
EDR 4 White Candidates	313	349	36	11.50%
EDR 4 TOCAIT Candidates	23	28	5	21.74%
EDR 4 Total Unduplicated	333	379	46	13.81%
EDR 7W White Candidates	295	311	16	5.42%
EDR 7W TOCAIT Candidates	17	55	38	223.53%
EDR 7W Total Unduplicated	320	406	86	26.88%
EDR 8 White Candidates	84	79	(5)	(5.95%)
EDR 8 TOCAIT Candidates	Low n	Low n	Low n	133.33%
EDR 8 Total Unduplicated	99	91	(8)	(8.08%)
EDR 9 White Candidates	339	339	0	Unchanged
EDR 9 TOCAIT Candidates	37	38	1	2.70%
EDR 9 Total Unduplicated	377	378	1	0.27%
EDR 10 White Candidates	308	280	(28)	(9.09%)
EDR 10 TOCAIT Candidates	28	33	5	17.86%
EDR 10 Total Unduplicated	346	317	(29)	(8.38%)
EDR 11 White Candidates	881	802	(79)	(8.97%)
EDR 11 TOCAIT Candidates	225	234	9	4.00%
EDR 11 Total Unduplicated	1,197	1,093	(104)	(8.69%)
Grand Total	3,144	3,049	(95)	(3.02%)

Completers Who Received a Tier 3 or Tier 4 License by Race and or Ethnicity, Sorted by EDR

Table D11. Total Completers who Received a Tier 3 or Tier 4 License White Completers to TOCAIT Completers by Economic Development Region (EDR), Comparison Single Year AY21-22 to AY22-23

Economic Development Region (EDR)	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
EDR 1 White Candidates	11	12	1	9.09%
EDR 1 TOCAIT Candidates	Low n	Low n	Low n	Null
EDR 1 Total Unduplicated	11	14	3	27.27%
EDR 2 White Candidates	122	144	22	18.03%
EDR 2 TOCAIT Candidates	Low n	11	Low n	22.22%
EDR 2 Total Unduplicated	124	148	24	19.35%
EDR 3 White Candidates	243	131	(112)	(46.09%)
EDR 3 TOCAIT Candidates	8	12	4	50.00%
EDR 3 Total Unduplicated	274	154	(120)	(43.80%)
EDR 4 White Candidates	281	316	35	12.46%
EDR 4 TOCAIT Candidates	15	23	8	53.33%
EDR 4 Total Unduplicated	290	340	50	17.24%
EDR 7W White Candidates	266	174	(92)	(34.59%)
EDR 7W TOCAIT Candidates	16	24	8	50.00%
EDR 7W Total Unduplicated	290	205	(85)	(29.31%)
EDR 8 White Candidates	40	73	33	82.50%
EDR 8 TOCAIT Candidates	Low n	Low n	Low n	500.00%
EDR 8 Total Unduplicated	51	85	34	66.67%
EDR 9 White Candidates	330	121	(209)	(63.33%)
EDR 9 TOCAIT Candidates	30	17	(13)	(43.33%)
EDR 9 Total Unduplicated	362	139	(223)	(61.60%)
EDR 10 White Candidates	262	160	(102)	(38.93%)
EDR 10 TOCAIT Candidates	23	22	(1)	(4.35%)
EDR 10 Total Unduplicated	293	183	(110)	(37.54%)
EDR 11 White Candidates	699	701	2	0.29%
EDR 11 TOCAIT Candidates	141	188	47	33.33%
EDR 11 Total Unduplicated	888	940	52	5.86%
Grand Total	2,583	2,208	(375)	(14.52%)

Completers Hired Full-Time Aligned to Their Licensure Area by Race and or Ethnicity, Sorted by EDR

Table D12. Total Completers Hired Full-Time Aligned in Their License Area White Completers to TOCAIT Completers by Economic Development Region (EDR), Comparison Single Year AY21-22 to AY22-23

