



MINNESOTA

PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

A photograph of a modern classroom with wooden desks, chairs, a chalkboard, and a large window overlooking a city skyline. A dark blue rounded rectangle is overlaid on the center of the image.

PELSB Updates for AMSD

Dr. Yelena Bailey

Executive Director

Mission & Vision

MISSION:

- Ensuring all Minnesota students have high quality educators in their schools

VISION:

- To ensure equitable education practices through high licensure standards, quality educator preparation programs, and community partner engagement.





Dr. Lucy Payne, Board Chair, Teacher Preparation



Amy Aho, Vice Chair, Teacher – Related Services



Dr. Yelena Bailey, Executive Director



Rochelle Dyer, Teacher Preparation



Justin Hoelscher, Administrator



Liana Lingofelt, Teacher – 7-County Metropolitan Area



Gift Saloka, Teacher – Special Education



Brandee Shoemaker, Teacher – Greater Minnesota



Dr. Kurt Stumpf, Superintendent



Glazell Toledo, Teacher – 7-County Metropolitan Area



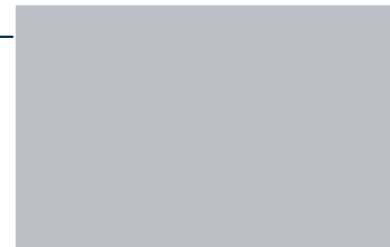
Jennifer Trask, Teacher – Greater Minnesota



Nathan Wood, Principal



Janie Yang, Teacher – Charter School



Vacant Seat, Public Member

FY25 Jurisdiction and Scope of Work

Pathways to Licensure

6

- ✓ 38 Teacher Preparation Providers
- ✓ 628 Licensure Programs
- ✓ 174 Teachers Licensed via Portfolio
- ✓ 22 Heritage Language Educators Licensed

Ethics

2

- ✓ 231 Licensee Files Opened
- ✓ 563 Applications Reviewed
- ✓ 103 Actions Taken

Licensure

13

- ✓ ~110,000 Licensed Teachers
- ✓ 14,301 New Licenses Issued
- ✓ 5,806 Permissions Granted
- ✓ 22,709 Renewals Processed

Data & Compliance

2

- ✓ Licensure and assignment data from 535 districts and charter schools

Board Work

3

- ✓ 12 Meetings Held
- ✓ 1 Retreat
- ✓ 6 Committees (with regularly scheduled meetings)

Rulemaking

1

- ✓ 2 Active Projects

A person wearing a tan jacket is shown from the side, gesturing with their hands as if speaking. In the background, several other people are seated in a meeting room, looking towards the speaker. A large blue circle with a thin green border is overlaid on the right side of the image, containing the text "Board Updates" in white.

Board Updates

Streamlining Teacher Licensure

- Working towards licensure areas that will meet the future-needs of students
- Fewer licenses without compromising quality or content knowledge
- Special education, science, and arts licensure work groups are providing feedback

Literacy Work

- Reading audit to be complete summer 2026
- Legislative report August 1, 2026
- Creating guidance for districts on how and where teachers are prepared
- Collaboration with teachers and teacher preparation providers on literacy rubric

FY25-26	FY26-27	FY27-28	FY28-29	FY29-30	FY30-31	FY31-32
----------------	----------------	----------------	----------------	----------------	----------------	----------------

School Counseling Programs (R4703 - in process)

ECE (R4863 - in process)

Ethnic Studies (R4863 - in process)

Computer Science (R4863 - in process)

Legislative Policy (R4863 - in process)

Science and Science via Exam

Unit & Program Approval

Heritage Language

Reading

Special Education: High Incidence/Low Incidence/Core Skills

Arts

World Languages

ESL

Math

Career and Technical Education

Tiered Licensure & License Renewal

Educator Ethics

Elementary

Social Studies

Language Arts

**PELSB
Rulemaking
Schedule**

Rulemaking R4683

Ethnic Studies

- 5-12 License
- Ethnic Studies Endorsement for Social Studies 5-12
- No k-6 endorsement

Computer Science

- 5-12 License
- No k-6 endorsements


When Elementary License rule is opened, additional standards in ethnic studies and computer science will be added.

