

Supply and Demand of Instructional School Personnel

**Presentation to the 82nd Annual
Virginia Middle and High School Principals Conference
and Exposition**

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Assistant Superintendent of Teacher Education and Licensure

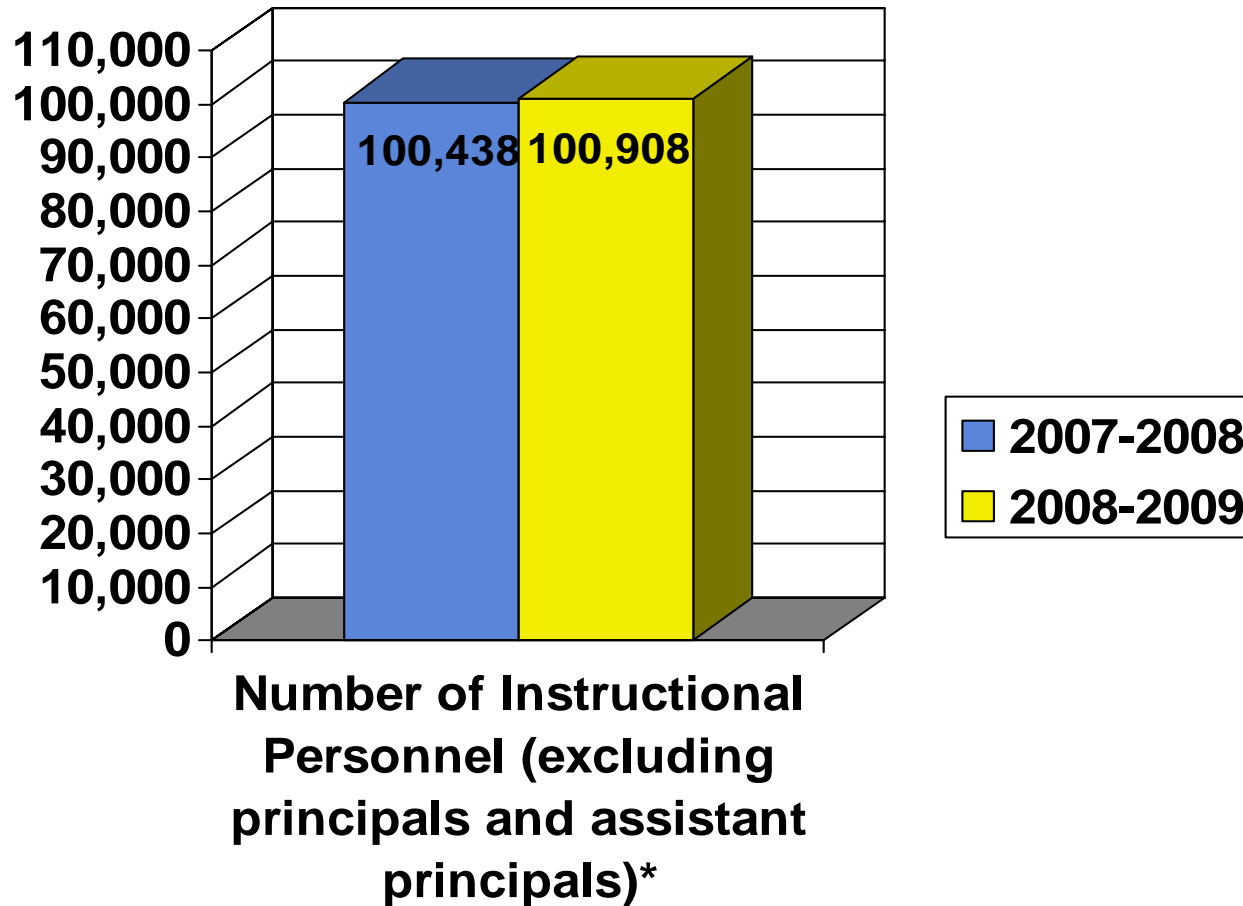
Virginia Department of Education



Profile of Virginia Public Schools' Instructional Personnel (Excluding Principals and Assistant Principals)

