

Sustaining Teacher Recruitment Programs at ISD 917





Agenda

Considerations

The data

- PELSB Grant-Funded Program
- Special Education Teaching Staff in Minnesota
- Setting IV

Highly qualified teachers

- Residency/Green Card

Funding

- Apprenticeship



Stewardship: **Considerations**

Cost

- ...to Intermediate School District 917

Commitment

- ...from staff

Stability

- ...of staffing

Sustainable services

- ...to member districts



PELSB Grant-Funded Program

Themes from 1/25/25

A Good Time for the Truth Author Story Circle #2

- **Mentorship as Support:** Mentorship is described as a vital part of professional development, not a rigid structure, but a supportive, evolving relationship. It's emphasized as a way to help individuals feel seen and empowered in their roles.
- **Retention of Teachers of Color:** The struggles of teachers of color, particularly in Minnesota where they face high attrition rates, are discussed. Factors like poor retention policies, the burden of licensure exams, and lack of support contribute to this. Successful mentorship can play a critical role in improving retention.
- **Diverse Experiences:** Various participants share their experiences, from being mentored during difficult teaching moments, to the resilience required to stay in the profession despite challenges. Personal stories highlight how mentorship builds tenacity and how it can foster a deeper understanding of students' needs.
- **Institutional Support and Policy Change:** The role of policies and institutional support in encouraging or hindering the success of teachers, especially those from marginalized backgrounds, is addressed. Changes to testing requirements and more inclusive mentorship structures are highlighted as positive steps forward.
- **Reflections on Teaching and Learning:** Mentorship is also tied to the broader educational experience, where teachers learn alongside their students and continually grow. The importance of community, support, and an openness to learning is underscored in creating environments where both students and teachers thrive.

The above summary was developed by ChatGPT from the Story Circle harvest



Empathy and Stewardship: **Data**

Percentage Of Teachers Who Are Not Highly Qualified

Across Minnesota, 9.75% of teachers are working without standard licensure. In Intermediates, this figure is alarmingly higher. These teachers lack the necessary qualifications (Tier 3 & Tier 4) to be considered licensed teachers in special education.



STATEWIDE AVERAGE

9.75%

Not Highly Qualified

**Out-of-Field License/Tier 1 & Tier 2*



INTERMEDIATES AVERAGE

21%

Not Highly Qualified

**Out-of-Field License/Tier 1 & Tier 2*



Empathy and Stewardship: **Data**

| Site | Total number of teachers/capacity | Number of highly qualified teachers | Total number of teachers/capacity without high qualified teachers | Number of Apprentices |
|--------------|------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------|------------------------------|
| AEC | 13/18 (72%) | 2 | 11/18 (61%) | 1 |
| Cedar | 7/9 (78%) | 0 | 7/9 (78%) | 0 |
| CEC | 16/20 (80%) | 5 | 11/20 (55%) | 3 |
| LEC | 8/9 (89%) | 2 | 6/9 (67%) | 0 |



Equity: **Residency/Green Card**

| | |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| H-1B Visa | Issued for our international teachers - educated individuals in specialized occupations outside of the United States |
| | Must have Bachelor's in their field of work (work experience provision) |
| | Recipients of an H-1B can work in the US for 3 years at a time, but a stay can be extended to a maximum of 6 years |
| Green Card | <p>Options for a pathway to a green card (permanent residency)</p> <ul style="list-style-type: none">• Teachers would need to reach tenure status with the district• Considerations:<ul style="list-style-type: none">○ Financial○ Commitment to continue working with the district○ Legal○ Other? |



Pathways to Special Education Licensure



Intermediate School District settings require highly specialized licenses, particularly:
Autism Spectrum Disorders (**ASD**), Blind/Visually Impaired (**BVI**), Emotional Behavioral Disorders (**EBD**), Developmental Disabilities (**DD**), and Deaf/Hard of Hearing (**D/HH**)

With our ITRAC Registered Apprenticeship Program, you can be hired as a paraprofessional, earn an Associate's degree at a 2-year college (at minimal or no cost), then earn your ASD & EBD teaching licenses within 2 years - with NO TUITION COSTS!

With our ITRAC Registered Apprenticeship Program, you can be hired as a paraprofessional and earn your ASD & EBD teaching licenses within 2 years - with NO TUITION COSTS!

With a Bachelor's degree, you are eligible for a Tier 1 or 2 license to begin teaching right away, then (thanks to grant funding!) earn your credentials as a Tier 3 licensed special education teacher - with NO TUITION COSTS!

With a teaching license, the district may be able to apply for an out-of-field permission for you as you work toward the necessary licensure.