Special Education Rule Draft Direction

Current Licenses	Scope	Potential Licenses
Academic and Behavioral Strategist (ABS)	K-21	Academic and Behavioral Strategist (ABS)
Autism Spectrum Disorders (ASD)	Birth-21	New Moderate to Severe Cross-Categorical License
Development Disabilities (DD)	K-12	
Emotional Behavior Disorders (EBD)	K-21	
Learning Disabilities (LD or SLD)	K-21	
Physical and Health Disabilities (PHD)	Birth-21	Physical and Health Disabilities (PHD)
Blind or Visually Impaired (BVI)	Birth-21	Blind or Visually Impaired (BVI)
Deaf or Hard of Hearing (DHH)	Birth-21	Deaf or Hard of Hearing (DHH)
Developmental/ Adapted Physical Education (DAPE)	PreK-21	Developmental/ Adapted Physical Education (DAPE)
Oral/Aural Deaf Education	Birth-12	Oral/Aural Deaf Education
Early Childhood Special Ed (ECSE)	Birth-6	Early Childhood Special Ed (ECSE)

Arts Licensure Rule Draft Direction

- Embed media arts standards in visual arts, creating a PK-12 Visual & Media Arts license.
- Discontinue the K-12 Vocal and Classroom Music and the K-12 Instrumental and Classroom Music licenses and replace them with a single PK-12 Music license with specialization embedded in the standards



Teacher Licensure

Key Findings from the Supply & Demand Report



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

Still, **nearly 90%** of all teaching assignments are filled by teachers who hold the appropriate full professional license for that assignment.



- 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, world languages, and career and technical education.**



- The demand for teachers is **evenly distributed among economic development regions** within the state.



- **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.**



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



- Districts’ perception of the teacher shortage has not significantly changed since the 2023 Supply and Demand Report.

Minnesota's Teacher Workforce

Race/Ethnicity	Headcount	Tier 1	Percent on Tier 1	Tier 2	Percent on Tier 2	Tier 3	Percent on Tier 3	Tier 4	Percent on Tier 4
American Indian or Alaskan Native	373	10	2.68%	11	2.95%	93	24.93%	261	69.97%
Asian	2,546	127	4.99%	140	5.50%	645	25.33%	1,642	64.49%
Black or African American	1,988	260	13.08%	184	9.26%	607	30.53%	946	47.59%
Native Hawaiian or Other Pacific Islander	24	2	8.33%	3	12.50%	11	45.83%	9	37.50%
Hispanic or Latino	2,288	154	6.73%	129	5.64%	770	33.65%	1,244	54.37%
Two or More Races	1,028	40	3.89%	42	4.09%	266	25.88%	681	66.25%
White or Caucasian	91,253	1,294	1.42%	1,484	1.63%	14,261	15.63%	74,284	81.40%
No Race/Ethnicity Provided	10,754	234	2.18%	241	2.24%	2,029	18.87%	8,261	76.82%
Total Unduplicated Headcount	110,254	2,121	1.92%	2,234	2.03%	18,682	16.94%	87,328	79.21%
Teachers of Color/American Indian Teachers (TOCAIT)	8,247	593	7.19%	509	6.17%	2,392	29.00%	4,783	58.00%

High Demand Licensure Areas

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, world languages, and career and technical education.

