

Enhancing the Teaching Profession: Teacher Supply, Demand, and Quality

**Presentation to the Joint Subcommittee on
Elementary and Secondary Education Funding**
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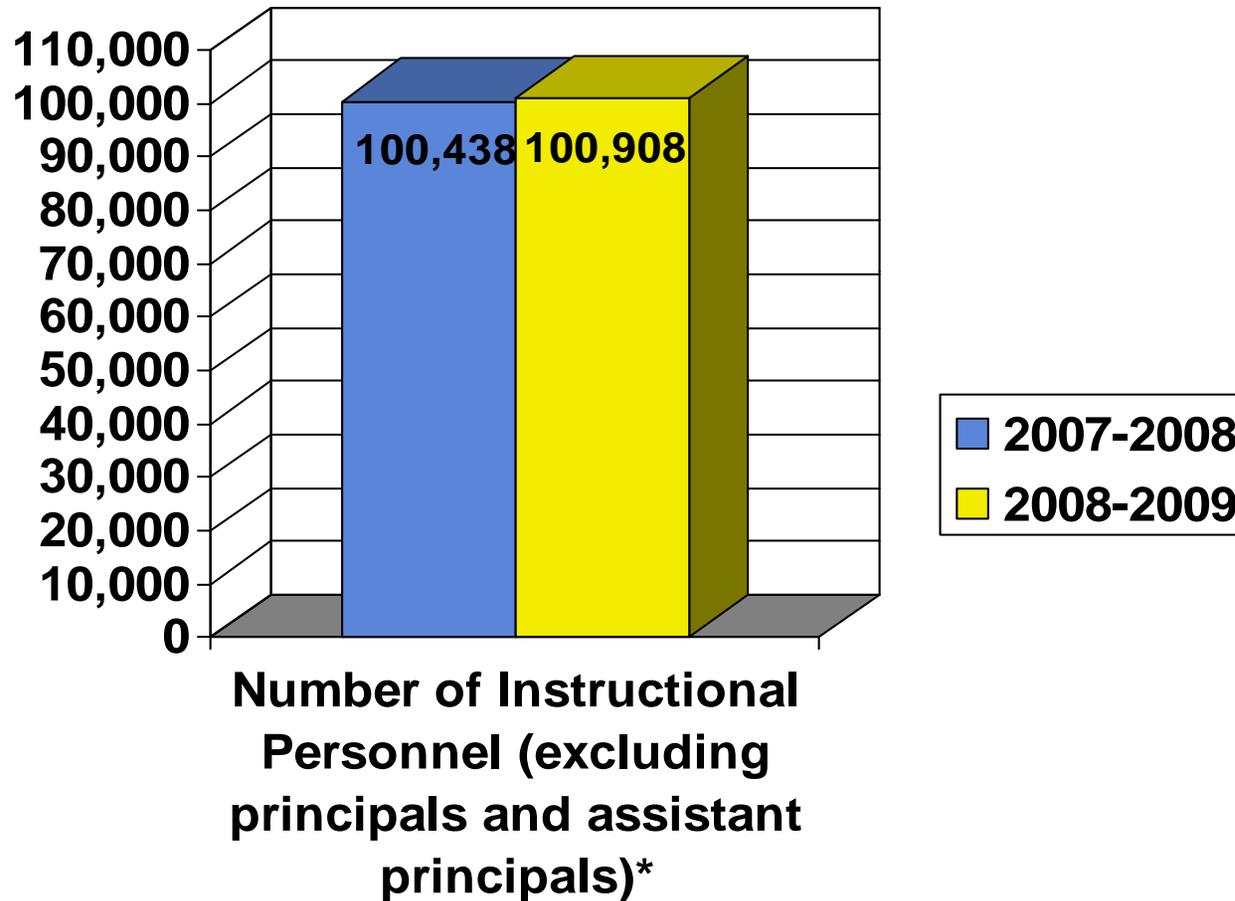
Virginia Department of Education