I am a high school graduate

I have some college credits

I have an Associate's degree

**I have a Bachelor's degree
(no teaching license)**

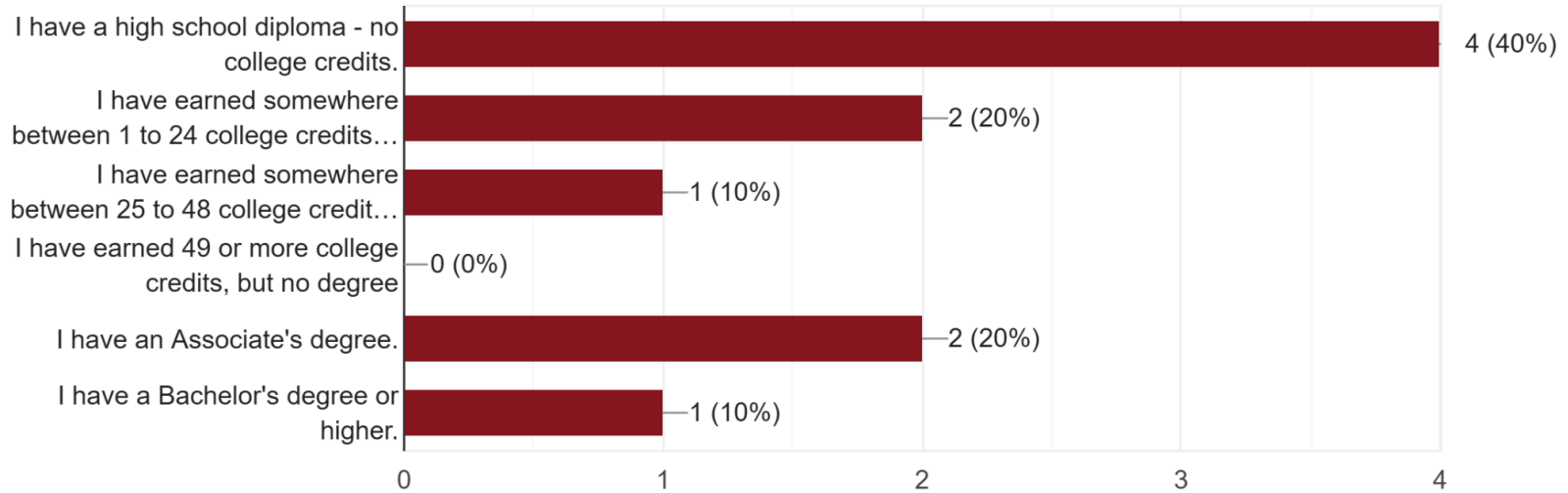
**I am a college graduate
(with teaching license)**



Data from Potential Future Apprentices (ESPs, ISPs, BSPs)

Which of the below best describes your educational background?

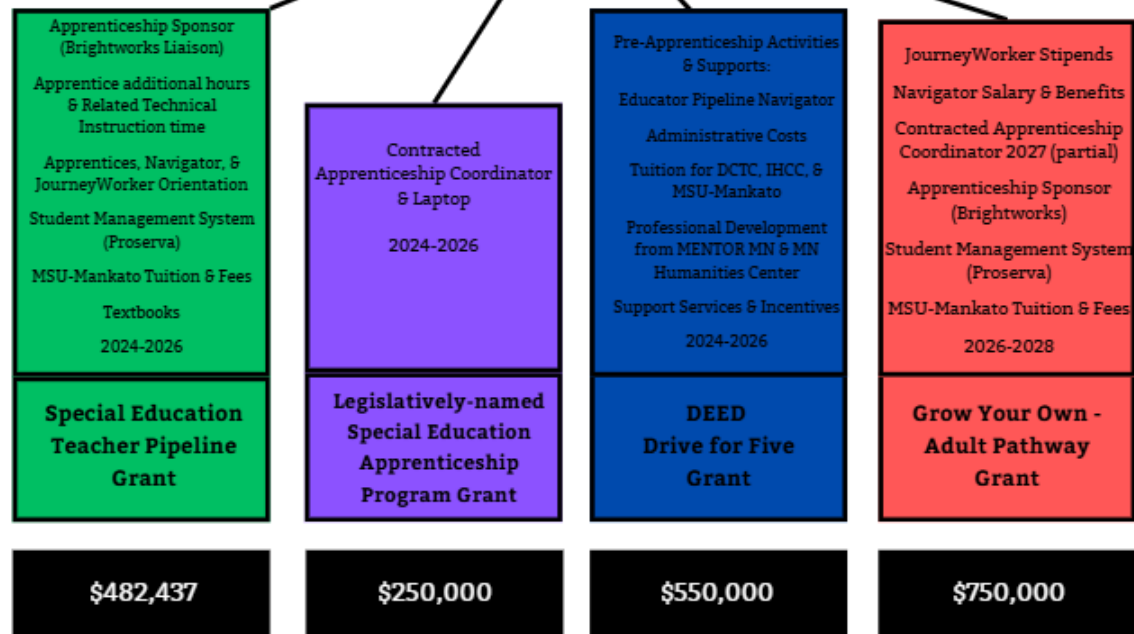
10 responses



Stewardship: **Apprenticeship Funding**



Apprentice



***Second year funds extended through 6/30/26*

***Funds requested, but not yet approved.*

Questions?