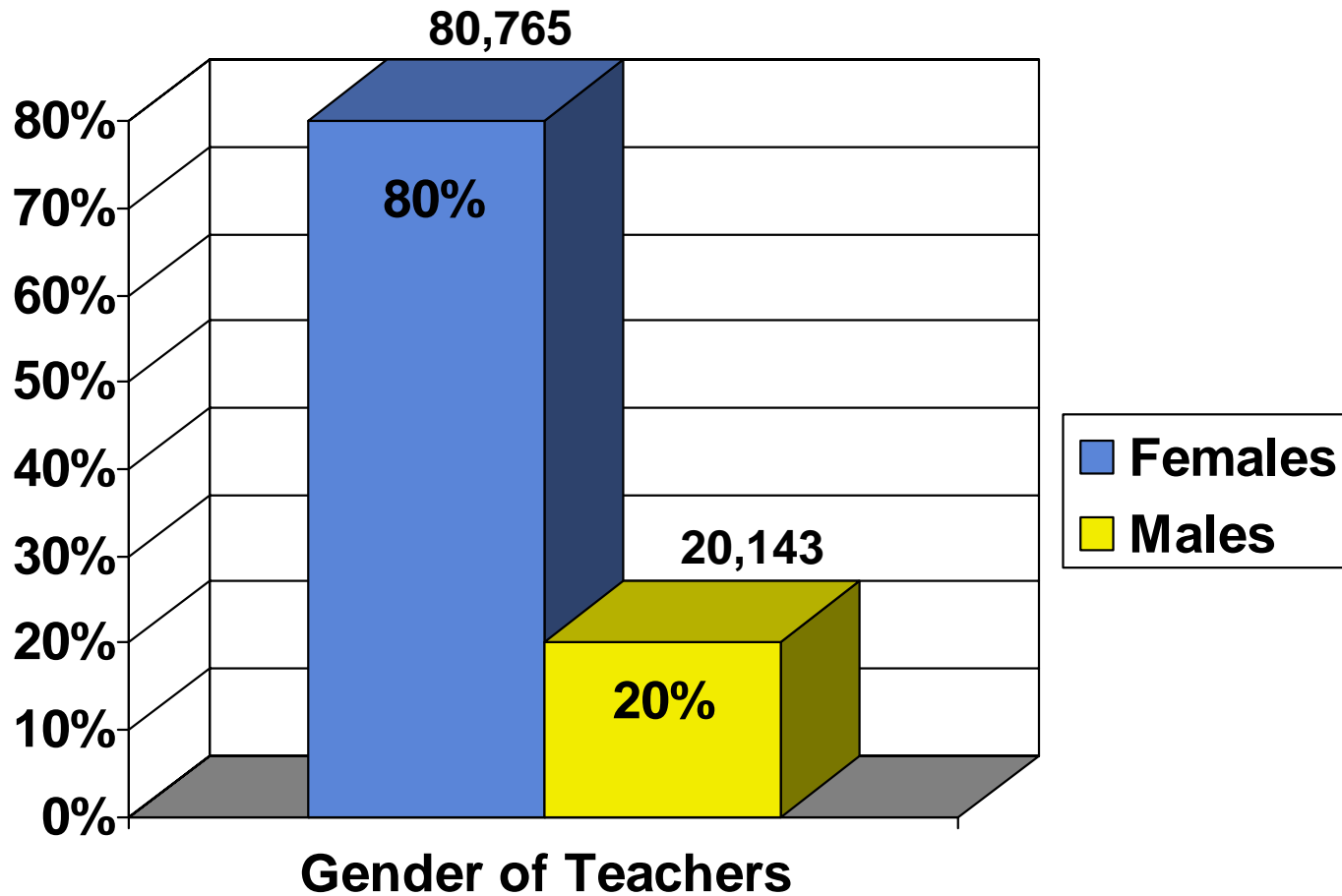


Instructional Personnel Employed in Virginia Public Schools (Excluding Principals and Assistant Principals)

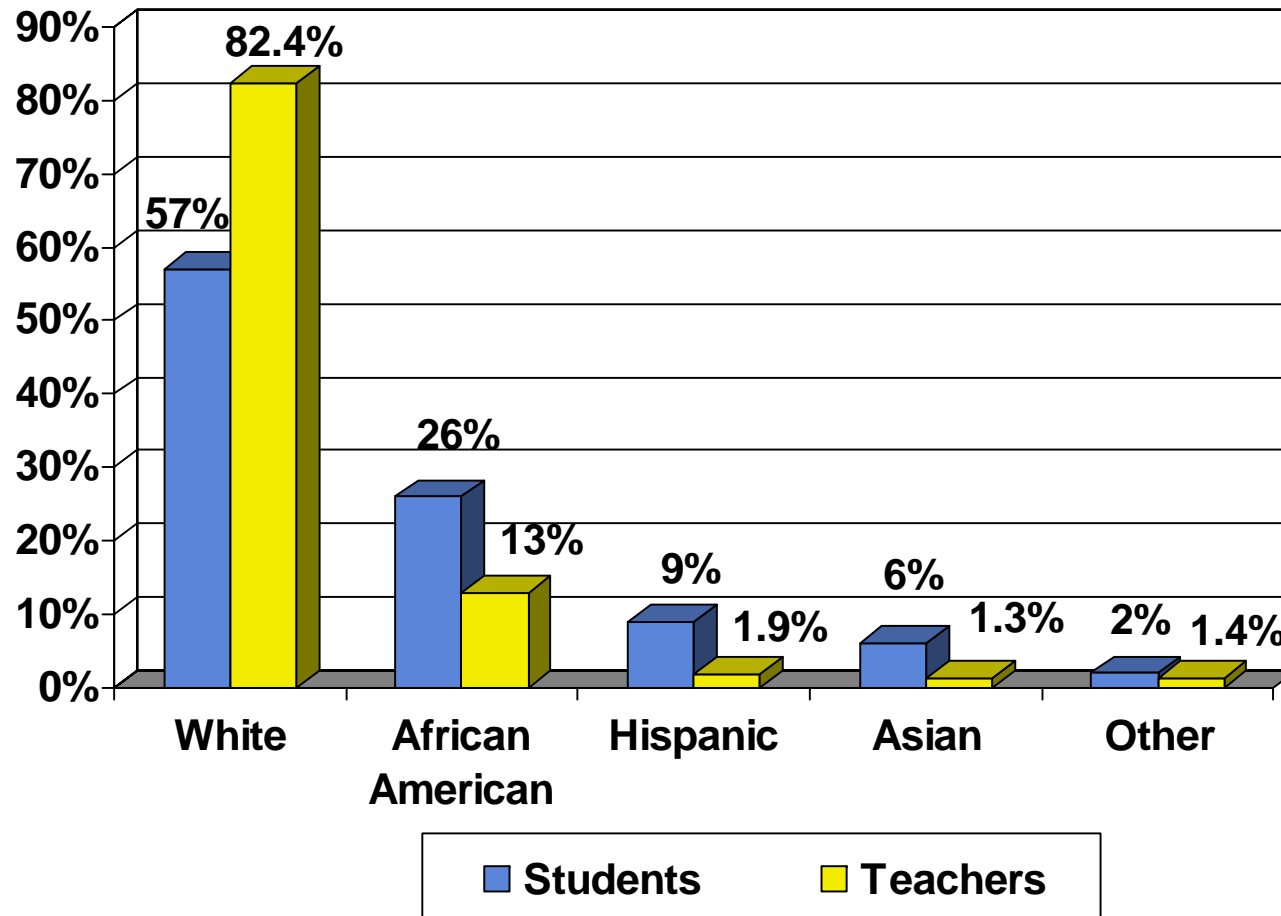


Instructional personnel includes licensed teachers, library-media specialists, guidance counselors, etc.

