

**FINAL REPORT OF
THE STATE COUNCIL OF
HIGHER EDUCATION FOR VIRGINIA**

ON

**THE STUDY OF TEACHER PREPARATION
PROGRAMS IN VIRGINIA**

TO

THE GOVERNOR

AND

GENERAL ASSEMBLY OF VIRGINIA



HOUSE DOCUMENT NO. 3

**COMMONWEALTH OF VIRGINIA
RICHMOND**

December 10, 1981

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HOUSE JOINT RESOLUTION NO. 100

Requesting certain actions by State institutions of higher education, the Board of Education and the State Council of Higher Education with regard to teacher preparation programs.

Agreed to by the House of Delegates, February 14, 1980
Agreed to by the Senate, February 25, 1980

WHEREAS, the General Assembly recognizes that teachers make invaluable contributions to the well-being of society; and

WHEREAS, their services, sometimes under difficult circumstances, deserve recognition and appreciation; and

WHEREAS, because of the importance of teachers, the best possible persons should be attracted into the teaching profession and compensated adequately for their services; and

WHEREAS, the adequate preparation of teachers by Virginia's colleges and universities is critical to the quality of teaching in elementary and secondary schools, and too many persons are being prepared to enter the teaching profession in several areas of endorsement; and

WHEREAS, national reports have indicated that the standards for acceptance into undergraduate schools, colleges and programs of teacher preparation are generally lower than standards for acceptance into other fields of study; and

WHEREAS, various suggestions have been proposed to improve the teacher training process such as seminars for high school students who are prospective teachers, earlier exposure of students in teacher training programs to classroom experience and a fifth year internship program; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That State institutions of higher education with teacher training programs are requested to review their standards for acceptance of students into these programs in order to ensure that the standards equal or exceed those for other fields of study and to report to the State Council of Higher Education, in a manner specified by the Council, the results of their reviews and comparative national test scores for students entering these teacher preparation programs and for those entering other fields of study; and, be it

RESOLVED FURTHER, That the Board of Education and the State Council of Higher Education are requested to identify areas of certificate endorsement in which there are shortages of teachers; and, be it

RESOLVED FINALLY, That the State Council of Higher Education is requested to notify independent institutions of higher education with teacher training programs in Virginia of the concerns of the General Assembly, to request their participation in the study and to submit reports to the House Education Committee and the Senate Education and Health Committee as well as a final report to the Governor and the General Assembly no later than December one, nineteen hundred eighty-one.

FINAL REPORT
ON
THE STUDY OF TEACHER PREPARATION PROGRAMS IN VIRGINIA
PURSUANT TO HOUSE JOINT RESOLUTION NO. 100 (1980 SESSION)

CHAPTER 1
INTRODUCTION

The 1980 Session of the General Assembly agreed to House Joint Resolution No. 100, which recognized (1) that teachers make invaluable contributions to the well-being of society; (2) that their services, sometimes under difficult circumstances, deserve recognition and appreciation; (3) that because of the importance of teachers, the best possible persons should be attracted into the teaching profession and compensated adequately for their services; (4) that the adequate preparation of teachers by Virginia's colleges and universities is critical to the quality of teaching in elementary and secondary schools, and too many persons are being prepared to enter the teaching profession in several areas of endorsement; (5) that national reports have indicated that the standards for acceptance into undergraduate schools, colleges, and programs of teacher preparation are generally lower than standards for acceptance into other fields of study; and (6) that various suggestions have been proposed to improve the teacher training process, such as seminars for high school students who are prospective teachers, earlier exposure of students in teacher training programs to classroom experience, and a fifth-year internship program.

The General Assembly therefore requested that state institutions of higher education with teacher training programs review their standards for acceptance of students into these programs in order to ensure that the standards equal or exceed those for other fields of study and report to the State Council of Higher Education, in a manner specified by the Council, the results of their reviews and comparative national test scores for students entering these teacher preparation programs and for those entering other fields of study. The legislature also asked that the State Board of Education and the State Council of Higher Education identify areas of certificate endorsement in which there are shortages of teachers. The General Assembly further requested that the State Council of Higher Education notify independent institutions of higher education with teacher training programs in Virginia of the concerns of the General Assembly and request their participation in the study. The Council of Higher Education was requested to submit reports to the House Education Committee and the Senate Education and Health Committee, as well as a final report to the Governor and the General Assembly, no later than December 1, 1981.

In developing a plan for studying teacher preparation programs in Virginia, pursuant to House Joint Resolution No. 100, the Council staff consulted with the presidents of the public and private colleges, with the academic deans and vice presidents of the public colleges, and with the deans and institutional research officers of some of the private colleges. The Council of Higher Education reviewed the study plan at its June, 1980, meeting.

The goals of the study were twofold: first, to review the standards for acceptance into teacher preparation programs at Virginia's colleges and universities and to compare the standards with those in other fields of study

and, second, to identify areas of certificate endorsement in which there are shortages of teachers. In conducting the study, the Council staff sought the participation of Virginia's state-supported and independent institutions of higher education, as specified in House Joint Resolution No. 100, and cooperated with the staff of the State Department of Education in identifying areas of teacher shortages.

