



Teacher Shortage Act of Minnesota

SF 2513, Chief Author Sen. Kevin Dahle

HF 3132, Chief Author Rep. Sondra Erickson

An analysis of issues and solutions

Minnesota has a teacher shortage. And the shortage is in several key stages of the teacher pipeline. On the front end, many students aren't considering a career in education. Those

BORDER STATES BEING CREATIVE AND AGGRESSIVE IN TEACHER RECRUITING & RETENTION

Minnesota's border states are using several tools to attract and secure new teachers.

South Dakota's legislature passed a bill increasing the average starting pay from \$40,000 - \$48,000. The increase will be paid for by a half-cent sales tax increase.

North Dakota has implemented a loan forgiveness program to reduce loan indebtedness for individuals teaching full-time in North Dakota at grade levels or in content areas identified by the Department of Public Instruction as having a teacher shortage.

Iowa has a comprehensive website, www.teachiowa.gov, simplifying and streamlining the process for applicants and all education employers in Iowa.

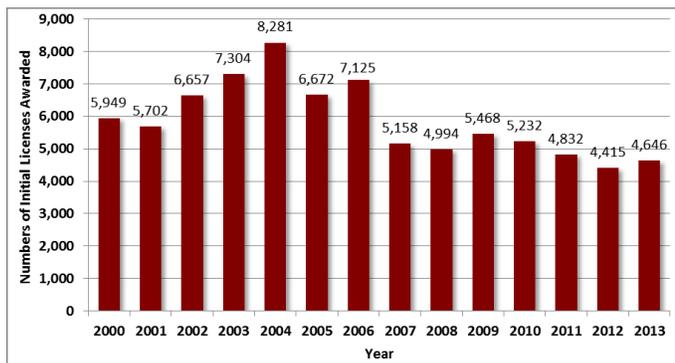
The University of **Wisconsin**- Superior is being innovative by offering a minor license in special education. Students will graduate and hold two licenses giving school districts and students with disabilities greater access to licensed and highly qualified special educators.

students who do enter college, wanting to teach or study education, are not completing teacher preparation programs. 6% of college students studying education won't complete a teacher preparation program and pursue licensure. Those individuals who have teaching licenses are often teaching in subject areas they are not licensed to teach and are often times are not receiving the developmental support they need. The back end of the pipeline has teachers retiring or leaving in record numbers. The reasons and rationale throughout the pipeline are many and will be addressed within this report.

Front End/ Supply Issues

We know new teacher licenses awarded to "completers" have declining steadily for a number of years. In fact, there has been a 44 percent decline in new licenses granted to "completers" since 2004. Three areas that have dipped drastically are Industrial/Tech (-88.0%), Business (-81.8%) and Family/Consumer Sciences (-70.4%). At a time when we are asking Minnesota students to be college and career ready, the very foundation of their education is almost extinct. Some people might argue these classes are not core curriculum; however the next three areas of licensure are considered core, and are trending downward as well (English/Communication Arts -58.6%, Science -56.5%, Social Sciences -51.4% and Math -48.5% (Minnesota Department of Education, 2015)).¹

Table 1





The reasons are many and include:

- Lack of respect for the profession
- Testing requirements for licensing
- Low starting salaries

The solution may start much earlier than a college course. Education career information may be best presented initially in high school. Some states feed interest in teaching with internship programs and/or guidance from a school counselor.

Licensure for Qualified Teachers

Qualified teachers from out of state find barriers to obtaining licensure in Minnesota. Minnesota does not have licensure reciprocity. Therefore, a fully licensed teacher from another state cannot obtain a teaching license with their credentials here. Even with that hurdle, thousands of teachers from other states apply for a Minnesota teaching license. During the 2013-14 school year, the Minnesota Department of Education (MDE) issued more than 3,600 licenses to new residents – 39% of all teaching licenses. The Board of Teaching and Department of Education should streamline the process, eliminate barriers and expedite licensure to these individuals, while maintaining high standards.