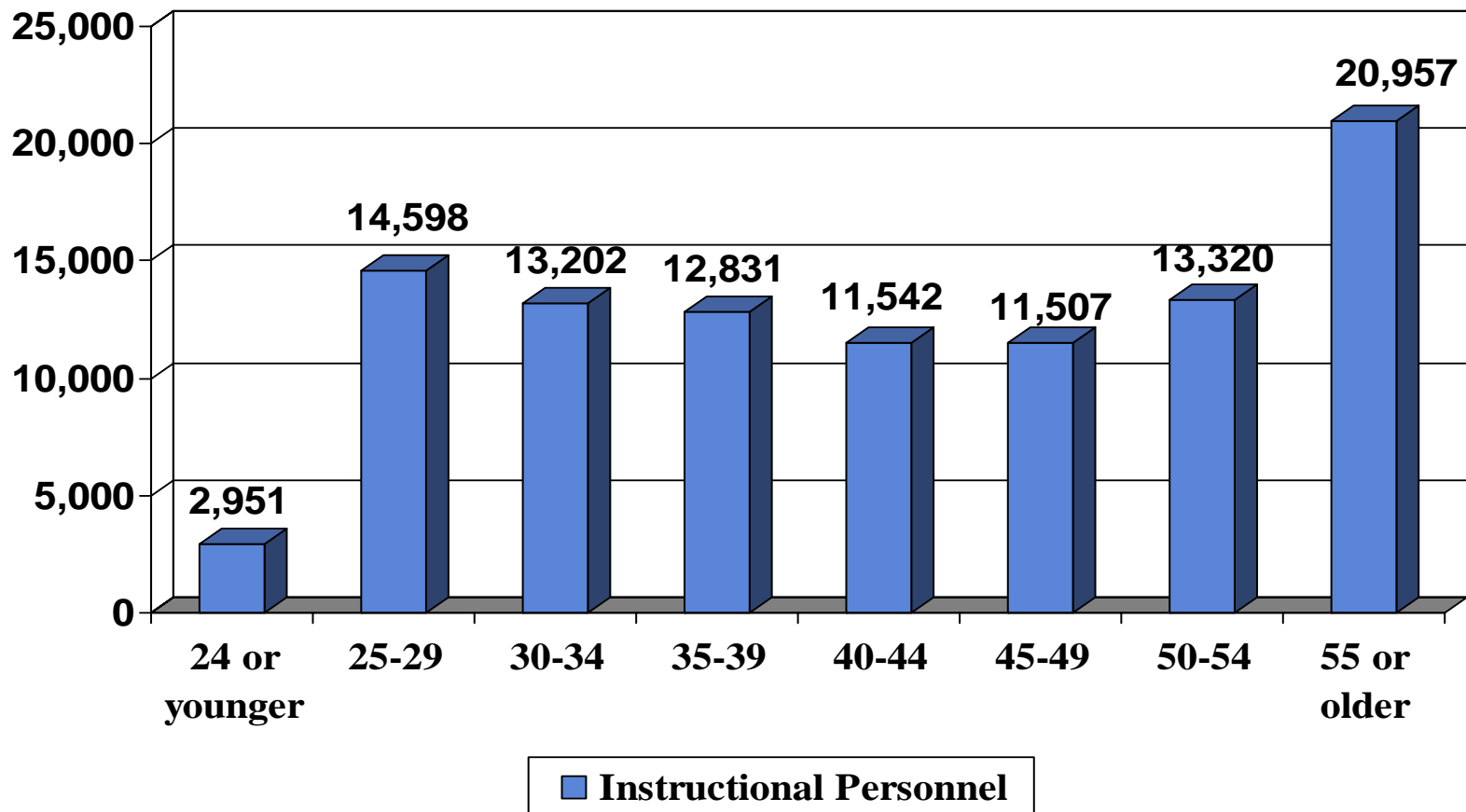
Gender: Virginia Public Schools' Instructional Personnel (Excluding Principals and Assistant Principals) 2008-09



Race/Ethnicity: Virginia Public Schools' Instructional Personnel (Excluding Principals and Assistant Principals) and Students 2008-2009



Age: Virginia Public Schools' Instructional Personnel (Excluding Principals and Assistant Principals) 2008-2009



[The average years' teaching experience in 2008-09 was 12.3 years.] ⁶

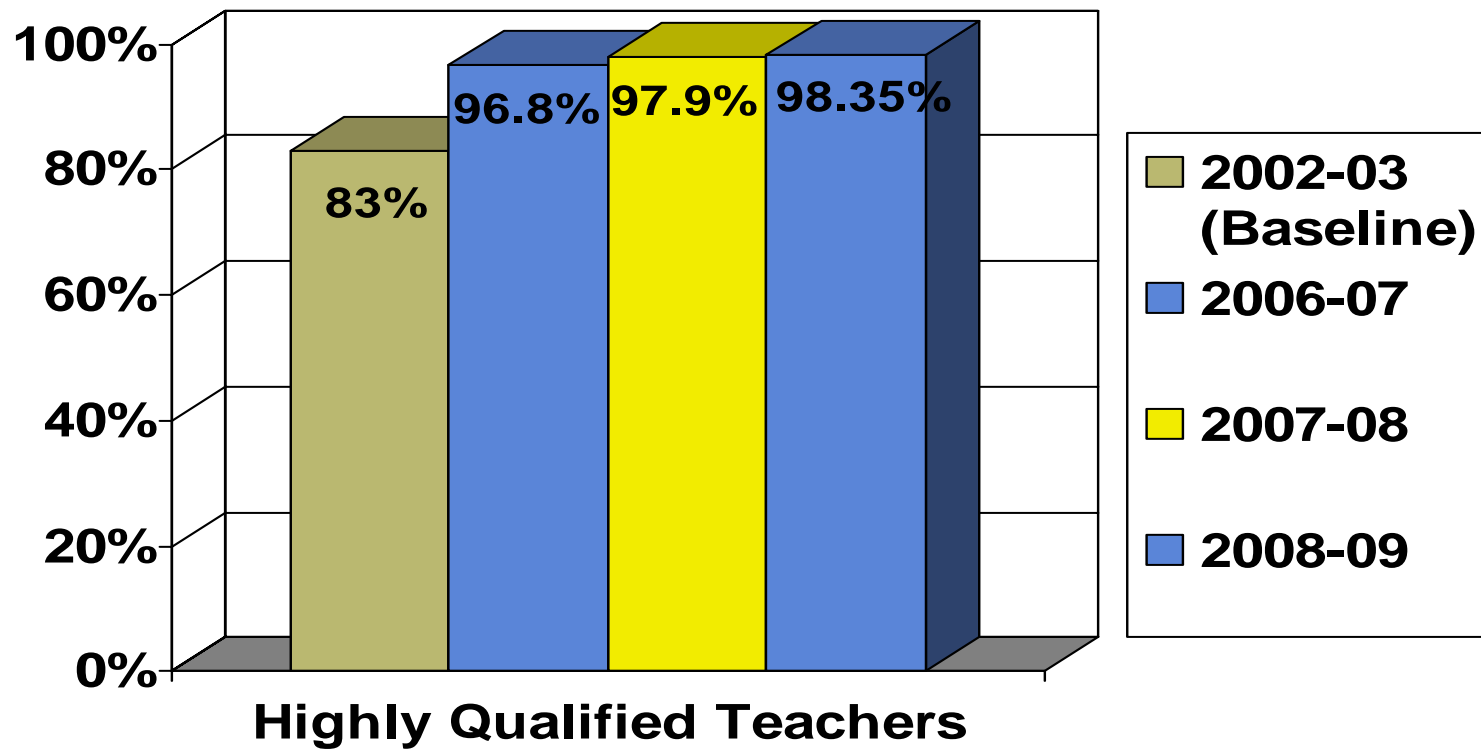
Highly Qualified Teachers

- States are accountable for implementing the *No Child Left Behind Act of 2001* (NCLB) law, including the goal of 100 percent highly qualified teachers in “core academic subjects.”
- The term “core academic subjects” as defined in *No Child Left Behind* (NCLB) legislation, means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Highly Qualified Teachers

- “Highly qualified,” as defined by the NCLB legislation means that the teacher:
 - Has obtained full state licensure as a teacher (**including certification obtained through alternative routes to certification**) or passed the state teacher licensing examination and holds a license to teach in the state;
 - Holds a minimum of a bachelor’s degree; and
 - Has demonstrated subject matter competency in each of the academic subjects that the teacher teaches, in a manner determined by the state and in compliance with the Elementary and Secondary Education Act (ESEA).

