

Board Meeting

9:30 am

November 21, 2025

Agenda

- I. Call to Order
- II. Approval of Board Meeting Agenda
- III. Oral Arguments
- IV. Discipline Matters (Closed)
- IV. Consent Agenda
- V. Public Comment
- VI. Unfinished Business
 - A. Board Resolution – CEUs for Cooperating Teachers
 - B. Board Resolution – CTE

- C. Arts Steering Committee Update
- D. R4863 Rulemaking Update
- VI. New Business
 - A. Streamlining Licensure
 - B. Literacy Update
 - C. 2026 Legislative Priorities
 - D. Supply & Demand and Tiered Licensure & Permissions Reports
- VII. Reports
- VIII. Adjourn

Call to Order

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Board is in Closed Session for Discipline Matters

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Discipline Report Out

Dr. Lucy Payne, Chair

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Please refer to pages 3 and 4 of the Board meeting agenda.

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Laura Mogelson

**Legislative Liaison, MN Association of Colleges
for Teacher Education**

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Streamlining Licensure

Ad Hoc Committee

Streamlining Licensure

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Data and Information Reviewed

- Recommendations from staff based on licensing data
- Science Teacher Data from PELSB staff
- OFP, tiers 1 & 2 data and experiences
- Standards and Rules Conversations – May and August
- Feedback from districts and teacher prep
- Board and partner conversations including board retreat 2025

Streamlining Licensure

Guiding Philosophy

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- There is a need to streamline the number of licenses, which includes content knowledge and scope.
- There is a need for flexibility based on a broader knowledge base, teachers prepared to meet current and emerging needs of students.
- While the needs of districts (staffing, student needs, flexibility) are a factor, these overlap with students' needs for trained, highly qualified teachers. Changes to the licensure structure and teacher prep address both.
- The Board should create only needed/required licenses and let districts work with teachers on going PD.
 - Don't create programs that aren't required, EPPs might not have the resources to create programs that potential to be low enrolled. Add depth through PD / renewal / rule updates to existing licenses.
 - Using renewal and micro credentials to grow depth of knowledge
 - K-6 endorsement areas can be address in the micro credential space and through rule updates to elementary license
- The emphasis of teacher qualifications is on pedagogy – this is what makes a great teacher.
- Content knowledge is important, but changes in technology have shifted the way teachers and students access content knowledge.

Streamlining Licensure

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Specific Licensure Recommendations:

Ethic Studies K-6 Endorsement & Computer Science K-6 Endorsement

The committee recommends the Board does not create these K-6 endorsements because the content can be taught by licensed elementary teachers. They do recommend that standards related to these content areas be included in future revisions of the elementary education licensure rules.

Arts Licensure

The committee recommends merging licenses to create a general music license. The committee does not recommend the creation of a media arts license. However, the committee recommends that the media arts standards be integrated into existing licenses eligible to teach media arts classes.

Science Licensure

The committee recommends fewer licenses and a simplified scope (e.g. 5-12 licenses) but is open to the recommendations of the newly created Science Licensure Working Group. Additionally, the committee recommends changes to current policy to help science teachers gain general license.

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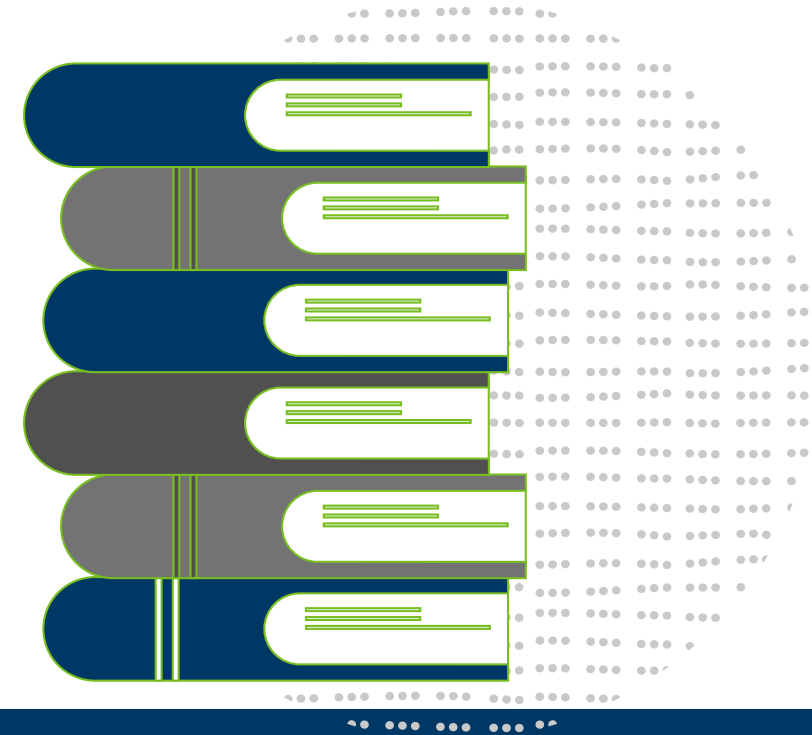
New Business

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Board Resolution – CEUs for Cooperating Teachers

