

CONNECTIONS



News from the Association of Metropolitan School Districts

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Believing in the Brilliance of Every Learner

March 8, 2023
AMSD Day at the Capitol
8 a.m. - 4:30 p.m.
Room 316
<https://www.amsd.org/event/amsd-day-at-the-capitol-2023/>

RSVP to
kjansa@amsd.org

March 31, 2023
Executive/Legislative Committee Meeting
7:30 a.m. - 9 a.m.
Anderson Center
Bethel University
Arden Hills

April 14, 2023
Board of Directors Meeting
7 a.m. - 9 a.m.
Quora Education Center
NE Metro 916
Little Canada

April 28, 2023
Executive/Legislative Committee Meeting
7:30 a.m. - 9 a.m.
Anderson Center
Bethel University
Arden Hills

Students at Susan Lindgren Elementary School, like all of our elementary schools, are learning how to code and animate objects in Ms. Meg Schauer's second grade talent development class. In collaboration with many incredible teachers, Ms. Schauer, like all of the talent development teachers in each of St. Louis Park's elementary schools, engages students in hands-on topics that are related to what they are learning in other classes.

"I like that we code. I like math, and there's science. One time we got to make a boat out of foam," said second grader Yvonne Williams. The foam boat was from a previous lesson, and though Yvonne recalls her boat sinking, she says what she learned from the lesson applies to the coding project she is working on.



Yvonne Williams (right) and her classmate stop to smile while coding motions for an animated aquatic sequence on iPads.

For this lesson, Ms. Schauer teaches students basic coding skills and gives special challenges and tasks to complete. She explains the meanings of words like algorithm, and gives space for students to put what they learn to the test. When students make mistakes, there are opportunities to go back and try again.

St. Louis Park Public Schools has a robust elementary enrichment program that provides culturally relevant talent development classes four days a week to every K-5 student through STEAM programming (science, technology, education and human development, the arts, and math.)

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The February State Budget and Economic Forecast affirmed the state's historic budget surplus and paves the way for the Governor and Legislators to stabilize our education funding system and make the investments needed to close our unacceptable racial and income-based opportunity gaps and help our students and staff recover from the impacts of the pandemic. I'm excited to see AMSD members at our Day at the Capitol on March 8 and advocate for our students together. We can't let this once in a lifetime opportunity pass. Your voice matters!

From the AMSD Chair, Crystal Brakke, Richfield Public Schools Board Member



From Remediation to Talent Development: SLP Leads the Way

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The approach ensures all students benefit from strengths based, culturally relevant enrichment programming that develops students' talents, skills and cognitive ability to engage at their highest levels. The model shifts from a focus on remediation to a focus on acceleration.



A student raises her hand to ask questions to Ms. Schauer about the coding project.

"In talent development classes, students participate in inquiry-based learning. This learning process engages students by making real-world connections through exploration and high-level questioning. It encourages the learner in problem-solving, creative thinking, and collaboration. As K-5 talent development teachers, we view enrichment as an opportunity for exposure and excitement about STEAM topics. Enrichment in our spaces looks like hands-on activities connected to transdisciplinary concepts and content specific vocabulary." - K-5 Talent Development Team

The model is based on the research of Gloria Ladson-Billings, prolific researcher and author, and Yvette Jackson, the former Gifted and Talented Director for New York City Public Schools (*Pedagogy of Confidence*, 2011), who partnered with St. Louis Park Public Schools in creating our model. By discovering and cultivating students' untapped brilliance through gifted education, we can remove the predictability of academic success and interrupt inequitable practices.

In 2021, St. Louis Park Public Schools significantly expanded enrichment programming and access for all students in all grade-levels. The district replaced all pull-out remedial math and reading intervention programs with research-based enrichment programs, co-teaching, and coaching at the elementary level, as well as discontinued all pull-out remedial math and reading intervention programs at the secondary level. Previously, only a small portion of students in our elementary schools received only 40 minutes of gifted programming per week. It is important to understand that we have not eliminated or decreased any learning experiences by expanding enrichment programming for students.

St. Louis Park Public Schools received the Alternative Delivery of Specialized Instructional Services (ADSIS) grant the past two years from the Minnesota Department of Education which provided eight full time enrichment teachers, two at each elementary school. In addition to teaching, they provide monthly professional development to elementary teachers around strategies for supporting the giftedness of students. Every elementary school also has a literacy specialist who provides culturally relevant coaching and support for K-5 teachers, students, and classrooms.

Over the span of their school careers, students engage in multiple forms of enrichment across their classes and coursework in St. Louis Park Public Schools. Middle school students participate in enrichment projects and extension activities and high school students choose from more than 40 Advanced Placement (AP), International Baccalaureate (IB) and Concurrent College courses.

This month's member feature was submitted by Rachel Hicks, Communications Leader, St. Louis Park Public Schools.