Percentage of Highly Qualified Teachers in Virginia



Supply and Demand of Teachers



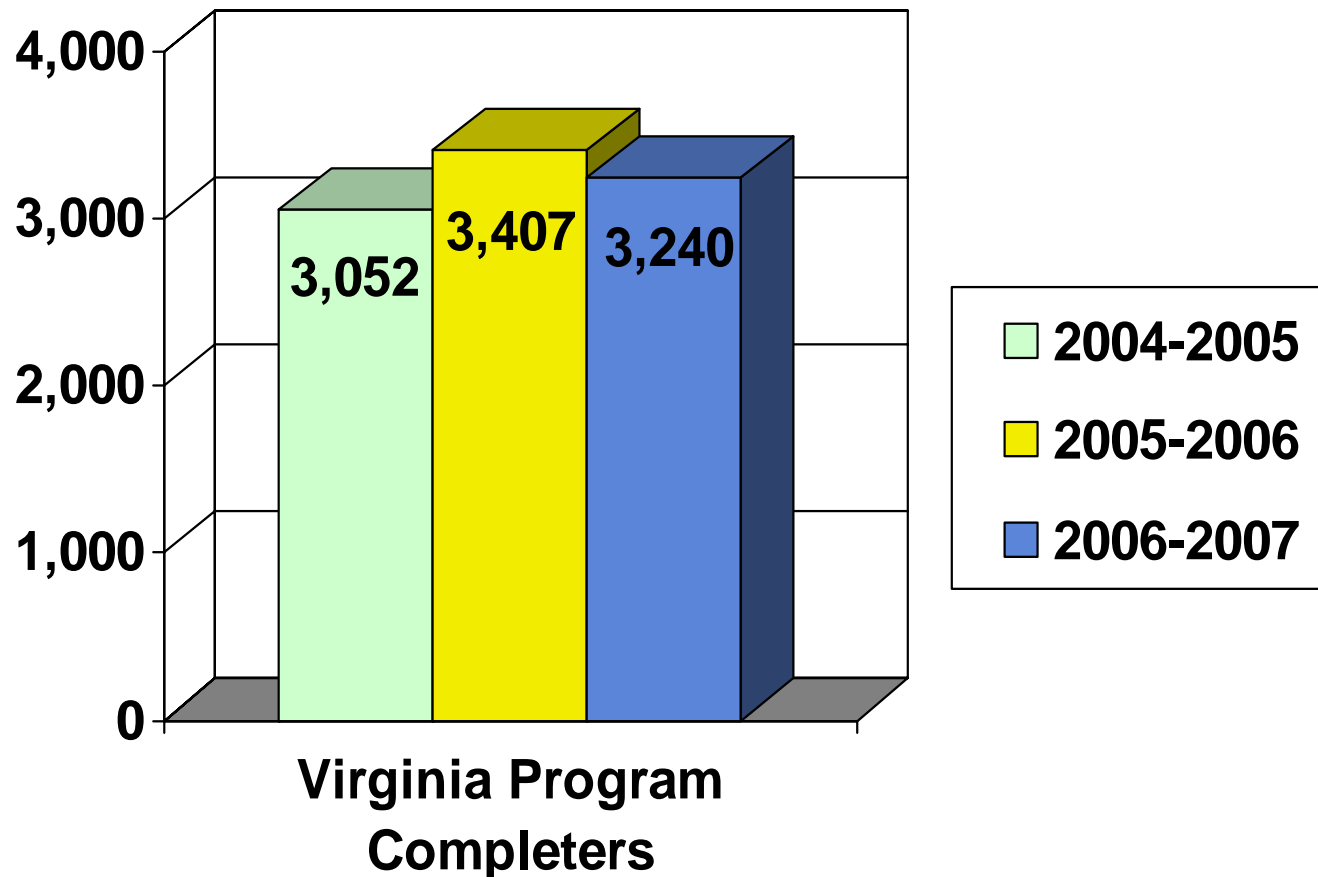
Educator Supply and Demand in the United States

- In 2008, the American Association for Employment in Education conducted a survey of states, and the following areas fell into the “considerable shortage” category:
 - Special education (9 areas);
 - Chemistry;
 - Mathematics education; and
 - Speech Pathology.

Critical Shortage Teaching Areas for Virginia 2008-2009

- Top 10 critical shortage teaching endorsement areas:
 - Special Education;
 - Mathematics;
 - Science (Earth science; middle grades 6-8; biology);
 - Reading Specialist;
 - Foreign Language (Spanish);
 - Career and Technical Education (family and consumer sciences; technology education);
 - English as a Second Language preK-12;
 - English 6-12;
 - Library Media preK-12; and
 - Middle Grades 6-8 (all subjects).