**Emily Busta, Registered Teacher Apprenticeship
Specialist, MDE**



CEUs for Cooperating Teachers

Emily Busta | Registered Teacher Apprenticeship Specialist

- Unique aspects to Teacher Residency and Registered Teacher Apprenticeship Programs
 - On-the-job learning with job embedded assignments
 - A year-long student teaching experience with a mentor teacher/journeyworker
 - Built in mentoring and coaching supports



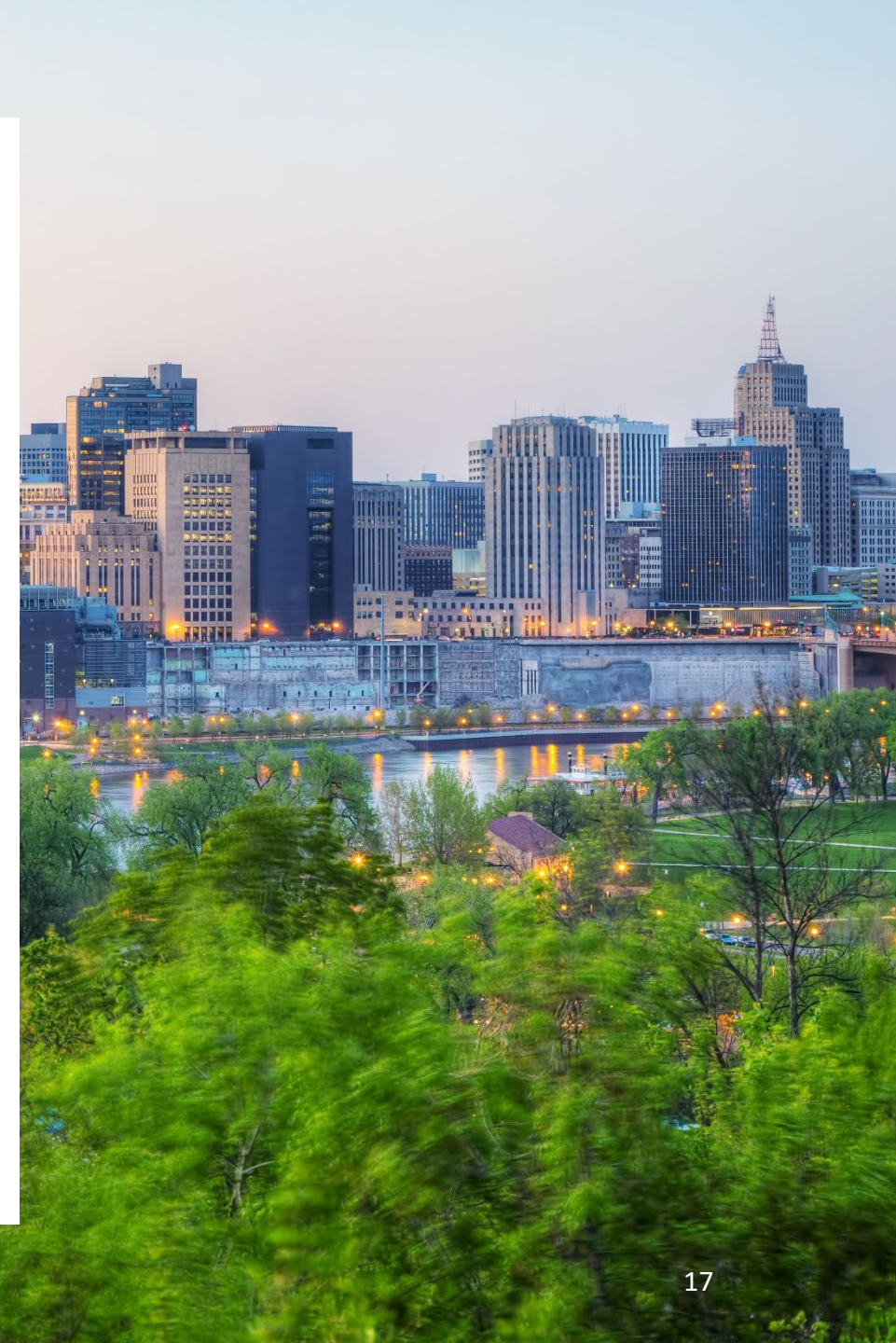
Background

- Mentor Teachers and Journeyworkers are expected to:
 - Host the resident/apprentice for a year or longer using a co-teaching model
 - Ensure the resident/apprentice is meeting the Standards of Effective Practice (SEPs) and content standards, with appropriate documentation to the district and TPP
 - Implement a gradual release model, increasing the resident's/apprentice's classroom responsibilities over time
 - Provide a higher level of mentoring, coaching, and feedback to support the resident's/apprentice's professional growth

Renewal Rule

Minnesota Rule 8710.7200 Subpart 4 B. (1)

- Supervision of clinical experiences of persons enrolled in teacher licensure programs for one quarter equals 16 clock hours or one semester equals 24 clock hours. No more than 30 clock hours may be granted in a five-year relicensure period for supervision.



Resolution Consideration

- Waive the requirement of no more than 30 clock hours in a five-year period for mentor teachers and journeyworkers
- Acknowledgement of the work hosting a resident or apprentice
- Ability to attract new mentor teachers and journeyworkers



Questions?