Economic Development Region (EDR)	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
EDR 1 White Candidates	12	11	(1)	(8.33%)
EDR 1 TOCAIT Candidates	Low n	Low n	Low n	100.00%
EDR 1 Total Unduplicated	13	13	0	Unchanged
EDR 2 White Candidates	91	40	(51)	(56.04%)
EDR 2 TOCAIT Candidates	Low n	Low n	Low n	(60.00%)
EDR 2 Total Unduplicated	93	41	(52)	(55.91%)
EDR 3 White Candidates	50	62	12	24.00%
EDR 3 TOCAIT Candidates	0	6	6	Transitioned from 0 (zero) to 6
EDR 3 Total Unduplicated	58	68	10	17.24%
EDR 4 White Candidates	239	226	(13)	(5.44%)
EDR 4 TOCAIT Candidates	8	16	8	100.00%
EDR 4 Total Unduplicated	243	243	0	Unchanged
EDR 7W White Candidates	229	66	(163)	(71.18%)
EDR 7W TOCAIT Candidates	22	15	(7)	(31.82%)
EDR 7W Total Unduplicated	251	86	(165)	(65.74%)
EDR 8 White Candidates	18	41	23	127.78%
EDR 8 TOCAIT Candidates	Low n	Low n	Low n	Null
EDR 8 Total Unduplicated	18	45	27	150.00%
EDR 9 White Candidates	280	21	(259)	(92.50%)
EDR 9 TOCAIT Candidates	28	4	(24)	(85.71%)
EDR 9 Total Unduplicated	309	25	(284)	(91.91%)
EDR 10 White Candidates	185	139	(46)	(24.86%)
EDR 10 TOCAIT Candidates	14	16	2	14.29%
EDR 10 Total Unduplicated	203	156	(47)	(23.15%)
EDR 11 White Candidates	572	508	(64)	(11.19%)
EDR 11 TOCAIT Candidates	124	145	21	16.94%
EDR 11 Total Unduplicated	754	692	(62)	(8.22%)
Grand Total	1,942	1,369	(573)	(29.51%)

Candidate Data by Race and or Ethnicity, Sorted by Unit System or Type

Table D13 Phases of Teacher Preparation for TOCAIT Candidates, Year-to-Year Comparison ↑ Increase or ↓ Decrease from AY22-23 to AY21-22, Sorted by Unit System or Type

Unit System or Type	Enrolled Candidates	Program Completers	Received a Tier 3 or Tier 4 License	Hired Full-Time Aligned to License Area
Alternative	↑	↑	↑	↑
MPCC	↓	↑	↑	↑
Minn State	↓	↑	↓	↓
Private	↓	↑	↑	↓
UM System	↓	↓	↓	Unchanged
Statewide Status	↓	↑	↑	↑

Candidate Enrollment by Race and or Ethnicity, Sorted by Unit or System Type

Table D14. Total Enrolled Teacher Candidates Comparison of White Candidates to TOCAIT Candidates by TPP System or Type, Comparison Single Year AY21-22 to AY22-23

Unit System or Type	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
Alternative White Candidates	172	222	50	29.07%
Alternative TOCAIT Candidates	28	54	26	92.86%
Alternative Total Unduplicated	199	274	75	37.69%
MPCC White Candidates	2,944	2,634	(310)	(10.53%)
MPCC TOCAIT Candidates	638	610	(28)	(4.39%)
MPCC Total Unduplicated	3,788	3,440	(348)	(9.19%)
Minn State White Candidates	4,082	3,871	(211)	(5.17%)
Minn State TOCAIT Candidates	622	611	(11)	(1.77%)
Minn State Total Unduplicated	4,746	4,588	(158)	(3.33%)
Private White Candidates	1,069	876	(193)	(18.05%)
Private TOCAIT Candidates	581	450	(131)	(22.55%)
Private Total Unduplicated	1,700	1,355	(345)	(20.29%)
UM System White Candidates	906	712	(194)	(21.41%)
UM System TOCAIT Candidates	157	140	(17)	(10.83%)
UM System Total Unduplicated	1,117	875	(242)	(21.67%)
Grand Total	11,550	10,532	(1,018)	(8.81%)