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

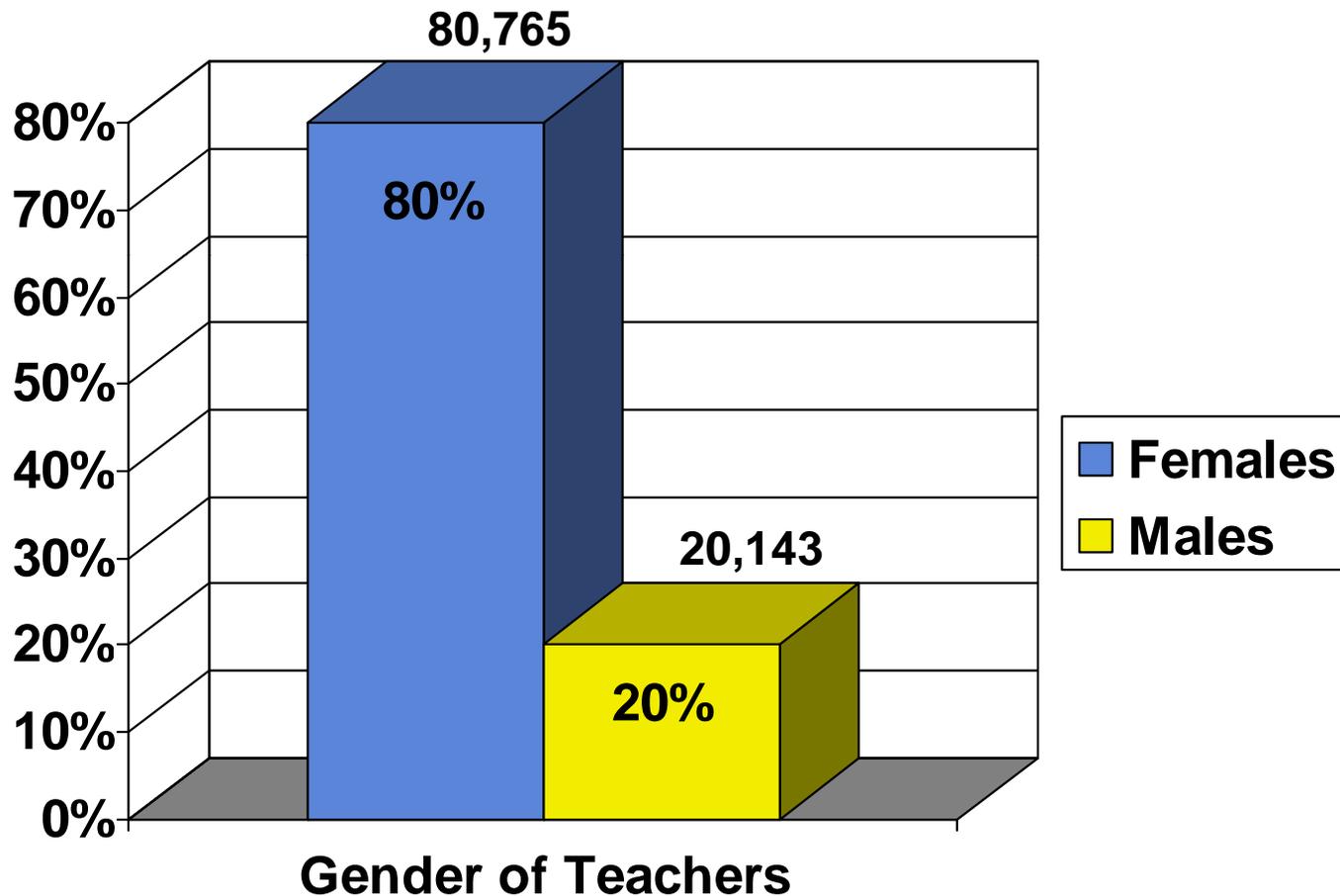


Instructional Personnel Employed in Virginia Public Schools (Excluding Principals and Assistant Principals)