Emily Busta

emily.busta@state.mn.us

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Board Resolution – CTE

Debby Odell, Licensing and Operations Manager

Board Resolution - CTE

Summary:

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- Candidates who enroll in a MN approved CTE licensure program for multiple CTE licensure fields and demonstrate they meet the bachelor's degree exemption in at least one of those fields, should be able to obtain a Tier 2 license in each of the fields enrolled if needed.
- The proposed Board resolution would waive the language "aligned to the assignment" from MN Rule 8710.0312 Subp. 2 A (3) for applicants applying for a Tier 2 license in a CTE field and verify they are enrolled in a MN approved CTE licensure program.

Board Resolution - CTE

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MN Rule 8710.0312 Subp. 2 A (3)

Career and Technical Education (CTE) applicants are able to obtain a tier two license using the bachelor's degree exemption if they verify they have:

(a) five years of relevant work experience aligned to the assignment;

(b) an associate's degree aligned to the assignment; or

(c) a professional certification aligned to the assignment from an approved certifying organization.

Board Resolution - CTE

Summary (continued):

- Additionally, Lakes Country Service Cooperative has asked the Board to waive the same language for Tier 3 as a technical correction. However, since candidates who complete a MN approved CTE program will have demonstrated content in each area they are being recommended for licensure, this waiver should not be necessary as it would fall under certification aligned to the assignment from an approved certifying organization.

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Arts Licenses Survey Update

Max Clark-Vail, Leadership & Data Specialist, Perpich
Center for Arts Education

Alina Campana, Arts Specialist, Minnesota
Department of Education

Arts Licensure Surveys: Agenda

Call to Order

- Overview
- Survey Results - Media Arts
- Survey Results - Music
- Survey Results - Dance & Theater
- Request

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Arts Licensure Surveys: Overview

Steering Committee Recommendations Review

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The Arts Licensure Steering Committee discussed **media arts, music, and the dance and theater combined license**, coming to unanimous agreement on three recommendations:

1. Create a PK-12 Media Arts License with some overlapping standards among other arts areas.
2. Discontinue the PK-12 Vocal and Classroom Music and the PK-12 Instrumental and Classroom Music licenses and replace them with a single PK-12 Music license with specialization embedded in the standards.
3. Retain the PK-12 Dance & Theater license alongside the PK-12 Dance license and PK-12 Theater license.

A detailed pros and cons list was generated from the committee's discussions.

Arts Licensure Surveys: Overview

Call to Order

Surveying the Field

Oral Arguments

After reviewing the recommendations, the board requested that MDE and Perpich conduct a survey to gather feedback from:

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- K-12 teachers,
- administrators, and
- higher education faculty.

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All pros and cons raised in the survey results were also considered and addressed by the Steering Committee.

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Arts Licensure Surveys: Overview

Survey Analysis Caveats

We invite the board to keep the following caveats in mind as they interpret the survey results:

- Self-selection
- Gaps in representation
- Small subgroups

Details regarding survey content, recipients, response rate, information sessions, and survey analysis process can be found in the memo.

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Arts Licensure: Media Arts Survey Results

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Recommendation: Create a PK-12 Media Arts License with some overlapping standards among other arts areas

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Summary of Support & Opposition

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- 64 total responses
- Yes: 31 (48%)
- Unsure: 17 (27%)
- No: 16 (25%)

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Arts Licensure: Media Arts Survey Results

Key Takeaways

- Nearly half of respondents support the recommendation with the other half being split between unsure and opposed.
- Visual arts teachers show the widest range of opinion (18 yes, 10 unsure, 7 no), while higher education faculty lean supportive (5 yes, 2 unsure).

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Arts Licensure: Media Arts Survey Results

Key Themes in Responses

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Benefits

A need for qualified teachers in media arts

Legitimacy for the arts area

21st Century Relevance

Career Pathways & Opportunities

Concerns

Over-specialization and teacher shortages

Implementation barriers, including needing to establish higher education programs

Arts Licensure: Music Survey Results

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Recommendation: Discontinue the PK-12 Vocal and Classroom Music and the PK-12 Instrumental and Classroom Music licenses and replace them with a single PK-12 Music license with specialization embedded in the standards.

Group	% Does Not Support	% Supports	% Unsure
All Respondents (224)	59% (132)	19% (42)	22% (50)
K-12 Music Teachers (183)	66% (121)	11% (21)	22% (41)
Everyone who is not a K-12 Music Teacher (41)	27% (11)	51% (21)	22% (9)
Small Schools (13)	54% (7)	31% (4)	16% (2)
Mid-sized Schools (108)	62% (67)	13% (14)	25% (27)
Large Schools (69)	71% (49)	10% (7)	19% (13)

Arts Licensure: Music Survey Results

Key Takeaways

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- There is resistance to a single, broad license, especially among current K-12 music teachers. Opposition is strongest among current K-12 music teachers, especially in large schools.
- Some see benefits for staffing flexibility and modernization, but most want to preserve distinct specializations and strong ensemble programs.
- Support is higher among administrators, higher ed faculty, and in small schools—groups that value flexibility and modernization.
- Non-white respondents and city-based educators are more open to change, often citing inclusivity and access.
- Very few responses addressed the potential to remove barriers and increase access to music licenses for musicians who do not come from band, orchestra, or choir backgrounds.