The portion of the study conducted in 1980 was concerned with developing the study plan, assembling a bibliography of national and regional material on the subject, and collecting and analyzing national test scores of graduates of teacher preparation programs and of other fields of study. The focus in the early part of the study, therefore, was on those students at colleges and universities in Virginia who actually sought and gained certification to teach in one or more endorsement areas. An "Interim Report" of the findings in this phase of the study was published December 3, 1980, and was submitted to the House Education Committee and the Senate Education and Health Committee. The findings are incorporated into Chapter 2 of this final report.

Chapter 2 also includes the results of the Council staff's study during 1981 of the standards for acceptance of students into teacher preparation programs and of the standards for acceptance of students as majors in undergraduate degree programs. Chapter 3 presents the findings of the State Department of Education in its efforts to identify areas of certificate endorsement in which there are shortages of teachers. Finally, Chapter 4 offers some conclusions and recommendations based upon the present study.

CHAPTER 2

STANDARDS FOR ACCEPTANCE INTO TEACHER PREPARATION PROGRAMS

Pursuant to House Joint Resolution No. 100 (1980 Session), the staff of the Council of Higher Education conducted a survey of the 14 public and 19 private colleges and universities in Virginia currently offering programs of teacher preparation that are "approved" by the State Department of Education.<1> The purpose of the survey was to seek information that would enable the staff to compare each institution's standards for acceptance of students into teacher preparation programs with the standards for acceptance of students as majors in undergraduate degree programs. The Council staff sent each of the 33 institutions a set of two questionnaires designed to assist in making the comparison: Questionnaire #1 (see Appendix A) concerned the criteria whereby students are accepted into undergraduate teacher preparation programs, and Questionnaire #2 (see Appendix B) concerned the criteria whereby students are accepted into undergraduate degree programs other than those in teacher preparation. As an alternative to completing the two questionnaires, the institution was invited to submit a narrative response that made the necessary comparison. Thirteen of the 14 public institutions and 13 of the 19 private institutions responded to the survey. The results of the survey, arranged by institution, appear in Appendix C (state-supported institutions) and Appendix D (independent institutions) of this report.

Because all of the colleges and universities included in the study offer

<1> The 33 institutions and the programs they are approved to offer appear in State-Approved Teacher Preparation Programs in Virginia Colleges and Universities (Richmond: Division of Teacher Education and Certification, Department of Education, July, 1981).

state-approved teacher preparation programs, each institution appropriately adheres to the current state regulations for teacher certification in requiring that an applicant for acceptance into a teacher preparation program must meet such general requirements for state certification as good moral character and good health and have no disqualifying physical or emotional handicap. Many institutions require evidence of physical fitness to teach, as attested to by a qualified physician.

Following is a summary of the responses received from the state-supported and independent institutions in Virginia during the Council staff's survey of the standards for acceptance into undergraduate majors and teacher preparation programs. For each of the two groups of institutions, a statement is provided of the institutions' use of such factors as Scholastic Aptitude Test (SAT) scores in the overall admissions process, followed by a discussion of the standards for acceptance into non-teaching majors and the standards for acceptance into teacher training programs.

A Summary of the Responses Received from the State-Supported Institutions

The 13 public senior institutions participating in this phase of the study acknowledged using a range of Scholastic Aptitude Test (SAT) scores in determining the acceptability of applicants for admission to college, but they do not uniformly require a minimum SAT score for acceptance into undergraduate majors or teacher preparation programs. For instance, an applicant for admission to Christopher Newport College normally must present a minimum total SAT score of 800. Clinch Valley College, on the other hand, may grant conditional admission to an applicant with a total SAT score as low as 600. The typical SAT score of entering freshmen at Mary Washington College in Fall, 1981, was slightly more than 1000, and 90 percent of the freshman class that

term had SAT scores between 800 and 1300. The standards for admission to Old Dominion University include a minimum total SAT score of 850. Though a student seeking admission to Virginia Commonwealth University usually must have a minimum SAT-Verbal score of 350, the institution has developed a minimum scale for admission that combines the applicant's class rank in secondary school with the total SAT score.

Acceptance into undergraduate majors at the 13 public senior institutions occurs at various stages of the student's career, depending upon the institution. At Norfolk State University, acceptance into a major other than teacher education takes place upon admission to the institution. Old Dominion University requires that the student complete a one-semester course in English composition before being accepted into virtually any baccalaureate program, including a program in teacher preparation. To enter an undergraduate major program at Mary Washington College, the student must have successfully completed at least 42 semester hours (three academic terms) of college-level work.

At many public institutions, students are accepted as majors by departments if they have been admitted by the college or university as degree-seeking students. The College of William and Mary, for example, assumes that an undergraduate who is admissible as a freshman may be accepted into any academic major or concentration. The College has no separate screening process when, at the end of the sophomore year, the student is asked to declare a concentration. The choice is entirely the student's, regardless of the SAT score, grade-point average, or other indicators of academic performance. It is further assumed that some counseling goes on, in which, for example, a student who received a "D" in an introductory calculus course is discouraged from majoring in mathematics; if the student perseveres,

however, he or she is allowed to begin work in the concentration.