Retention Issues

Training and Development

Once a teacher is licensed, it is imperative to provide support and development opportunities. This part of the pipeline requires delicate balance. Retention strategies are key to keeping those “completers” in our classrooms experiencing professional growth and satisfaction all while increasing student achievement. It is also key to recruiting teachers from a pool of candidates that are working in the schools already.

Funding a Teacher Development and Evaluation (TDE) program, will benefit all teachers in Minnesota professionally and we may see a decline in a section of attrition; 18 percent of teachers left their classrooms to go to another district in 2012-13². One of several reasons teacher relocate to another school district is to realize the benefit of Q Comp.

² (Minnesota Department of Education, Teacher Supply Demand Report 2015)).²



Demand

Shortage Areas/Special Permissions

Several key subject areas lack qualified teachers. There are 27 subject areas, many in crisis situations, including Chemistry, Physics, Math and Spanish. Special Education is also dramatically impacted with nine areas lacking licensed teachers.³

3,504 teachers or 7 percent of the entire teaching workforce lack the necessary license for the subject area and/or grade level taught.⁴ Special permissions must be applied for only after a job has been posted and found to have no applications. A teacher willing to take on the special permission must be located and then the district must complete an application for the special permission. The exact cost of this process is unknown, but the administration and resources are many.

In a recent survey conducted by the Office of Legislative Auditor, school district and charter school administrators, 80 percent of respondents (342) said it was “difficult” or “very difficult” to fill vacant teaching positions for the 2015-16 school year. The Board of Teaching and MDE reviewed nearly 3,000 special permission requests, an increase of 21 percent from 2010, in fiscal year 2015 and approved more than 99 percent of the requests.

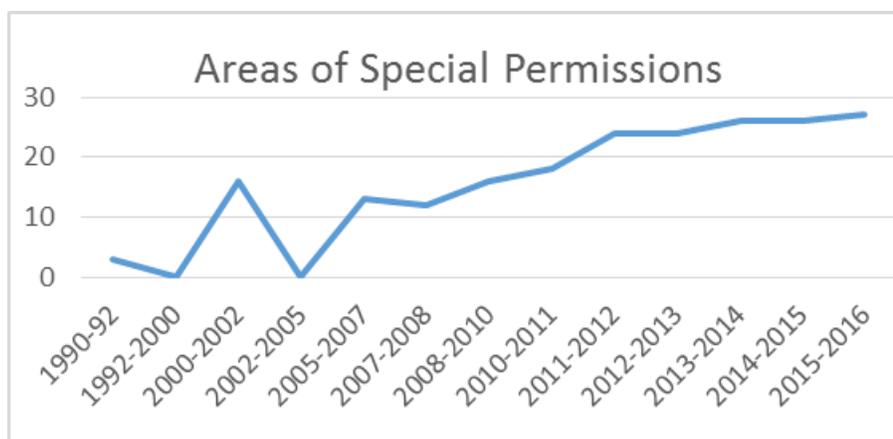


Table 2

³ Data extracted from Teacher Shortage Areas Nationwide Listing 1990-1991 through 2015-2016 , March 2015 ;U.S. Department of Education Office of Postsecondary Education

<http://www2.ed.gov/about/offices/list/oep/pol/tsa.pdf>

⁴ State of Minnesota, Office of Legislative Auditor, “”Evaluation Report”, <http://www.auditor.leg.state.mn.us/ped/pedrep/teachers.pdf>

While student enrollment numbers remain steady, the demographics of classrooms are changing. Teachers in our classrooms are still predominately white and female (96.5%). In fact the race/ethnicity of newly licensed teachers and employed teachers has remained constant over the last five years.

White students are declining (5% since 2008) and our students of color are increasing. Also increasing is the number of students eligible for Free and Reduced Lunch, up 23 percent in the last five years. Students who have limited English proficiency and/or with special needs is also up by 5 percent.