Program Completers by Race and or Ethnicity, Sorted by Unit System or Type

Table D15. Total Program Completers White Completers to TOCAIT Completers by Unit System or Type, Comparison Single Year AY21-22 to AY22-23

Unit System or Type	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
Alternative White Candidates	88	109	21	23.86%
Alternative TOCAIT Candidates	2	12	10	500.00%
Alternative Total Unduplicated	90	121	31	34.44%
MPCC White Candidates	878	776	(102)	(11.62%)
MPCC TOCAIT Candidates	143	161	18	12.59%
MPCC Total Unduplicated	1,105	985	(120)	(10.86%)
Minn State White Candidates	1,083	1,103	20	1.85%
Minn State TOCAIT Candidates	108	126	18	16.67%
Minn State Total Unduplicated	1,207	1,270	63	5.22%
Private White Candidates	157	203	46	29.30%
Private TOCAIT Candidates	47	70	23	48.94%
Private Total Unduplicated	214	279	65	30.37%
UM System White Candidates	456	330	(126)	(27.63%)
UM System TOCAIT Candidates	62	58	(4)	(6.45%)
UM System Total Unduplicated	528	394	(134)	(25.38%)
Grand Total	3,144	3,049	(95)	(3.02%)

Completers Who Received a Tier 3 or Tier 4 License by Race and or Ethnicity, Sorted by Unit System or Type

Table D16. Total Completers who Received a Tier 3 or Tier 4 License White Completers to TOCAIT Completers by Unit System or Type, Comparison Single Year AY21-22 to AY22-23

Unit System or Type	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
Alternative White Candidates	88	102	14	15.91%
Alternative TOCAIT Candidates	2	8	6	300.00%
Alternative Total Unduplicated	90	111	21	23.33%
MPCC White Candidates	684	659	(25)	(3.65%)
MPCC TOCAIT Candidates	95	148	53	55.79%
MPCC Total Unduplicated	823	847	24	2.92%
Minn State White Candidates	944	626	(318)	(33.69%)
Minn State TOCAIT Candidates	75	66	(9)	(12.00%)
Minn State Total Unduplicated	1,033	699	(334)	(32.33%)
Private White Candidates	109	145	36	33.03%
Private TOCAIT Candidates	18	31	13	72.22%
Private Total Unduplicated	131	182	51	38.93%
UM System White Candidates	429	300	(129)	(30.07%)
UM System TOCAIT Candidates	53	52	(1)	(1.89%)
UM System Total Unduplicated	506	369	(137)	(27.08%)
Grand Total	2,583	2,208	(375)	(14.52%)

Completers Hired Full-Time Aligned to Their Licensure Area by Race and or Ethnicity, Sorted by Unit System or Type

Table D17. Total Completers Hired Full-Time Aligned in Their License Area White Completers to TOCAIT Completers by Unit System or Type, Comparison Single Year AY21-22 to AY22-23

Unit System or Type	AY21-22 Unduplicated Headcount	AY22-23 Unduplicated Headcount	Difference Headcount, AY22-23 to AY21-22	Percentage Change in Headcount, AY22-23 to AY21-22
Alternative White Candidates	87	112	25	28.74%
Alternative TOCAIT Candidates	2	15	13	650.00%
Alternative Total Unduplicated	89	127	38	42.70%
MPCC White Candidates	508	404	(104)	(20.47%)
MPCC TOCAIT Candidates	77	94	17	22.08%
MPCC Total Unduplicated	640	531	(109)	(17.03%)
Minn State White Candidates	755	335	(420)	(55.63%)
Minn State TOCAIT Candidates	61	39	(22)	(36.07%)
Minn State Total Unduplicated	814	379	(435)	(53.44%)
Private White Candidates	89	26	(63)	(70.79%)
Private TOCAIT Candidates	14	13	(1)	(7.14%)
Private Total Unduplicated	108	42	(66)	(61.11%)
UM System White Candidates	237	237	0	Unchanged
UM System TOCAIT Candidates	48	48	0	Unchanged
UM System Total Unduplicated	291	290	(1)	(0.34%)
Grand Total	1,942	1,369	(573)	(29.51%)