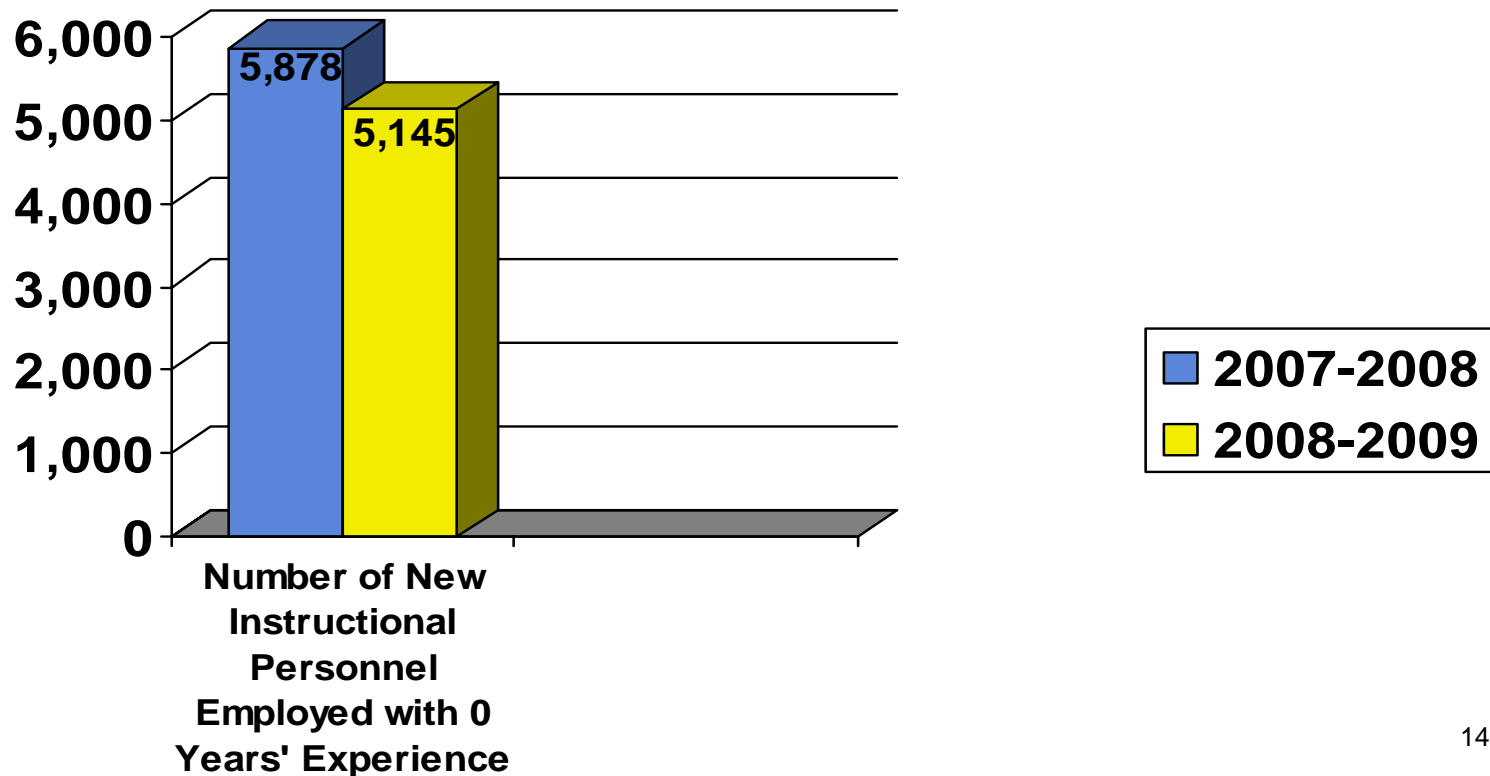
Number of Completers of Virginia Approved Teacher Preparation Programs



Refer to the appendix for the number of program completers by institution.

Number of New Instructional Personnel (Excluding Principals and Assistant Principals) Employed by Virginia School Divisions 2007-08 and 2008-09

- New instructional personnel (excluding principals and assistant principals) are defined as having 0 years' teaching experience.



Teacher Turnover



Teacher Turnover (Nationally)

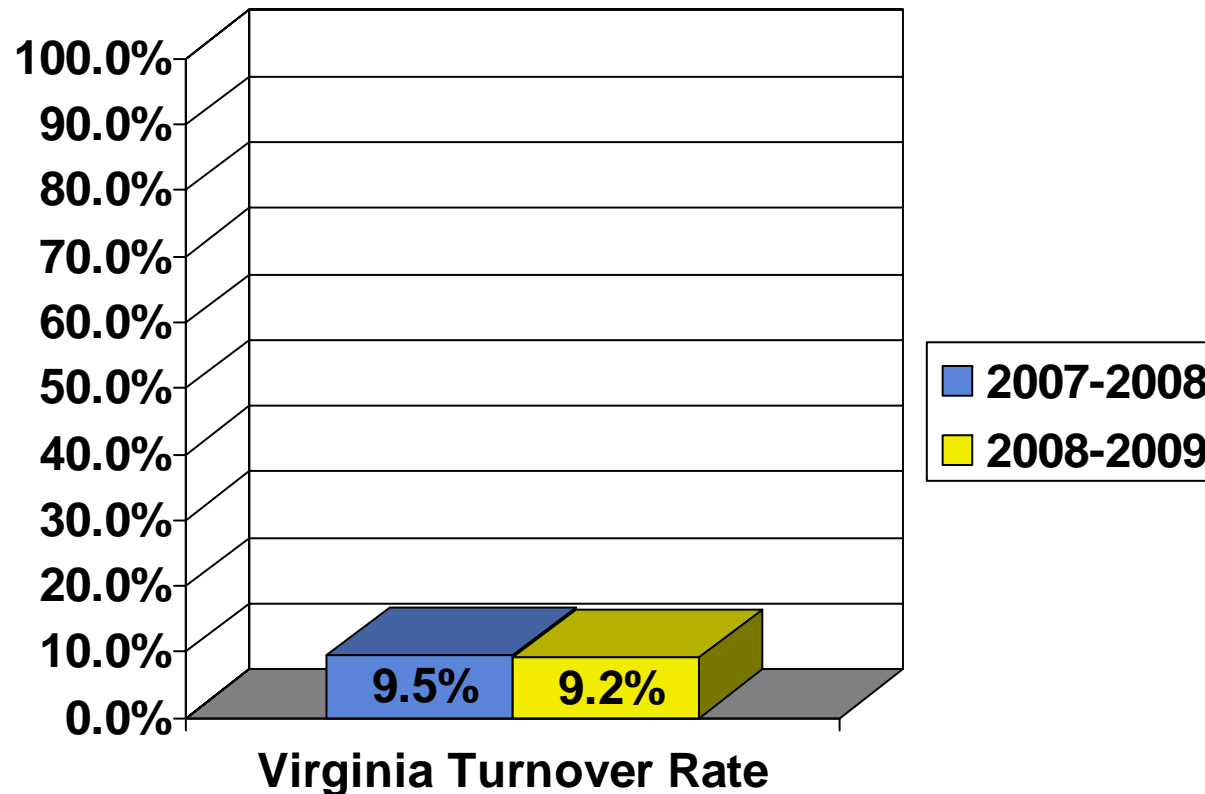
- At the end of the 2003-04 school year, 17 percent of the elementary and secondary teacher workforce (or 621,000 teachers) left the public and private schools where they had been teaching.
- Almost half of this teacher turnover was due to school transfers (8 percent of the teacher workforce or 289,000 teachers).
- The remainder (9 percent of the teacher workforce or 333,000 teachers) was due to teachers who left teaching.

Teacher Turnover (Nationally)

- In public schools, the turnover rate for high-poverty schools was greater than for low-poverty schools at the end of 2003-04 (21 vs. 14 percent).
- Much of the difference between the two turnover rates is due to the higher school transfer rate among teachers in high- versus low-poverty schools (11 vs. 6 percent).