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

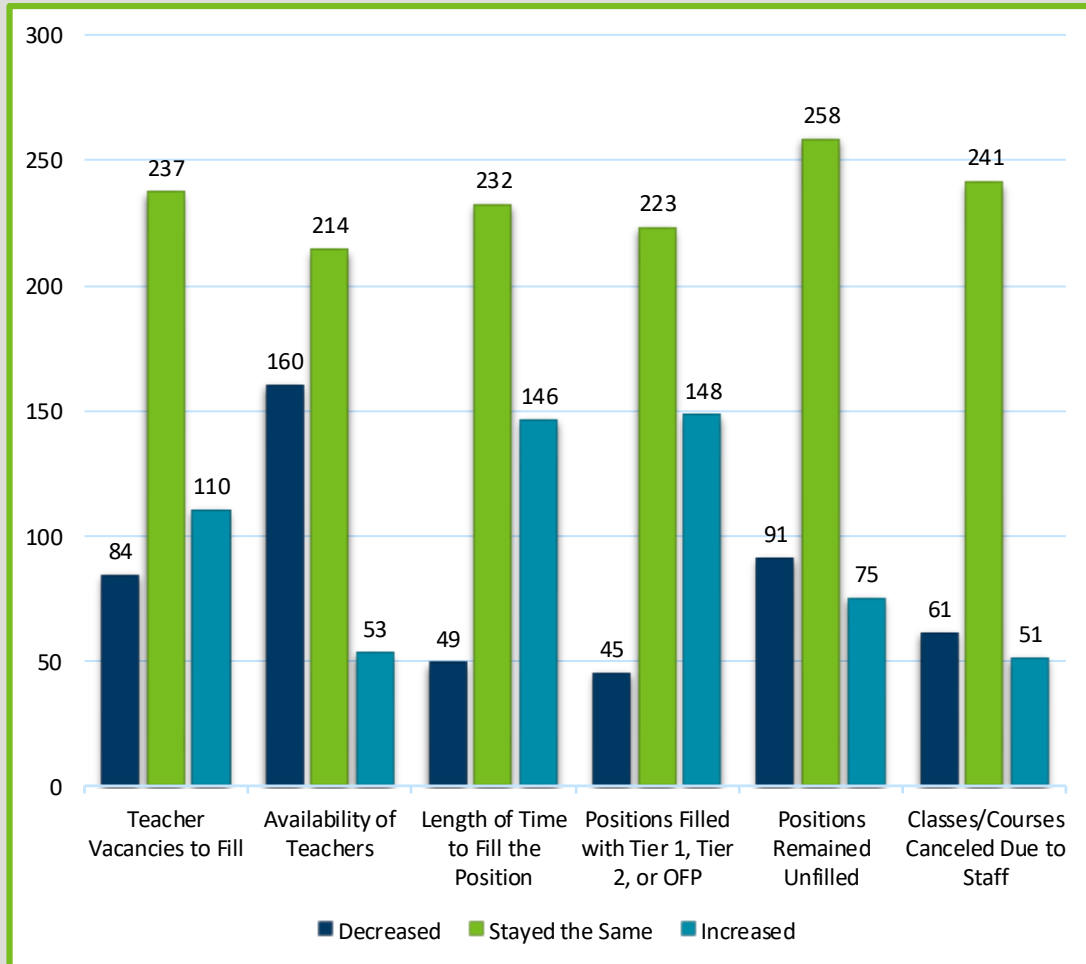
Assignment Area	Unduplicated Headcount	Headcount on Tier 1, Tier 2, or Permission	Percentage
World Language and Cultures: Hebrew	3	3	100.00%
World Language and Cultures: Korean	2	2	100.00%
World Language and Cultures: Somali	6	6	100.00%
World Language and Cultures: Hmong	40	34	85.00%
Career and Technical 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%

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%

Perceptions of the Teacher Shortage



Districts' perception of the teacher shortage remained largely the same when comparing the 2023-2024 and 2024-2025 school years.

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%

Attrition Rates

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								

Educator Retention

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

- 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
- 63% (46,009) were reported as working in the same EDR in 2020-2021
- Nearly 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

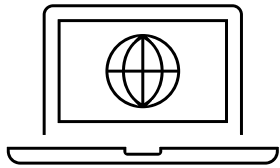


Next Steps

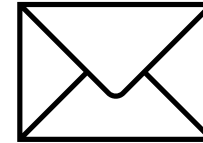
- Work with teacher preparation providers on utilizing innovative pathways, like apprenticeships, to meet demand
- Consider changes to licensure that will address students' future needs
- Find ways to retain high-quality educators, especially during their first five years



PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD



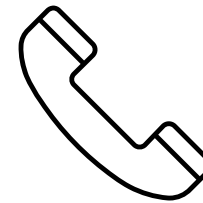
mn.gov/pelsb



pelsb@state.mn.us



1021 Bandana Blvd. E
Suite 222
St. Paul, MN 55108



651-539-4200