Appendix E: Highlighting Transfer Pathway

The 2024 DSR marked the first time that teacher preparation Units submitted data for candidates who entered through a formal Transfer Pathway. These candidates are a *subset* of total enrollment, completers who received a Tier 3 or Tier 4 license, and were hired full-time aligned to their licensure area. PELSB would expect Transfer Pathway numbers to increase both as a function of improved candidate tracking capabilities within the preparation Units and the maturation of Transfer Pathways themselves.

Table E1. Total Teacher Candidates Enrolled via Transfer Pathway Disaggregated by Race and or Ethnicity

Race and or Ethnicity	AY22-23 Unduplicated Headcount Entered via Transfer Pathway	AY22-23 Percentage of Transfer Pathway Candidates	AY22-23 Percentage of Total Enrolled Candidates
African American or Black	7	4.22%	0.07%
American Indian or Alaskan Native	6	3.61%	0.06%
Asian	9	5.42%	0.08%
Hawai'ian Native or Pacific Islander	0		
Hispanic	8	4.82%	0.08%
Multiracial	5	3.01%	0.05%
White	136	81.93%	1.28%
Teachers of Color & American Indian Teachers (TOCAIT) Unduplicated	31	18.67%	0.29%
Total Unduplicated	166	100.60%	1.61%

Table E2. Total Teacher Candidates Enrolled via Transfer Pathway who Received a Tier 3 or Tier 4 License Disaggregated by Race and or Ethnicity

Race and or Ethnicity	AY22-23 Unduplicated Headcount of Transfer Pathway Received License	AY22-23 Percentage of Transfer Pathway Received License	AY22-23 Percentage of Total Received License
African American or Black	2	10.00%	0.09%
American Indian or Alaskan Native	0		
Asian	2	10.00%	0.09%
Hawai'ian Native or Pacific Islander	0		
Hispanic	2	10.00%	0.09%
Multiracial	1	5.00%	0.05%
White	15	75.00%	0.68%
Teachers of Color & American Indian Teachers (TOCAIT) Unduplicated	5	25.00%	0.23%
Total Unduplicated	20	100.00%	0.99%

Table E3. Total Teacher Candidates Enrolled via Transfer Pathway Hired Full-Time Aligned to Licensure Area Disaggregated by Race and or Ethnicity

Race and or Ethnicity	AY22-23 Unduplicated Headcount of Transfer Pathway Hired	AY22-23 Percentage of Transfer Pathway Hired	AY22-23 Percentage of Total Hired
African American or Black	1	11.11%	0.07%
American Indian or Alaskan Native	0		
Asian	1	11.11%	0.07%
Hawai'ian Native or Pacific Islander	0		
Hispanic	1	11.11%	0.07%
Multiracial	0		
White	6	66.67%	0.43%
Teachers of Color & American Indian Teachers (TOCAIT) Unduplicated	3	33.33%	0.21%
Total Unduplicated	9	100.00%	0.64%

An Expression of Thanks

PELSB expresses thanks to all the Unit faculty and staff members tasked with *DSR*-related responsibilities. Their diligence in assembling and submitting data ensures this report is an accurate reflection about teacher preparation in Minnesota. Additionally, PELSB is grateful to those who took the time to share their expertise about the various aspects of teacher preparation. It is our hope that readers will appreciate how this critical feedback contributed to producing this report.