Arts Licensure: Music Survey Results

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Key Themes in Responses

Benefits	Concerns
Flexibility for small districts	Administrative Misuse/Reassignment
Modernizing and diversifying music education	Loss of specialization leading to lowering teacher quality
Easier hiring	Teacher Preparation Program Burden
Cross-training value	

Arts Licensure: Dance & Theater Survey Results

Call to Order

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Recommendation: Retain the PK-12 Dance & Theater license alongside the PK-12 Dance license and PK-12 Theater license

Summary of Support/Opposition

- 23 total responses
- Yes: 17 (74%)
- Unsure: 3
- No: 3

Arts Licensure: Dance & Theater Survey Results

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Key Themes in Responses

- Respondents' pros and cons were generally aligned with those of the steering committee.
- The two dominant themes brought up by respondents were flexibility and accessibility for hiring, staffing, and offerings, balanced by concerns regarding lack of depth of learning and teacher training program quality when dance and theater are combined in one license.

Arts Licensure: Request

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We are seeking the board's approval to move forward with Steering Committee Recommendations:

1. Create a PK-12 Media Arts License with some overlapping standards among other arts areas
2. Discontinue the PK-12 Vocal and Classroom Music and the PK-12 Instrumental and Classroom Music licenses and replace them with a single PK-12 Music license with specialization embedded in the standards
3. Retain the PK-12 Dance & Theater license alongside the PK-12 Dance license and PK-12 Theater license

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If the board does not support either the music or media arts recommendation,
we request that the board select one of the following paths forward:

1. We reconvene the Steering Committee to bring forward an alternative recommendation.
2. The Board identifies one of the alternate options on the next slides from those that the steering committee discussed.

Arts Licensure: Request

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Media Arts Alternatives

1. **Preferred alternative:** Embed media arts standards in visual arts, creating a PK-12 Visual & Media Arts license.
2. **Lesser alternative:** Create a Media Arts endorsement accessible to all arts area licenses.

Music Alternatives

1. **Preferred alternative:** K-12 General Music License + 2 endorsements (Choir and Band/Orchestra)
2. **Lesser alternative:** Change through standards revision

Arts Licensure: Request

Call to Order

Dance & Theater Alternative

Oral Arguments

If the board does not support the dance/theater recommendation, we propose the board approve the other option the committee considered:

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Discontinue the PK-12 Dance & Theater combined license, and offer the PK-12 Dance license and the PK-12 Theater license.

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Arts Licensure: Next Steps

Call to Order

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Clear direction from the PELSB board is critical for us to move on to the next steps in this process.

- Perpich and MDE will assemble writing workgroups for each arts license.
- Those workgroups will review and revise standards for all continuing arts licenses and create standards for any new license.

**The Board is in Recess until
12:47 p.m.**

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R4863 Rulemaking Update

Steve Rollin, Rulemaking Attorney

Unfinished Business

Background:

Rule 4863 proposes changes to teacher licensure, license renewal, and other legislative requirements. The possible changes include:

- implementing legislative changes that expand the exemption from a bachelor's degree requirement for licensure to include teachers seeking licensure in World Language & Culture, and the Visual or Performing Arts;
- Adopting required components to the renewal requirement specific to American Indian history and culture;
- Streamlining certain components of the licensure via portfolio process;
- Defining "meaningful progress," for the purpose of determining whether a teacher on a Tier 2 license can renew; and,
- Early Childhood Education, Ethnic Studies, and Computer Science licensure.

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Board Subcommittee Recommendations

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In May, the Board Chair assigned three board members to review comments. The subcommittee met three times in July and recommends the following changes to the proposed rule:

Bachelor of Arts (BA) Exemption

- None.

American Indian History & Culture Renewal Requirement

- None

Portfolio Streamlining

- Remove Ag Ed, Business, FACS, Work-Based Learning, and Accommodation Specialist from the requirement for a CTE core skills portfolio, as they are not required to have the CTE Core (only the “career” fields require CTE Core).

Meaningful Progress Licensure

- Change the definition of meaningful progress changed to reflect differing requirements in teaching programs:
- Remove statements in the rule “as defined by the provider”, which limits the definition of meaningful progress.

Unfinished Business

Board Subcommittee Recommendations (continued)

Call to Order

Early Childhood Education Licensure

- Allow variances for cooperating teacher qualifications for working in clinical experience with new ECE teachers.

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Ethnic Studies Licensure

- Change ethnic studies license from a preK-12 to a grade 5-12 license.
- Change ethnic studies license to a K-6 elementary level endorsement for ethnic studies.
- Add ethnic studies endorsement for social studies teachers grades 5-12.
- Add in the equivalent of social studies reading standards.

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Computer Science Licensure

- Change computer science license from a preK-12 to a grade 5-12 license.
- Change computer science license to a K-6 elementary level endorsement for Computer Science.
- Add in the equivalent of Math reading standards.

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The subcommittee's discussion and more information are available on the PELSB website at [R4863 Rulemaking](#).

Additional Issues

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Additional Issues arose after adjournment of the subcommittee. PELSB staff recommend:

- that the requirement of demonstrating the social studies scope & sequence strands be removed.
- under the ethnic studies, computer science and early childhood education licenses, that a candidate for additional licensure demonstrate they have met the standards for effective practice.
- the definition of meaningful progress should apply to candidates with an out-of-field permission (and not just Tier 2 candidates).

