

Memorandum

Date: December 12, 2025
To: Professional Educator Licensing and Standards Board
From: Kat Anthony-Wigle, Data Specialist
RE: 2025 Supply & Demand and Tiered Licensure Reports - REPORT

Supply & Demand Report Summary:

Every two years, the Professional Educator Licensing and Standards Board (PELSB) provides information to the Minnesota Legislature about the supply and demand of licensed teacher in Minnesota public school districts and charter schools. The 2025 Teacher Supply and Demand Report shows the ongoing trend of struggles to retain current educators and recruit new individuals to the profession. Despite this, the majority of teaching assignments in Minnesota's public schools and charter schools are filled by teachers who hold a Tier 3 or Tier 4 license.

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.
- Just under 90% of all teaching assignments are filled by teachers who hold the appropriate full professional license for that assignment (Table 5).
- The demand for teachers is evenly distributed among economic development regions within the state (Table 17).
- 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).
- Districts' perception of the teacher shortage has not significantly changed since the *2023 Supply and Demand Report*. Pages 42-49 summary the district survey.
- Despite increases in the number of Teachers of Color and American Indian Teachers, the state's teacher workforce does not proportionally reflect the diversity of the student population (Table 11).
- *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).
- Nearly a third of new teachers leave teaching within the first five years in the profession (Table 41).
- *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 (Tables 25 and 26).

Tiered Licensure & Permissions Report Summary:

Following the implementation of the new tiered licensure system, PELSB began publishing the Tiered License and Permissions report annually in 2019. The data provided in this report represents the fifth year of implementation of tiered licensure, and four years of the full transition.

This report summarizes the number and percentage of Tier 1, Tier 2, Tier 3, and Tier 4 licenses as well as the out-of-field permissions (OFP) and innovative program permissions (IPP) held by teachers actively working in a classroom or holding an unexpired license at the end of the 2024-2025 academic year.

The data tables included in this report are organized by race and ethnicity, licensure field, and districts and charter schools. Additionally, this report includes several data tables that provide additional teacher licensure data by overall percentages, proportions, and regions. Now that four years have passed since fully transitioning to the tiered licensure system, the data in this report better reflects the changing landscape of Minnesota's teaching profession.

Options:

This is a report. No action is needed.