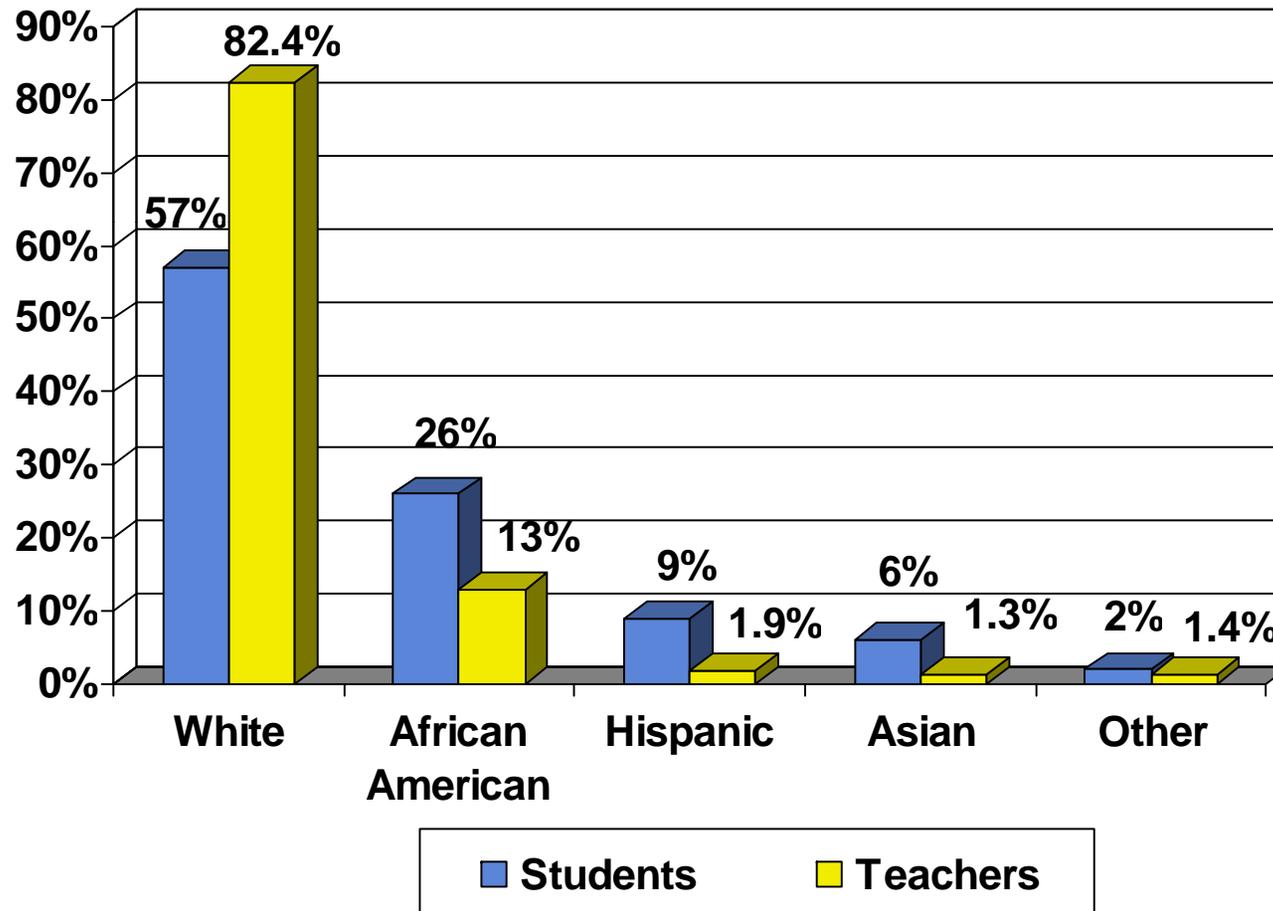


Instructional personnel includes licensed teachers, library-media specialists, guidance counselors, etc.

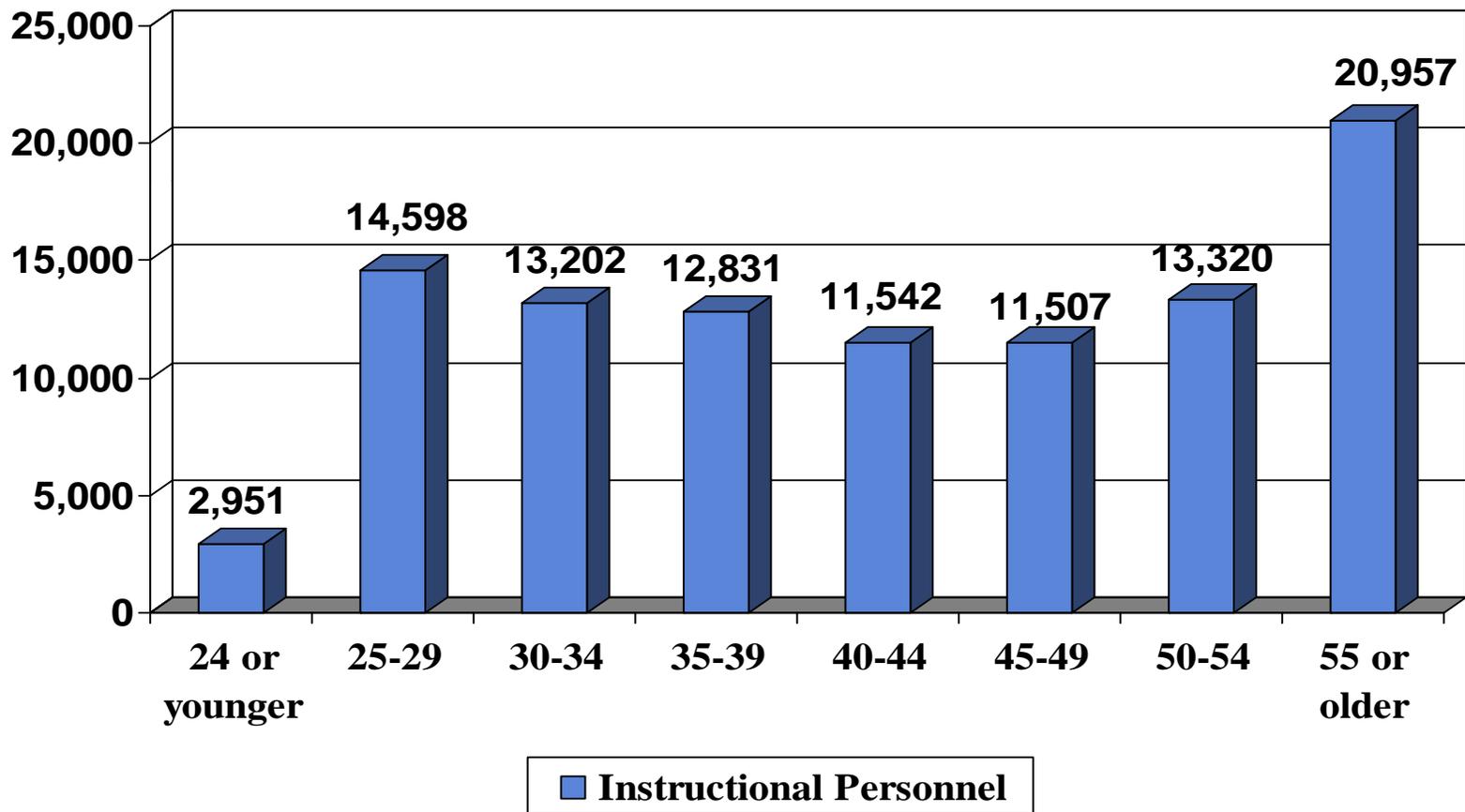
Gender: Virginia Public Schools' Instructional Personnel (Excluding Principals and Assistant Principals) 2008-09