PELSB is working with MDE to clarify OFP policies in line with IDEA.

Adding OFPs to meaningful progress may help with this.

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Literacy Update

Dr. Lucy Payne, Board Chair

Literacy Update

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Background:

In 2022 Minnesota was selected to be part of cohort 2 for the Hunt Institutes Path Forward Program. The mission of the team is, “Teaching children to read – collectively engaging in evidence-based tier one instruction that teaches 80% of children to reach reading proficiency.”

Reading Rubric Development:

MACTE, teacher educators in literacy, and PELSB have been collaborating on a Reading Rubric for continuous improvement. This rubric is designed to complement the literacy work at the program level done with the Literacy Audit. PELSB Staff are working on implementation at the unit level.

Literacy Lab Site Visit:

On October 21st, representatives from PELSB and MDE traveled to Moorhead, MN to visit elementary schools and see Minnesota State Moorhead Early Literacy Fellows in action. The Early Literacy Fellows program marries the theory and research taught in teacher prep classrooms with the practicalities of teaching an *actual* child to read.



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2026 Legislative Priorities

Dr. Yelena Bailey, Executive Director

Timeline for Committee Work



August

11 | Committee Meeting:
Discuss possible priorities



September

15 | Committee Meeting:
Discuss possible priorities
(Presentations for Community Partners)



October

7 | Committee Meeting:
Discuss possible priorities
(Presentations for Community Partners)



November

6 | Standards & Rules Meeting:
Discuss possible priorities

10 | Committee Meeting:
Discuss possible priorities

21 | Board Meeting:
Present recommendations



December

TBD | Committee Meeting:
Prepare for Board Meeting
(cancel if not needed)

12 | Board Meeting:
Vote on priorities

2026 Legislative Priorities

Call to Order

REMOVING BARRIERS TO LICENSURE:

- Join the Interstate Teacher Mobility Compact
- Allow enrollment in a state-approved program with equivalent student teaching for tier 2 license

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MEET THE NEEDS OF MN STUDENTS:

- Support the creation of an Education Advisory Group to address AI, High School Redesign, and other future needs
- Update mental health renewal requirement ("mental illness")
- Support efforts to enhance ethics processes that protect students

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OPERATIONAL EXCELLENCE:

- Transfer responsibility to administer the paraprofessional credential to MDE
- IT fund extension
- Revise testing accommodations in 122A.185

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Supply & Demand and Tiered Licensure & Permissions Reports

Kat Anthony-Wigle, Data & Policy Specialist

Supply & Demand Key Findings

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Key Findings: Candidates completing teacher preparation in Minnesota are more diverse than Minnesota's existing teacher workforce. Teacher candidates of color or American Indian candidates comprised 15.79% candidates who completed teacher preparation in Minnesota.

Table 23: Candidates in Teacher Preparation Programs in Minnesota, by Race and Ethnicity²⁶

Race/Ethnicity	Enrolled in Licensure Program		Program Completers		Received Tier 3 or Tier 4 License		Hired within Licensure Content	
	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent
African American or Black	576	6.02%	153	5.30%	104	4.23%	69	3.64%
American Indian or Alaskan Native	94	0.98%	14	0.48%	14	0.57%	12	0.63%
Asian	356	3.72%	105	3.64%	93	3.79%	72	3.80%
Hawai'ian Native or Pacific Islander	11	0.11%	1	0.03%	1	0.04%	0	0%
Hispanic	467	4.88%	117	4.05%	96	3.91%	65	3.43%
Multiracial	356	3.72%	71	2.46%	58	2.36%	34	1.79%
Undeclared	285	2.98%	90	3.12%	77	3.14%	40	2.11%
White	7,485	78.21%	2,346	81.23%	2,029	82.61%	1,609	84.91%
Total Unduplicated	9,570	100%	2,888	100%	2,456	100%	1,895	100%
TOCAIT Total	1,767	18.46%	456	15.79%	354	14.41%	249	13.14%

Supply & Demand Key Findings

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Key Findings: Despite increases in the number of Teachers of Color and American Indian Teachers, Minnesota's teacher workforce does not proportionally reflect the diversity of the student population.

Table 13: 2024-2025 Race and Ethnicity Comparison of Teachers and Students by EDR¹⁵

Economic Development Region	Total Number of Teachers	Total Number of TOCAIT	Percent of TOCAIT	Total Number of Students Enrolled	Total Number of SOCAIS	Percentage of SOCAIS
01: Northwest	1,097	24	2.19%	13,400	2,599	19.40%
02: Headwaters	1,177	65	5.52%	14,040	6,194	44.12%
03: Arrowhead	3,250	96	2.95%	41,247	7,630	18.50%
04: West Central	2,799	85	3.04%	35,723	7,468	20.91%
05: North Central	2,076	36	1.73%	25,315	4,251	16.79%
06E: Southwest Central	1,257	28	2.23%	15,675	5,029	32.08%
06W: Upper Minnesota Valley	598	13	2.17%	7,274	1,768	24.31%
07E: East Central	1,833	26	1.42%	25,068	3,871	15.44%
07W: Central	5,632	151	2.68%	80,482	19,372	24.07%
08: Southwest	1,832	58	3.17%	21,414	7,917	36.97%
09: South Central	2,572	81	3.15%	33,513	8,681	25.90%
10: Southeast	4,739	134	2.83%	75,880	24,092	31.75%
11: 7-County Twin Cities	36,031	3,997	11.09%	487,151	249,327	51.18%
Statewide	64,665	4,788	7.40%	876,182	348,199	39.74%

Supply & Demand Key Findings

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Key Findings: Nearly a third of new teachers leave teaching within the first five years in the profession.