Several public senior institutions--including Clinch Valley College, James Madison University, and Longwood College--specify that admission to the institution does not ensure acceptance into an undergraduate major or into any of the various programs of teacher education. For both academic and administrative reasons, some colleges and universities enroll students freely in majors, normally through the institution's Office of Admissions, prior to the beginning of the freshman year. Such students nevertheless enter a competitive process that takes into account secondary school grades and class rank, and possibly also the results of a personal interview. Virginia Commonwealth University, Virginia Polytechnic Institute and State University, and Virginia State University, for example, accept students into undergraduate major programs upon admission to the university. At James Madison University, on the other hand, the student may be accepted as a major at multiple points in his or her undergraduate career; the process at James Madison is described as "wide open" and is based upon student preference.

Many of the public senior institutions specify that a prospective teacher must have attained a minimum overall grade-point average before acceptance into either a teacher education program or the student teaching semester. At Christopher Newport College, for example, the minimum average is 2.2, while at Radford University it is 2.1, and at Clinch Valley College, James Madison University, and Virginia State University it is 2.0 (though for the major in Elementary Education at Clinch Valley College the minimum average is 2.2).

Mary Washington College has developed a two-stage process for accepting students into undergraduate teacher preparation programs: first, admission to candidacy for the Collegiate Professional Certificate, which normally occurs during the freshman or sophomore year; and second, formal admission to

candidacy for a teaching endorsement, which occurs during the senior year. Efforts are made prior to this second stage at Mary Washington College to "counsel out" students who do not show promise as teachers. At Old Dominion University, the student's declaration of an education major is viewed as a provisional acceptance into the School of Education and does not guarantee completion of a teacher preparation program. Students at Old Dominion are subsequently screened through several means, including a course in Observation and Participation (Educational Foundations 297). At the University of Virginia, students are required to complete a designated block of courses before being accepted into a program in teacher education.

A variety of committees at Virginia's public institutions oversee the admission and educational activities of students in teacher preparation programs. The Teacher Education Admissions Committee at Clinch Valley College may require a student who is deficient in oral or written language skills to take corrective work in English before receiving a teacher education certificate. This Committee also must approve field experiences presented by students at Clinch Valley College in place of the required course in Foundations of American Education (Education 301). A screening committee at James Madison University meets periodically to review applications for acceptance into teacher preparation programs and to review the records of students who do not appear to meet the criteria for retention in teacher education. At Longwood College, the Committee on Teacher Education serves as the screening committee for admission to teacher preparation programs. Acceptance into the teacher preparation programs at Norfolk State University is supervised by the appropriate departmental Admissions Committee and the Council on Teacher Education.

A Summary of the Responses Received from the Independent Institutions

The 13 private four-year institutions participating in this phase of the study, like the public senior institutions, accept students into undergraduate majors and into teacher preparation programs at various points in a student's career. At Marymount College of Virginia and at Virginia Intermont College, acceptance occurs upon the student's admission to the institution. Once admitted to Randolph-Macon College, students can choose a major at any point in their college career, though typically the choice is made at the beginning of the junior year. Students are accepted into all majors at Roanoke College and at the University of Richmond at the end of their sophomore year. Like students at Mary Washington College, those at Sweet Briar College (which has no major in Education) enter a degree program in an academic department at the end of the sophomore year and meet the requirements for certification in Elementary or Secondary Education throughout their college career.

The standards for acceptance into teacher education programs at Averett College are more stringent than for other undergraduate programs and include a minimum grade-point average of 2.4. At Virginia Intermont College, the required minimum grade-point average for acceptance into teacher education is 2.25. Though most majors at Eastern Mennonite College require a minimum 2.0 grade-point average, the programs in teacher education have a 2.1 minimum for entry and 2.2 for participation in student teaching. Similarly, at Emory & Henry College, the normal standard for acceptance into a major is an overall average of 2.0, but teacher preparation programs require a grade-point average of at least 2.1. Initial acceptance into a teacher education program at Lynchburg College requires a 2.0 grade-point average, but for student teaching the minimum allowable is 2.25, both in the major and in the prerequisite courses for student teaching. At the University of Richmond, these minimum

averages are, respectively, 2.0 and 2.2. Though no department at Randolph-Macon College has specific criteria for admission to a major, students must maintain a 2.0 grade-point average or better in coursework taken in the major. Undergraduates applying to teacher preparation programs at Randolph-Macon College are the only students who undergo periodic and sequential assessments to determine whether they may pursue a particular undergraduate program, and for acceptance into the program, the student must have a 2.2 grade-point average or better. A minimum 2.0 grade-point average also is required for acceptance into teacher preparation programs at Roanoke College and Sweet Briar College.

Evidence is provided by Virginia's private four-year colleges to indicate that special attention is given to screening applicants for acceptance into teacher preparation programs. At Averett College, for example, teacher education is one of two general areas having a formal admissions procedure. At Eastern Mennonite College, teacher education is one of three areas that do not accept majors immediately upon the student's admission to the College. Lynchburg College's policy of accepting students into teacher preparation programs midway in the sophomore year contrasts with the policy for other majors, to which acceptance occurs upon admission to the College.

One or more committees at many of the private four-year colleges are involved in evaluating students' acceptability for teacher education programs. The Division of Education and the Teacher Education Committee at Averett College reviews each student's application. Emory & Henry College has a Committee on Teacher Preparation to evaluate applicants' qualifications for the program. The Teacher Preparation Committee at Randolph-Macon College acts upon recommendations by the student's major department and the Department of Education. Virginia Intermont College has an Advisory Committee on Teacher

Education, which reviews all applications for entry into the institution's teacher preparation programs. While Washington and Lee University conducts its teacher education programs in conjunction with area women's colleges, a local Committee on Teacher Education reviews each student's work in his major and in general courses and recommends acceptance or rejection of applicants to the available programs of teacher education.