Source: National Center for Education Statistics (2005)

Virginia's Instructional Personnel (Excluding Principals and Assistant Principals) Turnover Rate

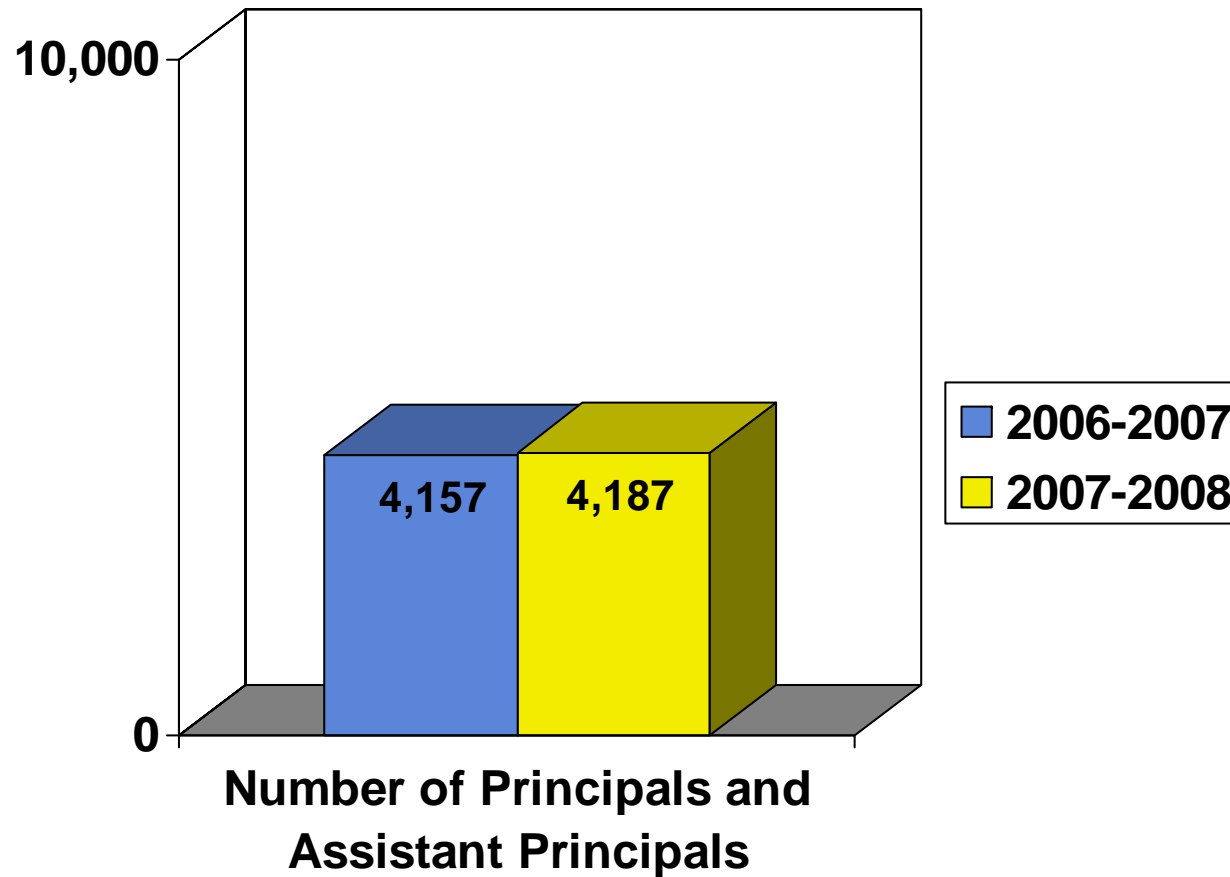


The percentages reflect the number of instructional personnel (excluding principals and assistant principals) who were employed the previous year but were not reported as employed the next school year in any Virginia school division.

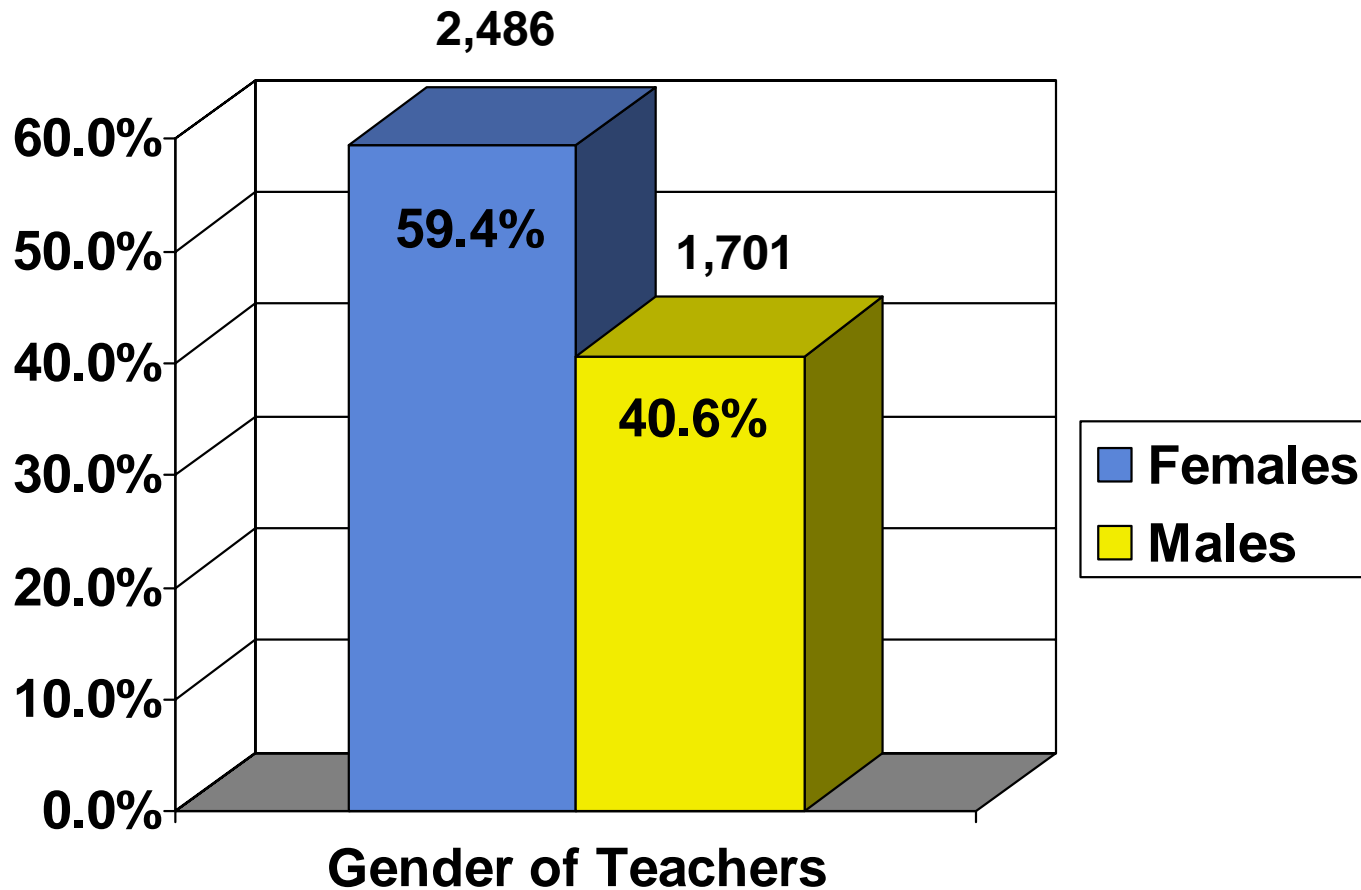
Profile of Virginia Public Schools' Assistant Principals and Principals