While Minnesota is Seeing Incremental Gains in Teachers of Color, Much Work Remains

Minnesota needs more teachers, especially teachers of color.

While that’s no surprise to Minnesota’s school leaders, the [2023 Teacher Supply and Demand Report](#), from the Professional Educator Licensing and Standards Board (PELSB) shows the extent of the challenge.

According to PELSB’s latest biannual report to the Minnesota Legislature, released earlier this year, “a majority of districts reported being ‘somewhat significantly’ or ‘very significantly’ impacted by the teacher shortage (84 percent) and substitute teacher shortage (89 percent).”

That’s a significant increase from 2021 when an estimated 70 percent of districts reported those concerns in the [2021 Teacher Supply and Demand Report](#).

The latest data also reflects what many districts also have already known: “Minnesota continues to lag significantly in the ability to hire and retain racially and ethnically diverse teachers even close to the proportion of students of color and Indigenous students in the state” and “the percentage of teachers of color and Indigenous teachers remains significantly lower than the students of color and Indigenous students in the state.”

Specifically: In 2022, just under 6 percent of Minnesota’s nearly 113,000 licensed working teachers self-identified as teachers of color, compared to 37 percent of the student population.

While that disparity is disheartening, there is encouraging data that suggests efforts to recruit teachers of color are working — albeit slowly. The report notes that the candidates completing teacher preparation in Minnesota are more diverse than Minnesota’s existing teacher workforce. In fact, 11.14 percent of teacher candidates who completed teacher preparation in Minnesota are people of color or Indigenous. Furthermore, 17.14 percent of all enrolled teacher candidates are people of color or Indigenous people.

Table 17: Candidates Enrolled in Teacher Preparation Programs in Minnesota, by Race/Ethnicity

Race/Ethnicity	Candidates Enrolled in Minnesota Teacher Preparation Programs	
	Number	Percentage
White	9,964	79.74%
African American or Black	842	6.74%
Hispanic/Latinx	485	3.88%
Asian	407	3.26%
Multiracial	344	2.75%
American Indian or Alaska Native	59	0.47%
Hawaiian or Pacific Islander	14	0.11%
BIPOC Candidates	2,142	17.14%
Total Unduplicated Candidates	12,495	100.00%

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Multiple Pathways to Licensure Critical to Addressing the Teacher Shortage

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Still, more work needs to be done — to continue to fortify and diversify Minnesota’s teaching ranks. [Research clearly shows](#) that diverse student populations benefit from seeing a teacher of the same race or ethnicity as their own.

Notably, the report found nearly one-third of new teachers leave teaching within the first five years in the profession — and some 38 percent of Minnesota’s teachers who hold a Tier 3 or Tier 4 License no longer teach in a classroom. Clearly, efforts to retain teachers, such as stronger induction and mentoring programs, are essential.

Reasons for the exodus vary, but PELSB recommends continuing to target resources to recruit more teachers of color and teachers for special education, where it found the highest demand but lowest supply for teachers.

PELSB also recommends refining teacher preparation to help teachers advance through the tiered pathways. While the vast majority of teachers continue to hold a Tier 3 or Tier 4 professional license, teachers holding a Tier 1 and Tier 2 license are playing a significant role in helping address the teacher shortage.

Table 7: Percent of Teachers Holding a Tiered License, By Race and Ethnicity

Race/Ethnicity	Percent of Tier 1	Percent of Tier 2	Percent of Tier 3	Percent of Tier 4	Percent of All Licenses
American Indian or Alaskan Native	2.01%	1.37%	0.80%	0.63%	0.68%
Asian	7.26%	4.92%	2.43%	1.16%	1.49%
Black, Not of Hispanic Origin	10.06%	7.91%	2.15%	0.81%	1.29%
Hawaiian/Pacific Islander	0.35%	0.27%	0.10%	0.04%	0.06%
Hispanic	6.30%	7.61%	2.65%	1.02%	1.47%
Multiple Categories	1.75%	2.47%	1.11%	0.81%	0.91%
White, Not of Hispanic Origin	62.47%	71.43%	81.88%	85.69%	84.55%
No Race/Ethnicity Provided	9.80%	4.00%	8.88%	9.84%	9.55%
Total BIPOC Teachers	27.73%	24.56%	9.24%	4.47%	5.90%
Total Teachers	100%	100%	100%	100%	100%

To that end, AMSD continues to urge the Legislature to create incentives and maintain multiple pathways to attract, develop, and retain teachers, particularly teachers of color and teachers in shortage areas. In addition, the [AMSD Legislative Platform](#) urges the Legislature to invest in rigorous teacher induction and mentoring programs.

- [LINK: View the 2023 Teacher Supply and Demand Report](#)
- [LINK: Teacher shortages are a national trend](#)