It is impossible to summarize here all of the diverse standards for admission to teacher education programs at Virginia's state-supported and independent institutions. Again, the institutional summaries are provided in Appendices C and D of this report.

Comparative National Test Scores

In 1967, Dr. Charles W. Blair of James Madison University published the results of a study undertaken "to determine the relative scholastic aptitude of 1963 graduates of selected Virginia public secondary schools who entered college and who planned to become teachers." <2> Using scholastic aptitude test scores earned on the "Cooperative School and College Ability Test," Dr. Blair compared teaching and nonteaching groups and obtained the following results:

1. The mean of scholastic aptitude test scores for high school graduates planning to become teachers was significantly lower than the mean of scores for high school graduates who entered college and who planned nonteaching careers. Similar findings were obtained in separate comparisons of both male and female graduates in the teaching and nonteaching groups.

<2> Charles W. Blair, "The Scholastic Aptitude of Virginia High School Graduates Being Attracted to Teacher Education Programs," Madison College Bulletin, Vol. 25, No. 2 (February, 1967), p. 70. This article is available in ERIC, ref. ED 014 444.

2. The distribution of scores for the teaching and nonteaching groups differed significantly. Major differences between the distributions were the higher proportion of college-attending graduates planning to become teachers who scored below the fiftieth percentile and the higher proportion of college-attending graduates who planned nonteaching careers who scored at or above the ninetieth percentile.
3. Forty-five per cent of the college-attending graduates who scored below the fiftieth percentile planned to become teachers while only 28 per cent of those who scored at or above the ninetieth percentile had similar vocational plans.<3>

One of the initial purposes in collecting and analyzing the test-score data presented in this report was to determine whether the results found in the Blair study remain true for students currently graduating from teacher education programs in the Commonwealth. Another purpose was to test an often loudly proclaimed assumption that students who enroll in the courses constituting the customary curriculum of teacher training programs have an easier chance of earning high grades than do students in other academic programs. Fifteen public and 22 private colleges and universities in Virginia participated in this phase of the study.

In May, 1980, the State Department of Education identified 3,304 students who in 1979 received their bachelor's degrees from Virginia's colleges and universities and were certified to teach in one or more endorsement areas. In June, 1980, the Council staff sent to each public and private college in Virginia a computer print-out listing the institution's "certified" graduates and requested the following information about each student listed: (1) the degree major, (2) the SAT-Verbal score, (3) the SAT-Math score, (4) the total SAT score, (5) the grade-point average (GPA) at the end of the sophomore year,

<3> Blair, p. 72.

(6) the GPA at graduation, and (7) the student's rank in high school graduating class.

In addition, the Council staff requested that each institution submit the information enumerated above for a ten percent random sample of its "non-certified" students. In obtaining this sample, the institution was asked to exclude all "certified" students listed on the computer print-out and then to select every tenth bachelor's degree graduate in 1979 from among those remaining. In the interest of maintaining students' privacy, the institution was asked to omit students' names and identification numbers when submitting data for each group of graduates.

Tables 1 and 2 show the number of certified and non-certified students at each institution for which information was requested or submitted. Of the 3,304 bachelor's graduates in 1979 who were certified to teach, 2,579 graduated from the public colleges and 725 from the private colleges. The ten percent random sample of non-certified graduates includes 1,475 from the public colleges and 359 from the private colleges. Tables 3, 4, 5, and 6 present the mean SAT scores, grade-point averages, and high school rankings of each of the four groups of students for whom data were actually submitted: 2,579 certified graduates of the public colleges (Table 3), 1,475 non-certified graduates of the public colleges (Table 4), 673 certified graduates of the private colleges (Table 5), and 359 non-certified graduates of the private colleges (Table 6).

The data show that the mean SAT scores of bachelor's graduates who were certified to teach generally were lower than those of bachelor's graduates who did not seek teacher certification. For all but two of the 15 public colleges (James Madison University and Virginia Military Institute), the mean SAT-Verbal, SAT-Math, and total SAT scores are lower among certified students than

among non-certified students. The mean total SAT score of the sample of non-certified graduates of the public colleges was 121 points higher than that of the certified group (1013, compared to 892). The reason for the departure from the pattern by students at James Madison University is not obvious from the degree majors of the non-certified students for whom data were submitted, and the difference in mean total SAT score between certified and non-certified students at James Madison University in any case was only four points (991, compared to 987). At Virginia Military Institute, the mean SAT-Verbal score was slightly higher among the certified group (500) than among the non-certified group (487). However, only three 1979 graduates of Virginia Military Institute were certified to teach, their certification being incidental to the institution's curriculum, which does not include any teacher preparation programs.