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

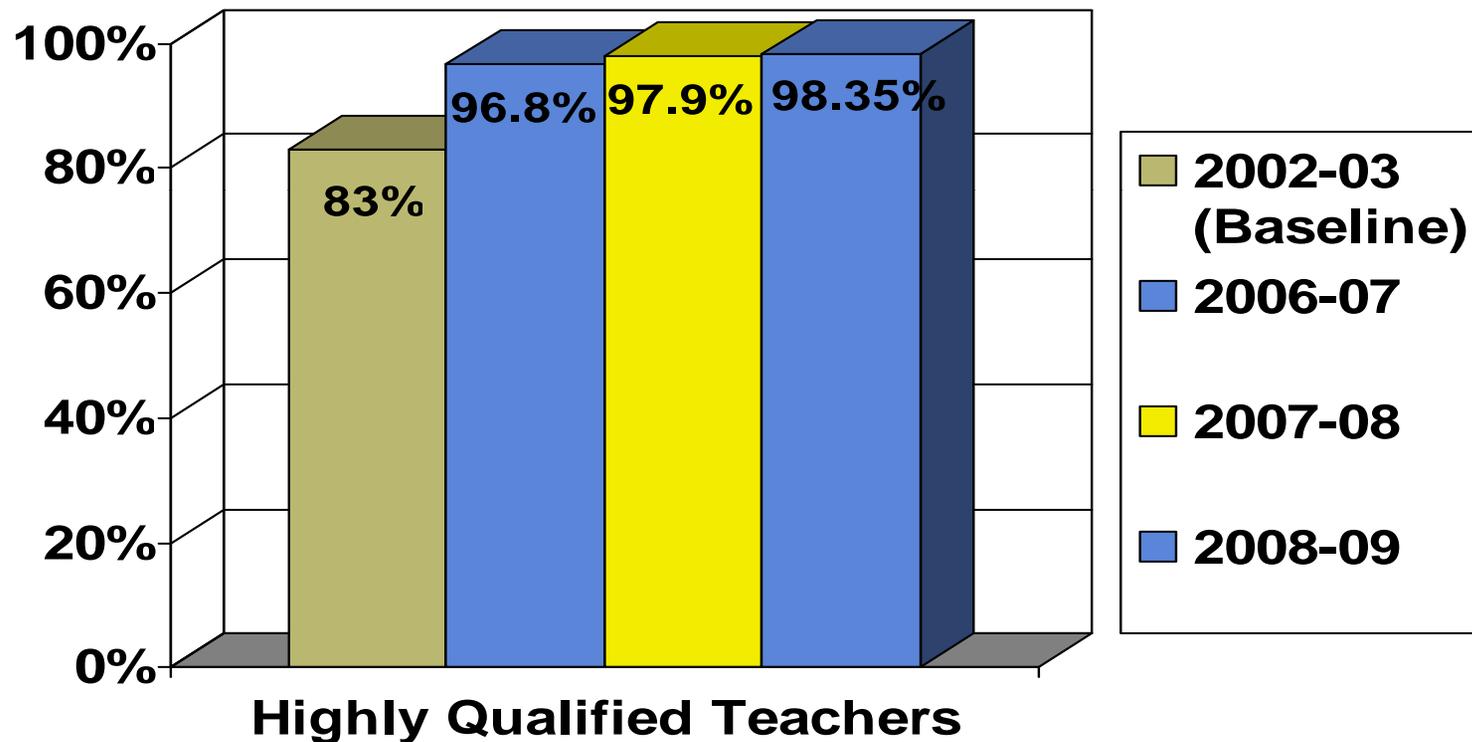
Highly Qualified Teachers

- 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



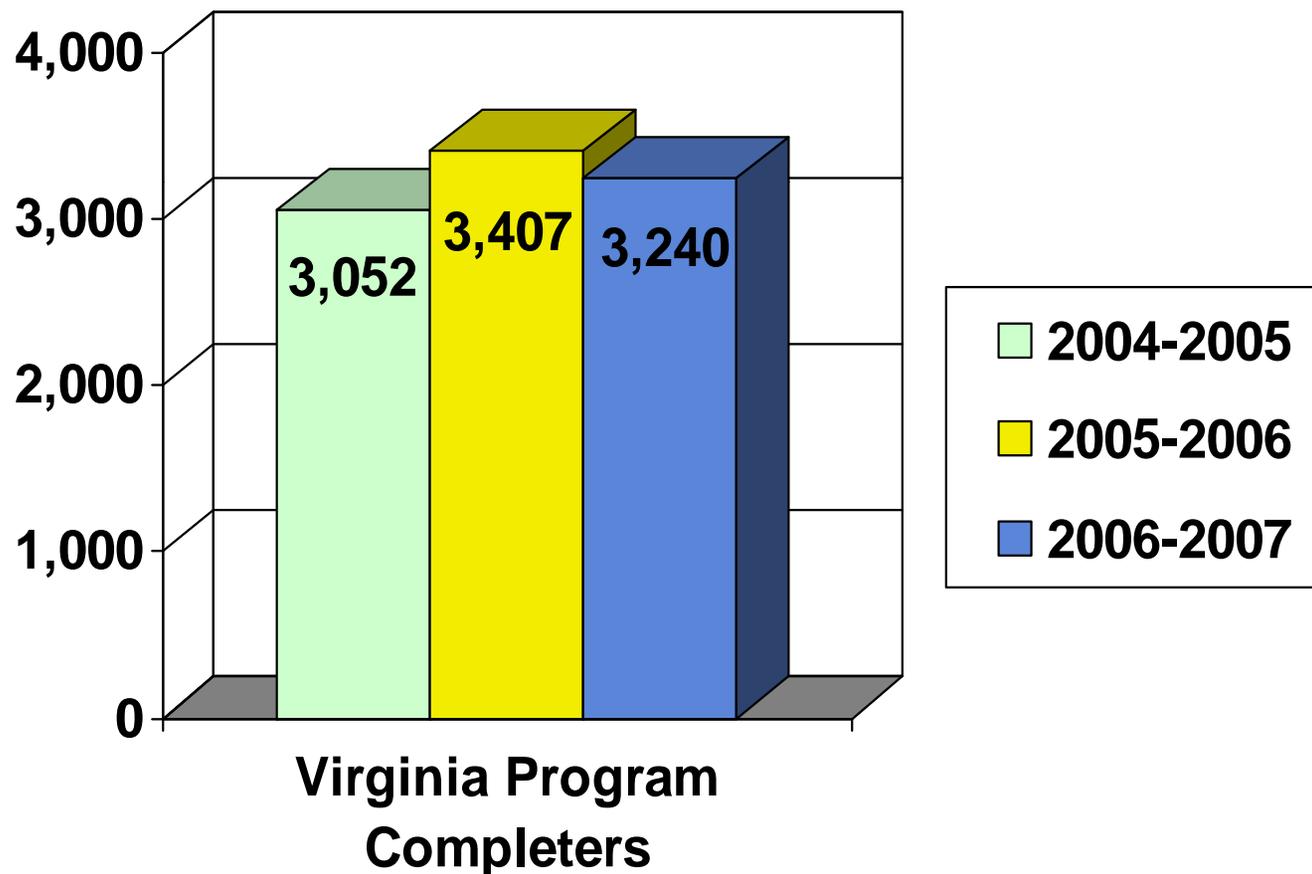