Table 42: Teacher Attrition by Cohort³⁸

Cohort Year	Newly Licensed Teachers	Returned in 21-22		Returned in 22-23		Returned in 23-24		Returned in 24-25	
		Teachers	Difference	Teachers	Difference	Teachers	Difference	Teachers	Difference
20-21	1,696	1,464	(13.68%)	1,420	(16.27%)	1,298	(23.47%)	1,202	(29.13%)
21-22	1,838			1,514	(17.63%)	1,398	(23.94%)	1,268	(31.01%)
22-23	1,960					1,684	(14.08%)	1,534	(21.73%)
23-24	1,754							1,465	(16.48%)
24-25	1,738								

Supply & Demand Key Findings

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Key Findings: Charter schools are much more likely than public schools to fill a position with a teacher holding a Tier 1 or Tier 2 license than public school districts.

Table 28: Percent of Teachers Holding a Tier 1 License, Tier 2 License, Out-of-Field Permission, or Out-of-Compliance by District Type³²

District Types	Total Number of Teachers	Percent on Tier 1	Percent on Tier 2	Percent on OFP	Percent Out-of-Compliance
Public School Districts	58,589	1.46%	2.08%	4.57%	0.31%
Charter Schools	5,906	9.24%	7.91%	7.03%	0.93%
Other Educational Institutions	925	3.46%	5.62%	7.78%	0.11%
Total	65,420	2.19%	2.66%	4.84%	0.36%

Supply & Demand Key Findings

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Key Findings: The demand for teachers is evenly distributed among economic development regions within the state.

Table 27: Percent of Teachers Holding a Tier 1 License, Tier 2 License, Out-of-Field Permission, or Out-of-Compliance by Economic Development Region³⁰

Economic Development Region	Total Number of Teachers	Percent on Tier 1	Percent on Tier 2	Percent on OFP	Percent out of Compliance
01: Northwest	1,103	3.35%	3.08%	6.80%	1.18%
02: Headwaters	1,182	2.45%	2.79%	5.92%	0.34%
03: Arrowhead	3,258	1.17%	2.33%	5.49%	0.80%
04: West Central	2,806	1.96%	2.10%	5.77%	0.50%
05: North Central	2,084	1.54%	2.11%	6.19%	0.19%
06E: Southwest Central	1,257	2.39%	1.91%	6.21%	0.56%
06W: Upper Minnesota Valley	600	3.50%	1.83%	5.33%	0.67%
07E: East Central	1,837	2.72%	2.01%	5.82%	0.87%
07W: Central	5,669	1.92%	2.12%	4.71%	0.39%
08: Southwest	1,837	3.81%	3.76%	7.68%	0.05%
09: South Central	2,576	1.98%	1.90%	4.97%	0.39%
10: Southeast	4,759	2.19%	2.48%	5.88%	0.55%
11: 7-County Twin Cities	36,350	2.21%	2.89%	4.17%	0.25%

Supply & Demand Key Findings

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Key Findings: Over 36% of Minnesota’s teachers who hold a Tier 3 or Tier 4 License are currently not teaching in a public-school classroom or charter school classroom.

Table 1: Number of Non-Expired Licenses as of June 30, 2025

Licensure Level	Unduplicated Headcount of Teachers/Related Service Providers	Number of Licenses Held
Full, Professional: Tier 3 and Tier 4 Licenses	106,001	170,285
Tier 1 and Tier 2 Licenses	4,322	4,769
Total Licenses	110,254	175,054

Table 4: 2024-2025 Assignments and Compliance

Compliance Level	Teachers		Related Service Providers	
	Headcount	Out-of-Compliance Rate	Headcount	Out-of-Compliance Rate
Holds Tier 1 license	1,402	2.17%	0	0%
Holds Tier 2 license	1,706	2.64%	122	1.83%
Holds Tier 3 license	8,920	13.80%	1,682	25.22%
Holds Tier 4 license	49,886	77.16%	4,841	72.60%
Holds Out-of-Field Permission	3,143	4.86%	17	0.25%
Holds Cross-Curricular Delivery Permission	303	0.47%	0	0%
Out-of-Compliance	237	0.37%	6	0.09%

Supply & Demand Key Findings

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Key Findings: Just under 90% of all teaching assignments are filled by teachers who hold the appropriate full professional license for that assignment.