Similarly, among the students for whom data were submitted by the private colleges, the mean SAT scores generally were higher for the non-certified group than for the certified group. The difference in mean total SAT score was 80 points (954 for the non-certified group, compared to 874 for the certified group). It should be pointed out, however, that here and elsewhere the ten percent sample of non-certified graduates of the private colleges, numbering 359, may be too small to be statistically significant. The exceptions to the general pattern include Bridgewater College, Hampton Institute, Randolph-Macon College, Sweet Briar College, Virginia Intermont College, Virginia Wesleyan College, and Washington and Lee University. Like Virginia Military Institute, Washington and Lee University does not offer teacher preparation programs as such, but permits students to complete teacher training programs through cooperative arrangements with Hollins College, Mary Baldwin College, Randolph-Macon Woman's College, and Sweet Briar College.

It is somewhat easier to compare mean grade-point averages within a given institution than across the spectrum of public and private colleges in Virginia. Although the difference in aggregate may not be significant, a pattern emerges in a comparison of the mean GPA's for all public colleges and those for all private colleges. In general, the GPA's are higher for certified graduates than for non-certified graduates, with the difference in mean GPA increasing between the end of the sophomore year and graduation. For example, the certified group at the public colleges has a mean GPA that is 0.006 higher than the non-certified group at the end of the sophomore year (2.731, compared to 2.737), but at graduation the difference increases to 0.104 (2.881, compared to 2.985). The corresponding figures for the private colleges are as follows: a difference of 0.062 at the end of the sophomore year (2.813 for the certified group, compared to 2.751 for the non-certified group) and a difference of 0.125 at graduation (2.990 for the certified group, compared to 2.865 for the non-certified group).

Among the public colleges, the mean GPA at graduation is higher among certified than non-certified graduates at 10 of the 15 colleges. Among the private colleges, the mean GPA at graduation is higher among certified than non-certified graduates at 14 of the 22 colleges for which data were submitted.

The mean percentile rankings of high school graduates in each of the four groups are mixed evidence upon which to base any generalization. The diversity of high schools from which the students came obviously makes interpretation of the evidence difficult. Although the mean percentile ranking among the public colleges was slightly higher for non-certified graduates than for certified graduates (78th, compared to 76th), the opposite was true among the private colleges (66th for non-certified graduates,

compared to 72nd for certified graduates).

In presenting the data on SAT scores and grade-point averages, the Council staff does so with a strong expression of caution. First of all, two private colleges (Saint Paul's College and Virginia Union University) did not submit information about their non-certified graduates. Second, the staff's analysis of the data was limited to calculating mean SAT scores and mean grade-point averages, which in turn were viewed in the aggregate. It should be noted that SAT scores can be interpreted in a variety of ways. Indeed, questions periodically are raised about the overall validity of such scores. Therefore, any conclusions drawn from the data contained in the tables or text of this section of the report should be regarded as tentative at best.

TABLE 1

SUMMARY OF CERTIFIED AND NON-CERTIFIED BACHELOR'S
GRADUATES OF PUBLIC COLLEGES IN VIRGINIA, 1979

Institution	1978-79 Bachelor's Degrees<a>	1979 Certified Bachelor's Graduates	Non-Certified Bachelor's Graduates	Actual 10% Sample of Non-Certified Graduates for Whom Data Were Received
Christopher Newport College	370	49	321	32
Clinch Valley College	102	58	44	7
George Mason University	1,128	90	1,038	110
James Madison University	1,509	391	1,118	111
Longwood College	398	185	213	20
Mary Washington College	430	96	334	41
Norfolk State University	648	168	480	50
Old Dominion University	1,600	349	1,251	130
Radford University	950	291	659	108
University of Virginia	2,442	102	2,340	165
Virginia Commonwealth University	1,796	231	1,565	214
Virginia Military Institute	282	3	279	26
Virginia Polytechnic Institute and State University	3,372	259	3,113	316
Virginia State University	601	189	412	60
The College of William and Mary	1,083	118	965	85
All public colleges	16,711	2,579	14,132	1,475

<a> The data in this column were taken from each institution's HEGIS reporting form, "Degrees and Other Formal Awards Conferred 1978-79" (U.S. Office of Education form 2300-2.1), and were published in Degrees Conferred in Virginia, 1978-79 (State Council of Higher Education for Virginia, STR 80-11), Table 3, p. 9. Some bachelor's graduates who were certified to teach in 1979 actually may have received their bachelor's degrees after 1978-79.

TABLE 2

SUMMARY OF CERTIFIED AND NON-CERTIFIED BACHELOR'S
GRADUATES OF PRIVATE COLLEGES IN VIRGINIA, 1979

Institution	1978-79 Bachelor's Degrees<a>	1979 Certified Bachelor's Graduates	Non-Certified Bachelor's Graduates	Actual 10% Sample of Non-Certified Graduates for Whom Data Were Received
Averett College	229	74	155	20
Bluefield College	37	8	29	4
Bridgewater College	171	45	126	15
Eastern Mennonite College	235	48	187	18
Emory and Henry College	202	53	149	13
Ferrum College	72	—	72	—
Hampden-Sydney College	146	7	139	13
Hampton Institute	458	74	384	35
Hollins College	215	15	200	20
Liberty Baptist College	177	36	141	15
Lynchburg College	274	54	220	26
Mary Baldwin College	132	12	120	11
Marymount College of Virginia	83	19	64	13
Randolph-Macon College	124	5	119	11
Randolph-Macon Woman's College	130	15	115	11
Roanoke College	234	23	211	21
Saint Paul's College	102	39	63	—
Shenandoah College and Conservatory of Music	173	47	126	12
Sweet Briar College	139	7	132	13
University of Richmond	549	50	499	33
Virginia Intermont College	86	15	71	7
Virginia Union University	162	52	110	—
Virginia Wesleyan College	113	21	92	9
Washington and Lee University	282	6	276	39
All private colleges	4,525	725	3,800	359

<a> The data in this column were taken from each institution's HEGIS reporting form, "Degrees and Other Formal Awards Conferred 1978-79" (U.S. Office of Education form 2300-2.1), and were published in Degrees Conferred in Virginia, 1978-79 (State Council of Higher Education for Virginia, STR 80-11), Table 5, p. 11. Some bachelor's graduates who were certified to teach in 1979 actually may have received their bachelor's degrees after 1978-79.