Educator Supply and Demand in the United States

- 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).

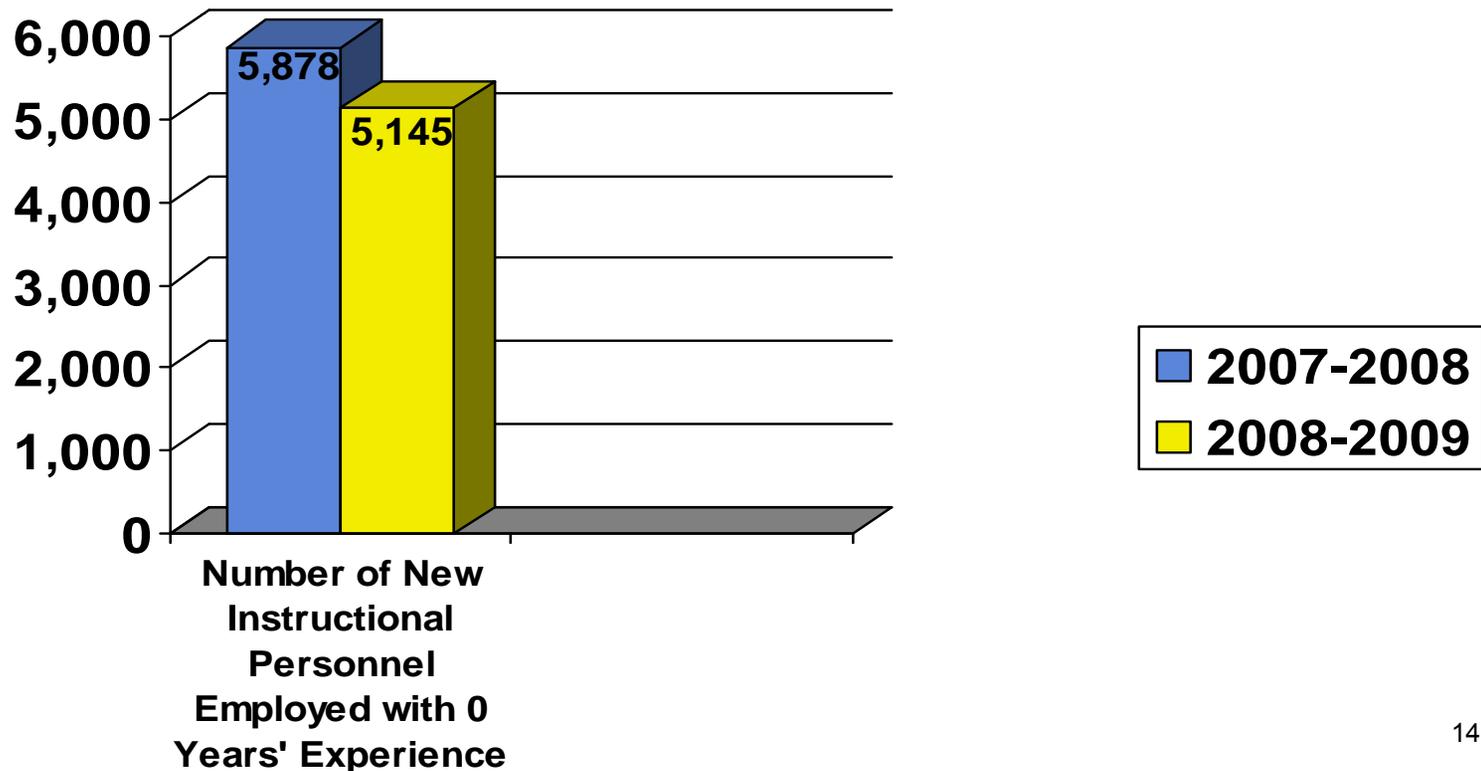
Number of Completers of Virginia Approved Teacher Preparation Programs