Table 5: 2023-2024 Assignments and Teachers Holding a Tier 1 License, Tier 2 License, or Permission for the Assignment⁹

Certification Code	School Year	Number of Assignments		Number of Teachers	
		Count	Percentage	Count	Percentage
All teacher assignments	2023-2024	153,958	100%	65,690	100%
Assignments filled by Tier 1, Tier 2, or OFP	2023-2024	14,788	9.61%	6,340	9.65%
Tier 1 license	2023-2024	2,909	1.89%	1,297	1.97%
Tier 2 license	2023-2024	4,474	2.91%	2,025	3.08%
OFP	2023-2024	6,405	4.16%	2,779	4.23%
CCDP	2023-2024	1,000	0.65%	314	0.48%

Table 6: 2024-2025 Assignments and Teachers Holding a Tier 1 License, Tier 2 License, or Permission for the Assignment¹⁰

Certification Code	School Year	Number of Assignments		Number of Educators	
		Count	Percentage	Count	Percentage
All teacher assignments	2024-2025	147,918	100%	65,195	100%
Assignments filled by Tier 1, Tier 2, or OFP	2024-2025	15,116	10.22%	6,670	10.23%
Tier 1 license	2024-2025	2,978	2.01%	1,429	2.19%
Tier 2 license	2024-2025	3,691	2.50%	1,727	2.65%
OFP	2024-2025	7,509	5.08%	3,292	5.05%
CCDP	2024-2025	938	0.63%	303	0.46%

Supply & Demand Key Findings

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Key Findings: The licensure areas filled with the highest number of teachers or proportion of teachers holding a Tier 1 or Tier 2 license, or Out-of-Field Permission (OFP) for their assignment remain consistent - special education (SPED) fields, language licensure areas, and career and technical fields.

Table 25: Licensure Areas with Largest Number of Teachers Holding a Tier 1 License, Tier 2 License, or Out-of-Field Permission²⁸

Licensure Area	Number of Tier 1, Tier 2, and OFP
Academic and Behavioral Strategist (ABS)	1,698
Elementary Education	814
English as a Second Language	444
Emotional Behavior Disorders (EBD)	438
Communication Arts/Literature	403
Early Childhood Special Education (ECSE)	367
Autism Spectrum Disorders (ASD)	361
Mathematics	360
Physical Education	325
Learning Disabilities (LD)	306

Table 26: Licensure Areas with Highest Percentage of Teachers Holding a Tier 1 License, Tier 2 License, or Out-of-Field Permission²⁹

Assignment Area	Unduplicated Headcount	Headcount on Tier 1, Tier 2, or Permission	Percentage
World Language and Cultures: Hebrew	3	3	100.00%
World Language and Cultures: Korean	2	2	100.00%
World Language and Cultures: Somali	6	6	100.00%
World Language and Cultures: Hmong	40	34	85.00%
Career and Technical Education (CTE): Transportation Careers	103	78	75.73%
World Language and Cultures: Arabic	26	19	73.08%
Career and Technical Education (CTE): Service Occupations Careers	48	32	66.67%
World Language and Cultures: Karen	5	3	60.00%
Career and Technical Education (CTE): Medical Careers	100	59	59.00%
Career and Technical Education (CTE): Construction Careers	173	100	57.80%
Career and Technical Education (CTE): Manufacturing Careers	121	64	52.89%
World Language and Cultures: Greek	2	1	50.00%

Supply & Demand Interesting Finding

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Interesting finding: When calculating the teacher attrition (new teachers in their first five years), I wondered how many teachers who start on a Tier 1 and Tier 2 not only returned, but moved to a full, professional license.

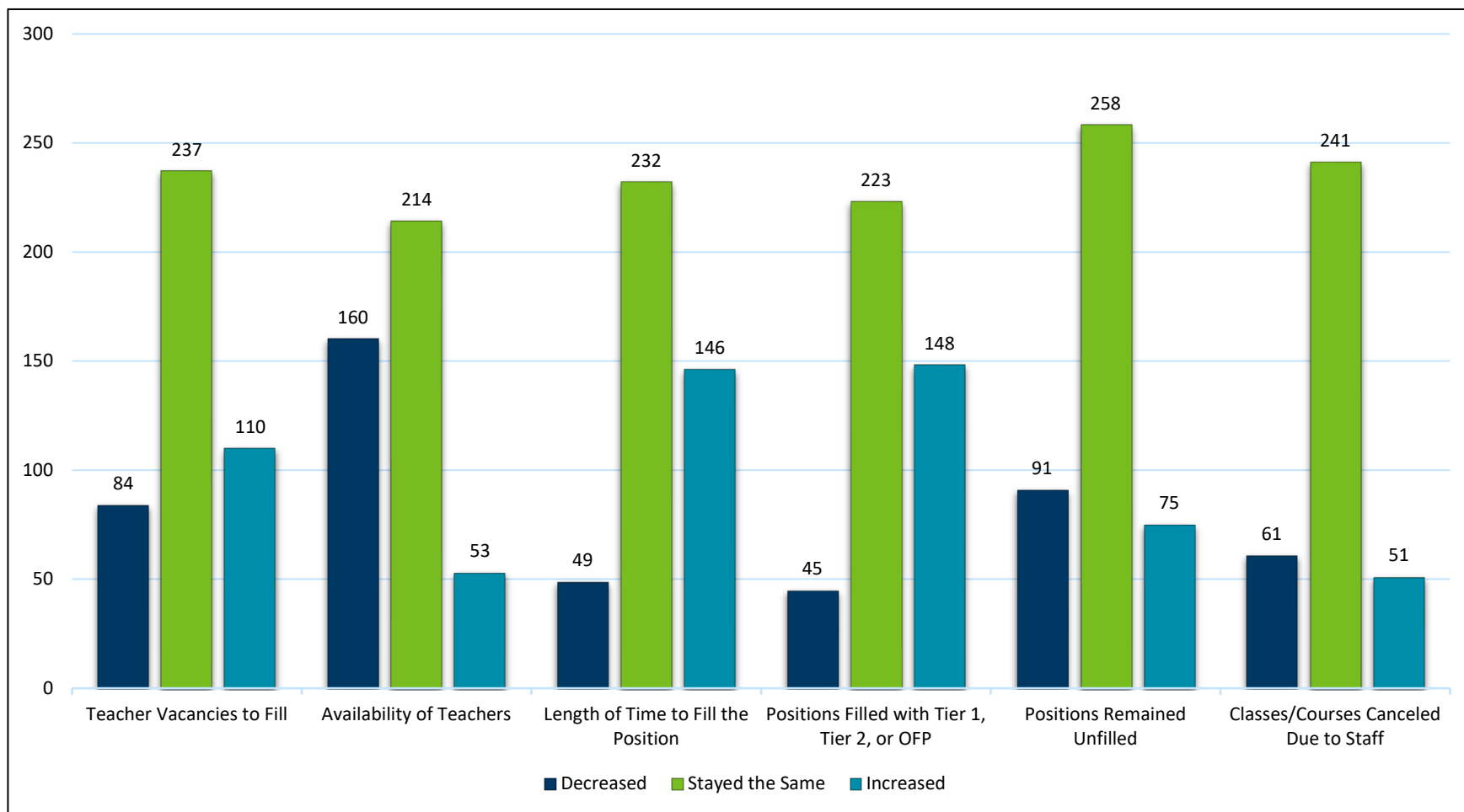
***Legislative changes in 2023 may have impacted this data. We estimate 850-1000 Tier 2 teachers moved to a Tier 3/Tier 4 when testing was removed.**