 Because no 1979 bachelor's graduates of Ferrum College were certified to teach, the institution has not been included in this study.

TABLE 3

MEAN SAT SCORES, GRADE-POINT AVERAGES, AND HIGH SCHOOL RANKINGS
OF 2,579 CERTIFIED BACHELOR'S GRADUATES
OF PUBLIC COLLEGES IN VIRGINIA, 1979

Institution	SAT Verbal	SAT Math	Total SAT	GPA Soph.	GPA Grad	High Sch. File Rank
Christopher Newport College	414	434	848	2.516	2.999	68
Clinch Valley College	404	414	818	2.903	3.019	71
George Mason University	432	443	875	--	3.213	63
James Madison University	478	513	991	2.967	3.156	86
Longwood College	414	445	859	2.477	2.911	74
Mary Washington College	478	489	967	2.769	2.987	80
Norfolk State University	308	326	634	2.471	2.709	--
Old Dominion University	443	463	906	2.759	3.030	69
Radford University	412	440	852	2.825	2.862	63
University of Virginia	535	582	1117	3.039	3.256	84
Virginia Commonwealth University	416	436	852	2.746	3.157	68
Virginia Military Institute	500	520	1020	2.454	2.480	63
Virginia Polytechnic Institute and State University	446	492	938	2.556	2.892	77
Virginia State University	306	345	651	2.632	2.753	--
The College of William and Mary	557	587	1144	2.606	2.904	91
All public colleges	431	461	892	2.731	2.985	76

TABLE 4

MEAN SAT SCORES, GRADE-POINT AVERAGES, AND HIGH SCHOOL RANKINGS
OF 1,475 NON-CERTIFIED BACHELOR'S GRADUATES
OF PUBLIC COLLEGES IN VIRGINIA, 1979

Institution	SAT Verbal	SAT Math	Total SAT	GPA Soph	GPA Grad	High Sch. File Rank
Christopher Newport College	466	462	928	2.763	2.978	71
Clinch Valley College	480	487	967	3.051	3.050	79
George Mason University	473	493	966	—	2.943	68
James Madison University	476	511	987	2.784	2.923	79
Longwood College	415	457	872	2.454	2.747	62
Mary Washington College	518	503	1021	2.809	2.917	80
Norfolk State University	329	369	698	2.682	2.836	—
Old Dominion University	453	506	959	2.807	2.925	65
Radford University	416	443	859	2.599	2.625	—
University of Virginia	582	624	1206	2.932	3.034	82
Virginia Commonwealth University	434	458	892	2.767	2.971	75
Virginia Military Institute	487	541	1028	2.617	2.780	—
Virginia Polytechnic Institute and State University	494	561	1055	2.618	2.765	79
Virginia State University	359	391	750	2.765	2.858	—
The College of William and Mary	583	620	1203	2.780	2.937	92
All public colleges	485	528	1013	2.737	2.881	78

TABLE 5

MEAN SAT SCORES, GRADE-POINT AVERAGES, AND HIGH SCHOOL RANKINGS
OF 673 CERTIFIED BACHELOR'S GRADUATES
OF PRIVATE COLLEGES IN VIRGINIA, 1979

Institution	SAT Verbal	SAT Math	Total SAT	GPA Soph	GPA Grad	High Sch. File Rank
Averett College	400	422	822	2.899	3.006	74
Bluefield College	400	413	813	2.724	3.006	72
Bridgewater College	447	474	921	2.823	2.953	70
Eastern Mennonite College	456	506	962	3.063	3.216	66
Emory and Henry College	433	477	910	2.897	2.930	74
Hampden-Sydney College	438	525	963	2.474	2.742	77
Hampton Institute	393	382	775	2.815	2.969	—
Hollins College	460	450	910	2.700	2.887	75
Liberty Baptist College	476	506	982	2.801	3.032	—
Lynchburg College	412	436	848	2.565	2.859	66
Mary Baldwin College<a>	—	—	—	1.813	2.210	—
Marymount College of Virginia	402	375	777	2.693	2.939	57
Randolph-Macon College	486	538	1024	2.498	2.664	89
Randolph-Macon Woman's College	517	528	1045	2.866	3.039	90
Roanoke College	426	498	924	2.753	2.859	73
Saint Paul's College	287	320	607	2.416	2.669	—
Shenandoah College and Conservatory of Music	436	458	894	2.917	3.046	73
Sweet Briar College	486	517	1003	2.770	3.058	69
University of Richmond	478	510	988	2.971	3.203	81
Virginia Intermont College	420	440	860	2.944	3.136	56
Virginia Union University	314	324	638	—	—	—
Virginia Wesleyan College	446	469	915	3.073	3.212	54
Washington and Lee University	542	583	1125	2.798	2.985	87
All private colleges	425	449	874	2.813	2.990	72

<a> Mary Baldwin College uses a 3.0 grading scale; the institution's mean GPA's therefore were not included in calculating the mean GPA's for all private colleges.

