

**Capstone Summary - Teacher Shortages Across Minnesota: Identifying Reasonings and  
Exploring Solutions**

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## **Navigating Teacher Shortages Across Minnesota**

This capstone presentation addresses teacher shortages across the state of Minnesota (Gray, 2025). While Minnesota prides itself on offering free and fair education to all children, rural and urban communities continue facing inequities further impacting this issue (Minnesota Legislature, 2025). Schools rely on funding to support students, teachers, programming, and other community needs; however, money cannot solve all the problems schools are facing. Eventually, it is up to administrators to evaluate their talent management strategy as a solution for solving teacher shortages by improving their processes on recruiting external candidates and retaining and growing talent from within. Though there are laws and policies education leaders must adhere to regarding hiring certified versus non-certified teachers, there are models and programs available that can help solve the teacher shortage challenge. By pairing creativity and innovation with an effective talent management strategy, education organizations can work together to implement and solve the teacher shortages problem.

### **Factors Contributing to Teacher Shortages**

During the last decade, teacher preparation program registrations have declined over 30 percent nationwide (Partelow, 2019). While teachers typically choose to work in education to fulfill a purpose, declining working conditions, lack of administrative support, and low pay are contributing factors to why teachers are retiring early or choosing a different professional field to work in (Perna, 2024; White, 2025). Consequences of teacher shortages are rippling across the state, impacting rural and urban communities due to underfunding and depletion of resources (LEAF, 2025). Achievement gaps are widening, college readiness is slipping, and mental health crisis' are increasing. While funding solves many problems, education leaders must address their own roles in this challenge, and what can be done to improve the current situation.

## **Applying MAOL Learned Concepts to the Teacher Shortage Challenge**

To address the teacher shortage issue, education leaders across Minnesota must make changes to their current talent management policies and procedures. Dowell and Silzer (2010) point out talent is what allows organizations to thrive (Battaglia, 2025). However, when leaders do not promote healthy working relationships amongst peers, prevent growth and lack a sense of purpose, talent leaves. Applying a model, such as the Strategic Collaboration Model, to a talent management strategy offers education leaders a framework that is mentor-centered, focused on organizational growth and succession by considering the developmental needs of the employees (Hayes & Ghosh, 2008). By implementing a tool that aligns with the organization's culture and values, education organizations will have supports in place that foster healthy relationships and helps to improve the organization's overall approach to managing talent at all stages and in all roles. This will lead to improved talent experiences that promote sustainability and growth.

### **Conclusion**

As education leaders navigate through the challenge of solving teacher shortages, they must keep in mind the impact effective talent management and change processes have on their organizations when creativity and innovation are applied to the work. By applying a combination of process and relationship-building, all organizations succeed (Dowell & Silzer, 2010). Teachers stay in the education field when they feel supported, appreciated, and satisfied in their roles (Agnello, 2025.). By addressing talent management policies and processes that impact recruitment, retention, and succession planning, education leaders will find how each one intertwines with one another, creating a cultural shift focused on specific needs, connections, and establishing solidarity within the organization (Fuxman, 2024). This will create a culture where teachers feel supported and are more likely to remain in the profession for years to come.

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