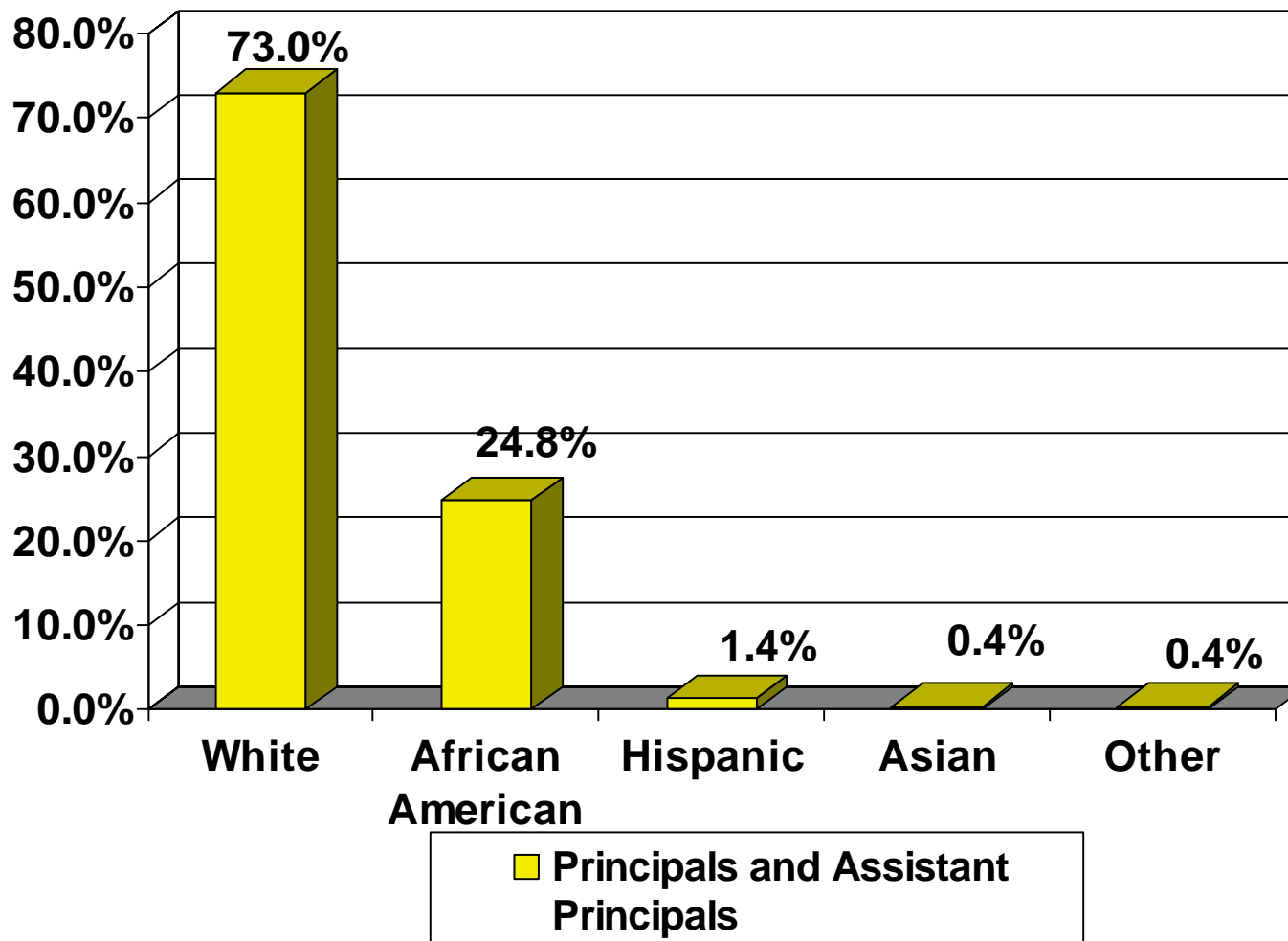
Principals and Assistant Principals Employed in Virginia Public Schools