Table 44: Overall Percentage of Tier 1 or Tier 2 Licensed Teachers from Table 41 Who Became Fully Licensed Teachers

Year	Total on Tier 1 or Tier 2	Tier 3 or Tier 4 in 2024-2025	Overall Percentage
2020-2021	2,557	1,363	53.30%
2021-2022	2,919	1,429	48.96%
2022-2023	3,585	1,466	40.89%
2023-2024	3,330	641	19.25%
2024-2025	3,170		

Supply & Demand District Survey

Comparison of School Year 2023-2024 to School Year 2024-2025



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Supply & Demand Educator Retention

Call to Order

In the 2024-2025 school year there were 72,958 educators working with a full professional license.

Oral Arguments

Out of the nearly 73,000 educators reported as working this past school year:

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- Over 77% (56,586) were reported with an assignment in 2020-2021
- Almost 75% (54,531) were reported as working in a similar assignment role in 2020-2021
- 1,215 educators previously held a Tier 1 or Tier 2 license in 2020-2021
- 63% (46,009) were reported as working in the same EDR in 2020-2021
- Almost 63% (45,927) were reported as working in the same district in 2020-2021
- Just under 55% (40,125) were reported as working in the same school in 2020-2021

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Increase Teachers of Color and Indigenous Educators

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Staff Reports

Dr. Yelena Bailey, Executive Director

Staff Reports

	Work Group/Community Partner Meeting	Focus Area	Board/Staff Lead	Date
	NASDTEC Central Region/PESBA Meetings	Licensure Policy	Yelena Bailey, Erin Doan, and Michelle Sandler	October 14
Call to Order	Special Education Advisory Group	Proposed Changes to Licensure	Yelena Bailey & Erin Doan	October 15, November 19
Discipline Matters	Minnesota Educator Association	Teacher Licensure	Lucy Payne, Amy Aho, Brandee Shoemaker, Gift Saloka, Yelena Bailey	October 16
Consent Agenda	Literacy Lab Site Visit	Literacy	Lucy Payne, Amy Aho, Yelena Bailey	October 21
	Charter School Bootcamp	Licensure Compliance	Caren Custer	October 22
Public Comment	Developmental Delay Age Limit Work Group	Possible extension to age 9	Erin Doan	October 22
Unfinished Business	NCEE Committee	Licensure Standards	Yelena Bailey	
	MACTE Fall Conference	Preparation Provider Updates	Erin Doan & Michelle Sandler	October 23
New Business	Standards and Rules Advisory Committee	Student Mental Health	Lucy Payne, Rochelle Dyer, Amy Aho, Yelena Bailey, Steve Rollin	October 30
Reports	917 Site Visit	Special Education Policy	Lucy Payne, Amy Aho, Justin Hoelscher, Yelena Bailey	October 30
Adjourn	Great Lakes Community of Practice	Teacher Licensure Policy	Yelena Bailey & Erin Doan	November 6-7
	NEO Fall 2025 Celebration of Leading and Learning	Licensure Compliance	Caren Custer	November 12
	IWA/GWDB/MNP20 Education Committee	Educator Workforce	Yelena Bailey & Erin Doan	November 19

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Chair Reports

Dr. Lucy Payne, Chair

Call to Order

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The meeting is adjourned.

Upcoming Meetings:
December 12, 2025

Please visit <https://mn.gov/pelsb/board/meetings/> for more information.