Table 3

Race/Ethnicity	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
American Indian or Alaskan Native	0.3%	0.4%	0.5%	0.5%	0.3%	0.4%
Asian or Pacific Islander	2.4%	2.5%	3.0%	2.9%	3.0%	2.5%
Black (Not of Hispanic Origin)	1.7%	1.7%	1.7%	1.7%	0.9%	1.6%
Hispanic	1.7%	1.8%	0.9%	1.2%	1.6%	1.4%
White (Not of Hispanic Origin)	93.9%	92.9%	93.7%	93.5%	93.6%	93.7%
Unknown	0.0%	0.7%	0.3%	0.3%	0.6%	0.4%

Minnesota, like many states in the United States, has a teacher shortage. Minnesota School Boards Association (MSBA) members having recognized this troubling problem initiated the **Teacher Shortage Act** and believes its comprehensive approach will begin to solve the issue and build a solid teacher group in Minnesota. Because no one idea or program will completely solve a problem of this magnitude, MSBA has identified three key areas to focus on teacher shortage:

- Supply
- Demand
- Retention



2016 TEACHER SHORTAGE ACT (TSA) RECRUIT AND RETAIN HIGH QUALITY TEACHERS

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2016 TSA is a multifaceted approach to address teacher shortage in Minnesota

Statewide Teacher Job Board – Ed Post

Create a “one-stop shop” for candidates and school districts to streamline the recruiting and hiring process.

A central job posting board would help candidates learn about, and apply to teaching opportunities statewide. In addition, the job board would allow districts to find candidates. Data would also be available for analysis on statewide hiring needs (licensure fields that are most in need and geographical areas of the state that are experiencing the most need/turnover). One additional feature would be a texting option- a candidate could receive an automated text when a job matching their search criteria is posted.

Costs:

Start Up	Ongoing
\$20,000 (for 10 weeks of IT work) + \$4,000 (for the whole year of IT maintenance) + \$55,135 (for administrative support for EdPost)	\$4,000 (IT maintenance) + \$55,135 (for administrative support for EdPost)
= \$79,135	= \$59,135

Incentives for college students to enter teaching

Grants to Student Teachers

Grant programs for teacher candidates who are student teaching as a part of their teacher preparation program. Candidates should be able to demonstrate financial need and be willing to work in a shortage area.



Teacher Shortage Loan Forgiveness

Expansion of the current teacher loan forgiveness program. Qualifying candidates would be eligible for the program if the teacher is teaching in a licensure field and in an economic development region with an identified teacher shortage.

Support Teachers in our Schools

Provide Teacher Development & Evaluation

By expanding Q Comp & TDE dollars statewide, a district can have local control in funding the development of a career. It would also allow for a strengthened teacher mentor model. A federal study suggests teachers who start their career with a mentor are more likely to continue teaching.

150 school districts and charter schools are participating in Minnesota's Q Comp program. These school districts receive up to \$260 per student (\$169 per student in state aid and \$91 per student in board-approved levy). Professional development and evaluation should include core strategies such as professional learning communities (PLCs), peer coaching & evaluations and finally, a performance incentive. It should also be made available to every teacher in the state thus providing equitable access to professional development across Minnesota.

Broaden scope of licensure i.e. Science

Broaden scope of Science licensure

Add General Science for grades 5-8 to the list of licenses that can be added by exam to a current Minnesota 9-12 science license after 3-years' experience.

"Grow Your Own" Grant Program – locally design your own program

Pathway for Paraprofessional Licensure

Establishing a licensure pathway for paraprofessionals to become a licensed teacher is a win-win for all. Minneapolis & St. Paul have built a very successful model and the State should recognize and follow it. School districts from across the state should be able to replicate these successful models.

Special Education Educator Programs Report

Special Education Programming

Minnesota State Colleges and Universities (MnSCU) to supply a report on special education educator programs available in the MnSCU, including the graduation statistics for the past five years.