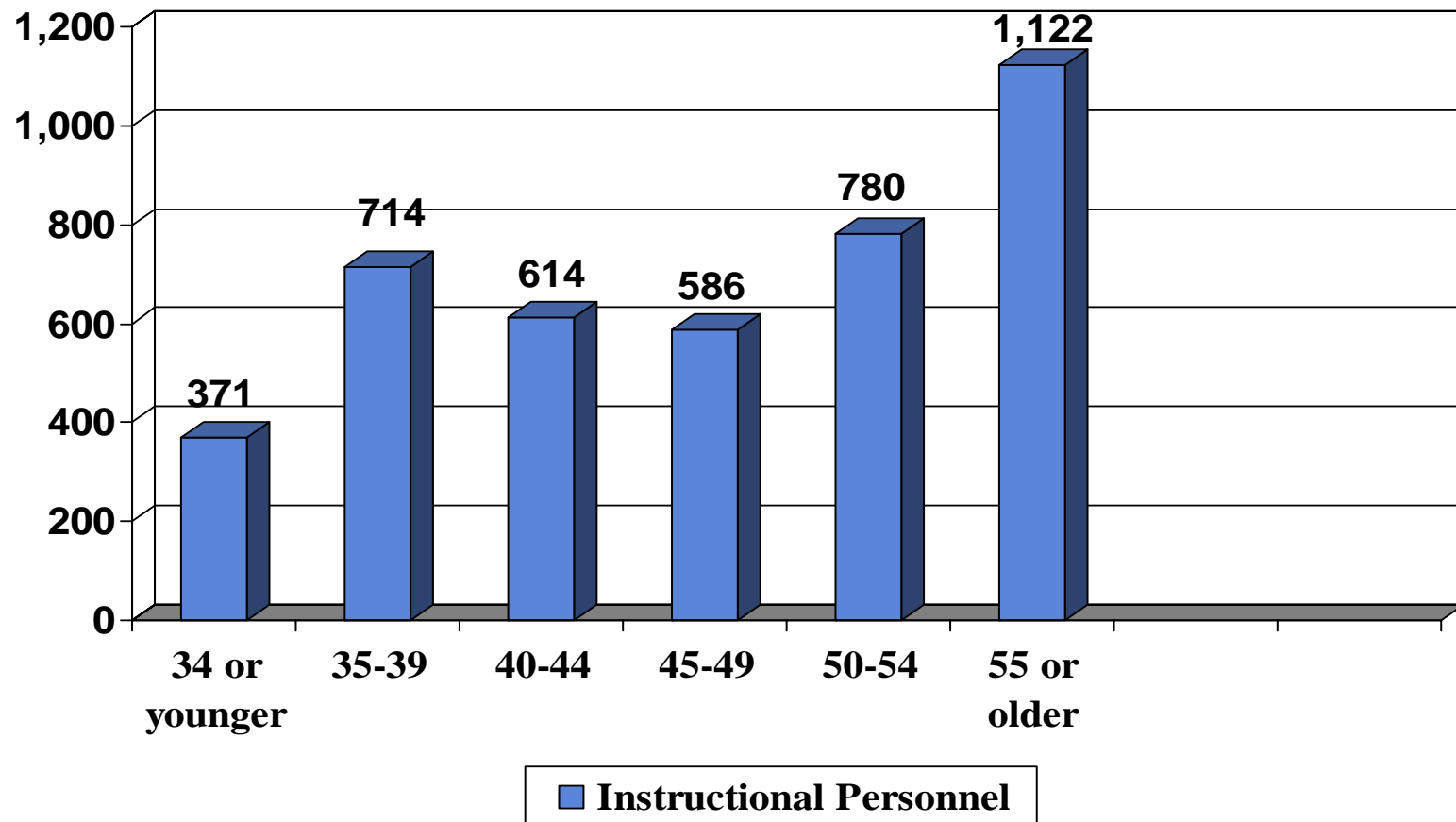
Gender: Principals and Assistant Principals in Virginia Public Schools 2007-08



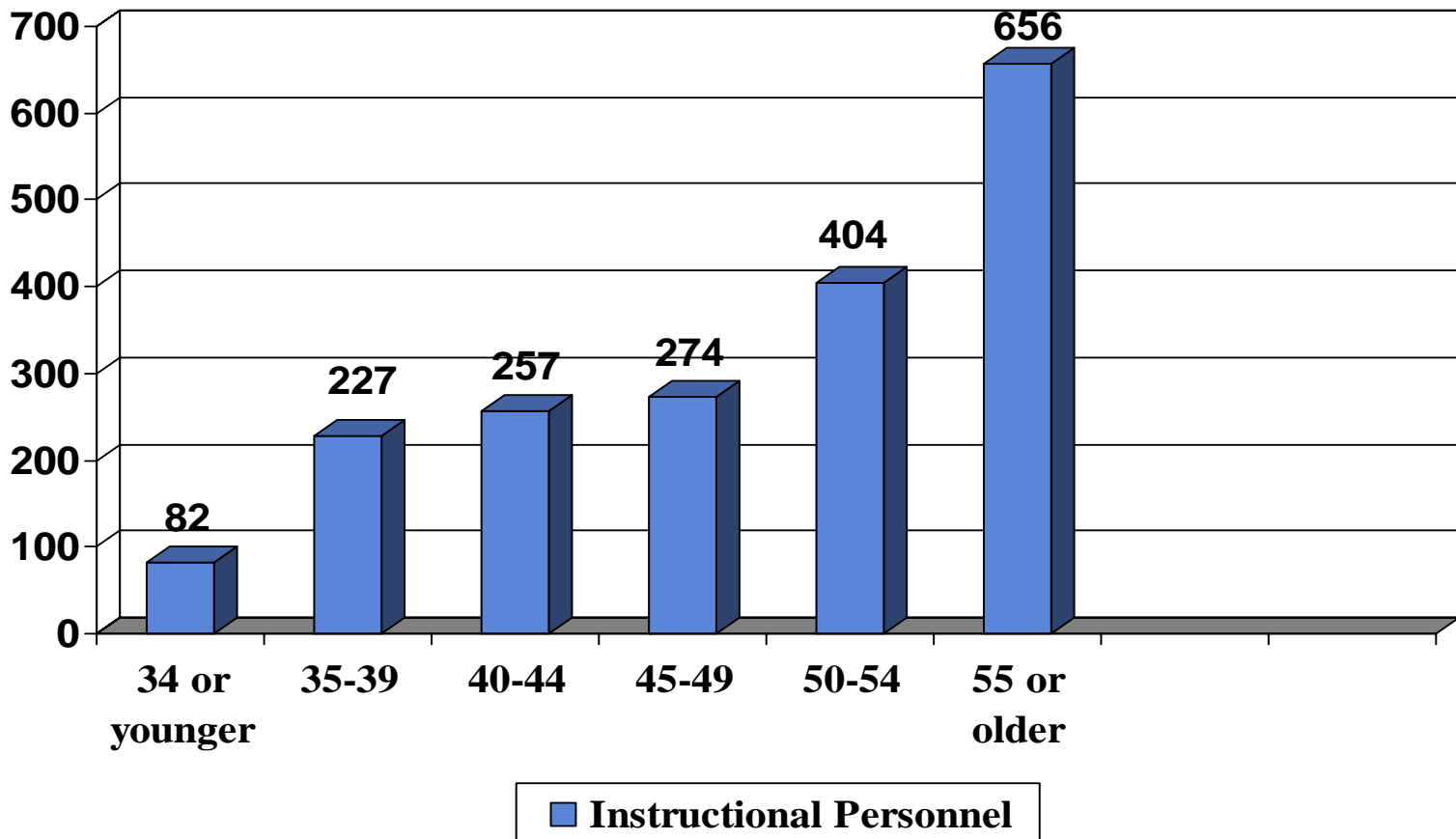
Race/Ethnicity: Virginia Public Schools' Principals and Assistant Principals 2007-2008



Age: Virginia Public Schools' Principals and Assistant Principals 2007-2008



Age: Virginia Public Schools' Principals 2007-2008



Principal and Assistant Principal Turnover



Turnover: Principals and Assistant Principals

- Between school year 2006-07 and school year 2007-08, 414 principals and assistant principals (approximately 10%) left their administrative positions.
- Between school year 2006-07 and school year 2007-08, 83 principals and assistant principals transferred from one division to another division (approximately 2%).

Additional Information

- Number of instructional personnel employed by a school division in Virginia who hold an “administrative” endorsement who are not assigned as an administrator: 2,488
- A majority of Virginia principals and assistant principals (75%) earned their master’s degrees from Virginia institutions of higher education.

For More Information

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