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)

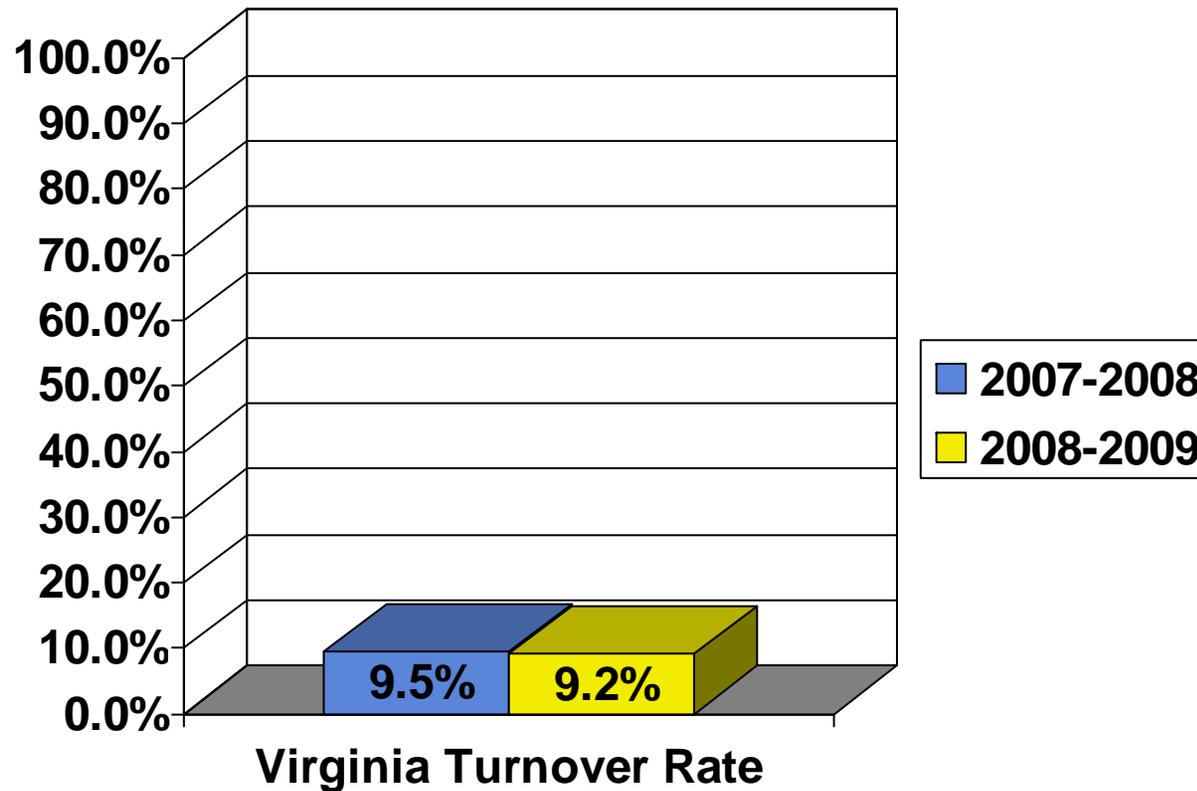
- At the end of the 2003-04 school year, 17 percent of the elementary and secondary teacher workforce (or 621,000 teachers) left the public and private schools where they had been teaching.
- Almost half of this teacher turnover was due to school transfers (8 percent of the teacher workforce or 289,000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