TABLE 6

MEAN SAT SCORES, GRADE-POINT AVERAGES, AND HIGH SCHOOL RANKINGS
OF 359 NON-CERTIFIED BACHELOR'S GRADUATES
OF PRIVATE COLLEGES IN VIRGINIA, 1979

Institution	SAT Verbal	SAT Math	Total SAT	GPA Soph	GPA Grad	High Sch. File Rank
Averett College	439	450	889	2.445	2.637	62
Bluefield College	533	503	1036	2.778	2.925	72
Bridgewater College	414	479	893	2.666	2.847	64
Eastern Mennonite College	506	521	1027	3.209	3.199	74
Emory and Henry College	440	505	945	2.635	2.761	66
Hampden-Sydney College	468	511	979	2.690	2.770	64
Hampton Institute	359	388	747	2.649	2.732	—
Hollins College	496	473	969	2.938	3.161	61
Liberty Baptist College	527	500	1027	2.943	3.074	—
Lynchburg College	438	484	922	2.480	2.695	54
Mary Baldwin College<a>	—	—	—	2.243	2.268	—
Marymount College of Virginia	437	412	849	2.835	2.948	53
Randolph-Macon College	468	534	1002	2.726	2.795	72
Randolph-Macon Woman's College	538	517	1055	2.986	3.026	82
Roanoke College	456	488	944	2.922	3.022	—
Saint Paul's College	—	—	—	—	—	—
Shenandoah College and Conservatory of Music	459	521	980	2.897	2.983	61
Sweet Briar College	482	489	971	2.747	2.789	67
University of Richmond	485	511	996	2.811	2.858	67
Virginia Intermont College	397	453	850	2.832	2.995	26
Virginia Union University<c>	—	—	—	—	—	—
Virginia Wesleyan College	400	464	864	2.516	2.648	26
Washington and Lee University	515	606	1121	2.635	2.775	75
All private colleges	459	495	954	2.751	2.865	66

<a> Mary Baldwin College uses a 3.0 grading scale; the institution's mean GPA's therefore were not included in calculating the mean GPA's for all private colleges.

 Saint Paul's College did not submit data for a random sample of its non-certified students.

Virginia Union University did not submit data for a random sample of its certified students.

CHAPTER 3

TEACHER CERTIFICATE ENDORSEMENT SHORTAGES IN VIRGINIA

As a part of the study mandated by House Joint Resolution No. 100, the State Board of Education and the Council of Higher Education were requested to identify areas of certificate endorsement in which there are shortages of teachers. To acquire the necessary data, the Department of Education conducted a survey of local school divisions to determine the level of difficulty which each division experienced, by area of endorsement,<4> in securing teaching personnel for the 1981-82 school year. Responses were received from all school divisions.

An Analysis of the Results of a Survey to Determine Teacher Shortages in Virginia

In the survey, the Department asked each school system to indicate its perception of the difficulty it had in securing teachers in each area of endorsement. The survey participants were asked to note the level of difficulty, ranging from "no difficulty" to "extreme difficulty" to "not successful" in securing an endorsed teacher. A copy of the survey, which is included as Appendix E of this report, contains a summary of responses by endorsement area.

The endorsement areas in which at least 20 percent of the school

<4> "Certification" is required for teachers and is specified in Section 22-204 of the Code of Virginia, which states that "No teacher shall be regularly employed or paid from the public funds unless such teacher holds a certificate in full force in accordance with the rules of certification laid down by the State Board of Education." "Endorsement" of teaching personnel is the satisfying of requirements in a content area.

divisions reported "extreme difficulty" in obtaining teachers are listed in Table 7, while Table 8 indicates the percentage of school divisions which had "some difficulty" in securing teachers endorsed in particular areas. Table 9 shows the number of school divisions which were unable to hire, by the start of the academic year, teachers having endorsements in particular subject areas.

Of the 49 school divisions reporting an inability to hire properly endorsed teachers, 21 were medium-sized divisions with between 3,000 and 10,000 students. Another 17 school divisions were small districts with between 1,000 and 3,000 students. The remaining divisions were large-scale school systems with more than 10,000 students. Several of the relevant school divisions were in rural areas. Superintendents in these localities stressed that a lower pay scale and geographic location were factors in their inability to obtain teachers.

In addition to the data received from the survey which indicate hiring problems during 1980-81, information on file with the Division of Teacher Education reflects a large number of teachers in Special Education, Earth Science, Industrial Arts, and Trade and Industrial Arts who are currently employed as unendorsed teachers for 1980-81. Most of these teachers were hired within the last three years. Table 10 shows the total number of unendorsed teachers by area of endorsement.

