

State of Virginia

Teacher Shortage Areas

For

Designation by the United States Department of Education

For

2003-2004 School Year

Alternate Methodology for Determining Critical Teaching Shortage Areas in Virginia

The 2001 Virginia General Assembly enacted legislation (House Bill 252 and House Bill 1589) requiring the State Superintendent of Public Instruction to survey annually all school divisions to identify critical shortages of teachers and administrative personnel and report that information to each school division and to the Virginia Retirement System. In response to this requirement, an instructional survey to determine teacher and administrative areas of shortage was sent by the Department of Education to each of Virginia's school division superintendents in December 2002. Information requested on the survey was based on school data reports as of October 1, 2002. The Department contracted with Research Dimensions, Inc. (RDI), a Richmond-based organization, to analyze the results of the survey. Of the 132 school divisions in the commonwealth, 126 responded to the survey. Designation of critical shortage areas is based on these responses.

In Virginia, "critical shortage" may be defined two ways: (1) shortages by subject matter as designated from the top 10 academic disciplines identified in an annual survey of school divisions; or (2) a school personnel vacancy for which a school division receives three or fewer qualified candidates for the position. Endorsement areas were ranked according to the most severe academic teaching shortage areas. The ranking is based on an aggregation of the endorsement areas in special education, the sciences, foreign languages, and six-eight middle grades. The endorsement areas in career and technical education were not aggregated. A total of 38 administrative and teaching areas were taken into account to determine the top 10 critical teaching shortage area assignments.

Multiple metrics were used and a composite score determined the top 10 critical shortage areas. Metrics used included the following: (a) the total number of unfilled positions that have three or fewer qualified applicants; (b) the number of vacancies as a percent of full-time equivalent (FTE) positions; (c) the number of "unfilled" or "filled by unendorsed individuals," as a percent of total FTE positions; and (d) projected shortages over the next five years.

2003-04 Top 10 Critical Shortage Teaching Areas in Virginia

Based on the alternate methodology used in Virginia, the 2003-04 top 10 critical shortage teaching areas are:

1. Mathematics
2. Special Education (order of priority needs: severe profound disabilities; emotional disturbance; early childhood special education; mental retardation; hearing impairment; visual impairment; speech and language disorders; and learning disabilities)
3. Science (order of priority needs: physics; earth science; chemistry and biology)
4. Career and Technical Education (technology education; trade and industrial education; business education; and family and consumer sciences)
5. Foreign Language
6. English as a Second Language
7. Middle Grades (6-8)
8. Library Media (preK-12)
9. Art (preK-12)
10. Reading Specialist