Programs Administered by the Virginia Department of Education to Enhance Teacher Quality



Mentor Teachers in Hard-to-Staff Schools

- Purpose: Provides high-quality teacher mentoring as a means to develop and retain high-quality teachers in hard-to-staff schools.*
- First Fiscal Year Funded: 2005
- 2009-2010 Funding: \$839,067

*A school must meet at least four of the following eight criteria to be designated as hard-to-staff: (1) Accredited with warning; (2) Average daily attendance is two percentage points below the statewide average; (3) Percent of special education students exceeds 150% of the statewide average; (4) Percent of limited English proficient students exceeds 150% of the statewide average; (5) Percent of the teachers with provisional licenses exceeds 150% of the statewide average; (6) Percentage of the special education teachers with provisional special education license (conditional licenses) exceeds 150% of the statewide average; (7) Percent of inexperienced teachers hired to total teachers exceeds 150% of the statewide average; and (8) School has one or more inexperienced teachers in a critical shortage area.

Mentor Teachers in Hard-to-Staff Schools

- “Research demonstrates that comprehensive induction, of which mentoring is an important part, can cut attrition rates by 50 percent.”*
- 80% of beginning teachers participating in the 2006-2007 program remained in the same school in 2007-2008, an improvement of 5 percentage points over the previous year.
- The number of hard-to-staff schools has decreased consistently, from 216 when the program began in 2004-2005 to 154 in 2007-2008.

*Center for Teaching Quality
<http://www.teachingquality.org/relatedtqissues/vamentoring.htm>

Mentor Teacher Program

- Purpose: Provides funds to assist school divisions in providing mentor programs for teachers with no teaching experience as a means to develop and retain high-quality teachers.
- In 2008-09, 119 school divisions requested and received these mentor funds.
- First Fiscal Year Funded: 1999
- 2009-2010 Funding: \$1,000,000 [In 2008-2009, \$269.32 per new teacher was distributed.]

Clinical Faculty Grants

- Purpose: Clinical faculty are historically referred to as the cooperating teacher. This is the teacher in the school division who is assigned to work with and support the student teacher. The student teacher is supported by the clinical faculty and the supervising university faculty. The grants provide funding for training of clinical faculty, including the use of research-based mentoring and professional development.

Clinical Faculty Grants

- In 2008-09, 11 clinical faculty grants were awarded. These grants are partnerships between school divisions and institutions of higher education.
- First Fiscal Year Funded: 1999
- 2009-2010 Funding: \$375,000

Virginia Middle School Mathematics Teacher Corps

- Purpose: Provides structure and incentives for school divisions to hire high-quality mathematics teachers for middle-schools that have been designated at risk in mathematics.
- First Fiscal Year Funded: 2005
- 2009-2010 Funding: \$415,000
[In an eligible school, funding is provided for a salary differential for the Teacher Corps member for up to three years. If a Teacher Corps member is new to the school, the salary differential is \$10,000, and if the teacher is currently teaching at the school, a \$5,000 annual salary differential is granted.]

Virginia Middle School Mathematics Teacher Corps

- Eligible Schools [includes middle schools or any schools housing grades 6, 7, or 8 that are accredited with warning in mathematics or that did not meet the Annual Measurable Objectives (AMO) in mathematics performance as required for Adequate Yearly Progress (AYP)]
 - 2005-2006: 67 in 40 divisions
 - 2006-2007: 57 in 36 divisions
 - 2007-2008: 204 in 90 divisions
 - 2008-2009: 181 in 76 divisions

- Mathematics Teacher Corps Members
 - 2005-2006: 23 in 19 schools
 - 2006-2007: 23 in 19 schools
 - 2007-2008: 35 in 29 schools
 - 2008-2009: 45 in 33 schools

(27 teachers are new to the program)

- Schools participating in this program have increased their pass rates on state assessments each year. In addition, they have narrowed the gap between their pass rates and the state pass rates, most notably on the 7th-grade assessments.

Virginia Teaching Scholarship Loan Program

- Purpose: To provide financial support to students who are preparing to teach in one of Virginia's critical shortage areas.
- First Fiscal Year Funded: 1997
- 2009-2010 Funding: \$708,000
[The award for a full-time student is \$3,720, and \$310 per credit hour for a part-time student. A recipient may repay the scholarship by teaching in Virginia for the same number of years that he or she was the beneficiary of such scholarship.]

Virginia Teaching Scholarship Loan Program: Eligibility Criteria

An individual must meet the following criteria:

- be enrolled full-time or part-time in an approved teacher education program or are participants in another approved teacher education program;
- maintain a cumulative grade point average of at least 2.7 on a 4.0 scale or its equivalent; and
- be nominated for such scholarship by the institution where he or she is enrolled.

Virginia Teaching Scholarship Loan Program: Eligibility Criteria

An individual also must meet one of the following criteria:

- be enrolled in a program leading to an endorsement in a critical shortage area;
- be a male teacher candidate in an elementary or middle school education program;
- be a minority teacher candidate enrolled in any teacher endorsement area; or
- be a student in an approved teacher education program leading to an endorsement in career and technical education.

Virginia Teaching Scholarship Loan Program

- Since 2006, 574 scholarship loans have been awarded.
- Of the 574 scholarship loans, 124 were awarded to minority candidates.
- 80 males seeking middle and elementary school endorsements received scholarship loans since 2006.

National Board Certification

- Purpose: National Board Certification is a voluntary certification process for teachers that is designed to complement, not replace, initial state licensure. National Board Certification attests to the fact that an individual has met rigorous standards, demonstrated effective teaching, and has been judged by peers as one who is accomplished in the teaching area.
- First Fiscal Year Funded: 1999
- 2009-2010 Funding: \$4,470,000
[To the extent that funds are available, an initial award is set at \$5,000 with a subsequent annual award of \$2,500.]

National Board Certification

- The number of teachers who held National Board Certification increased in the 2008-09 school year by 251 teachers to a total of 1,377.
- This was a 22.3 percent increase over 2007-08 in the number of NBC teachers.

Career Switcher Program

- Purpose: The Career Switcher Alternative Route to Licensure Program is designed to attract individuals from various occupational and life experiences to become classroom teachers, thereby increasing the quantity and diversity of applicants to the profession.
- First Fiscal Year Funded: 2000
- 2009-2010 Funding: \$329,392
[The funds support mentors for Career Switchers during the first year of employment.]

Career Switcher Program

- Individuals interested in enrolling in a Career Switcher Program must apply for admission directly to a certified program provider.

- Program Pre-requisites:
 - A bachelor's degree from a regionally accredited institution;
 - Five years of professional work experience;
 - Coursework required for the desired teaching area; and
 - Qualifying scores on the professional teacher's examinations: Virginia Communication and Literacy (VCLA), Praxis II, and the Virginia Reading Assessment (if applicable).

Career Switcher Program

- Since 2000, 2,323 individuals have completed Phase I of the Career Switcher Program. [Phase I is initial preparation for a Provisional Career Switcher License. Phase II includes seminars and mentoring during the first-year of employment.]
- In the 2008-2009 school year, 1,373 individuals who completed the Career Switcher Program were employed in Virginia Public Schools.

Special Education Endorsement Program

- Purpose: To provide awards to institutions of higher education to offer endorsement programs and tuition assistance to persons holding provisional licenses pursuing a full license with an endorsement in special education-general curriculum. Teacher candidates eligible for participation are those with provisional licenses assigned to teach special education in the public schools of Virginia.
- 2009-2010 Funding: \$600,000 [In the 2008-09 school year, awards were issued to five institutions of higher education with approved special education programs.]

Retired Teachers Employed in Critical Shortage Areas

- Purpose: As provided in §51.1-155 of the *Code of Virginia*, VRS retirees who hold a valid license issued by the Virginia Board of Education and meet the bona fide break-in-service criteria may continue to receive their retirement benefits while working full time in a designated critical shortage area (§51.1-155).

Although these positions are full time, retirees are not accruing VRS benefit eligibility at the same time they are receiving retirement benefits.

Retired Teachers Employed in Critical Shortage Areas

- Number of Retirees Re-Employed During the 2008-09 School Year: 67*

*All but 11 school divisions (Chesterfield, New Kent, Northampton, Caroline, Colonial Beach, West Point, Alexandria, Fairfax County, Highland, Covington, and Russell) reported.

TeachVirginia

- Purpose: The TeachVirginia Recruitment initiative is a three-prong approach to recruiting highly-qualified personnel for Virginia public school divisions. TeachVirginia includes:
 - Online educator career center to recruit high-quality individuals to Virginia classrooms;
 - Multimedia recruitment campaign to recruit individuals to the profession through the Internet and one-on-one advising opportunities; and
 - Response Center: personalized career and job recruitment service through e-mail and phone consultation.

TeachVirginia

- In 2007-2008, school divisions reported that 2,287 candidates were hired statewide via TeachVirginia.
- Postings on TeachVirginia:
 - May 2008: 118 school divisions advertised approximately 1,867 vacancies
 - May 2009: 98 school divisions advertised approximately 1,125 vacancies
- First Fiscal Year: 2005
- 2008-2009 **Federal** Funding: \$270,000

TeachVirginia Web Site www.TeachVirginia.org

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Access Virginia's statewide electronic job bank and application system.
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Learn more about current critical shortage openings posted by Virginia School Divisions.
- ▶ **Career Switchers**
Learn how to become a Career Switcher through the alternate route to teaching.
- ▶ **Teacher Preparation**
Learn about colleges and universities, licensure requirements, tuition assistance programs, and career opportunities.
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Learn more about applying for and renewing a license in Virginia.
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Become a Virginia special educator...one who provides a bright future for students with disabilities through high quality educational programs that increase student achievement.

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Summary

- Through state and federal funding, the Virginia Department of Education continues to administer a variety of programs to increase the supply of high quality teachers and the rate of retention of those employed in school divisions across Virginia.

Appendix