TABLE 7

PERCENTAGE OF SCHOOL DIVISIONS REPORTING "EXTREME DIFFICULTY"
IN SECURING TEACHING PERSONNEL, BY ENDORSEMENT AREA

Category	Extreme Difficulty
Mathematics	49%
Learning Disabilities	48
Earth Science	38
Emotionally Disturbed	37
Chemistry	32
Preschool Handicapped	30
Hearing Disorders	29
Physics	28
Industrial Arts	23
Speech Disorders	22
Crippling Conditions	20

TABLE 8

PERCENTAGE OF SCHOOL DIVISIONS REPORTING "SOME DIFFICULTY"
IN SECURING TEACHING PERSONNEL, BY ENDORSEMENT AREA

Category	Some Difficulty
Mentally Retarded	32%
Biology	29
Speech Disorders	28
Mathematics	26
Chemistry	25
Trade and Industrial Arts	24
Emotionally Disturbed	23
Hearing Disorders	22
Industrial Arts	22
Preschool Handicapped	20
Earth Science	20

TABLE 9

NUMBER OF SCHOOL DIVISIONS NOT SUCCESSFUL IN OBTAINING
ENDORSED TEACHING PERSONNEL, BY ENDORSEMENT AREA

Category	Number of School Divisions Responding
Learning Disabilities	18
Preschool Handicapped	12
Physics	10
Emotionally Disturbed	8
Mathematics	6
Earth Science	4
Speech Disorders	4
Industrial Arts	3
Chemistry	2
Latin	2
Secondary Guidance	2
Crippling Conditions	1
Drama	1
French	1
German	1
Speech	1
Visually Impaired	1

TABLE 10

UNENDORSED TEACHING ASSIGNMENTS, 1980-81

Endorsement Area	Total Unendorsed	Total Teaching	Percent Unendorsed
Earth Science	215	493	43.61
Special Education	910	5,279	17.24
Trade and Industrial Arts	149	1,229	12.12
Industrial Arts	125	1,060	11.79
Chemistry	31	423	7.33
Mathematics	189	3,918	4.82
Biology	25	1,303	1.92

In addition to providing perceptions as to the difficulty in obtaining properly endorsed teachers, school superintendents also offered, in response to the survey, observations about the problem. Their comments are presented in Appendix F. Several superintendents noted a decline in the quality of applicants for teaching jobs. Others referred to reports by college placement offices that decreased enrollments in teacher education are a factor in the diminishing size of the applicant pool.

Several superintendents believed that problems within the profession were influencing the number of qualified applicants for jobs. For example, some commented that the profession was less attractive because teachers' workloads included major responsibilities for extracurricular activities. Others recommended that the pay scale be increased statewide in order to attract qualified personnel. For most superintendents, salary was a major concern for the retention, as well as the recruitment, of teachers.

Comments also were made about reciprocity agreements with other states not being effective in some endorsement areas. A few superintendents considered Virginia's certification requirements excessive, especially in the area of Learning Disabilities. These individuals suggested that Special Education teacher training programs be established at the undergraduate level. Smaller school divisions stated a need for finding personnel endorsed in two or more areas as a desired solution to the shortage problem. Dual endorsements were suggested for Health and Physical Education, Mathematics and Physics, and Chemistry and Biology, as well as in Special Education areas. It was evident from the comments that some school divisions are hiring unendorsed personnel with the provision that endorsement be completed within three years.

In summary, the survey shows that school divisions of all sizes are having difficulty hiring certain teachers. (Appendix G shows the areas of

teacher shortage by planning district.) Quality of applicants, salary, and multiple endorsements were issues of primary concern throughout the state. Although this report emphasizes teacher shortages, there are surpluses of teachers in some areas. Elementary Education and Health and Physical Education, as well as most content areas, are examples of endorsement categories in which there is little difficulty hiring personnel.

The National Perspective

The survey of teacher certificate endorsement shortages in Virginia's local school divisions is best understood in the national context of enrollment and supply-and-demand trends for elementary, secondary, and higher education during the 1980's. The National Center for Education Statistics (NCES) published an analysis of these trends in 1980.<5> A summary of the findings is instructive.

During the next few years, national enrollments in schools will decline, thereby reducing the demand for teachers. From 1984 to 1988, however, enrollments will once again rise, with the number of teachers needed in 1988 estimated at 181,000 more than in 1983. During 1979-88, 1.3 million teachers will have been hired. This total, however, is 300,000 fewer than the number hired between 1969 and 1978.

The production of new teachers nationally has declined since 1972, from 36 to 21 percent of all bachelor's degrees. In part, this decline reflects an unfavorable job market for new teachers. Anticipated enrollment increases later in this decade will improve the job outlook for teacher education

<5> Martin M. Frankel and Debra E. Gerald, Projections of Education Statistics to 1988-89 (Washington, D.C.: National Center for Education Statistics, 1980), pp. 7-45.

graduates. However, if the percentage of teachers with bachelor's degrees continues to decline nationally, and if the teacher turnover rate increases, teacher shortages are predicted throughout the country by the late 1980's.

The authors of the NCES report do not expect this to happen nationwide. Instead, as the job outlook brightens, the authors anticipate that a reserve pool of teacher education graduates not currently employed as teachers will re-enter the teacher workforce and minimize the problem, making the supply adequate for the increased demand. This analysis is based on the assumptions that: (1) the decline in percentage of education degrees as a proportion of all bachelor's degrees will not continue; (2) the turnover rate for teachers will remain stable; (3) a stable proportion of graduates in education will not seek teaching jobs; and (4) the graduates in the reserve pool will seek teaching jobs.

The enrollment, supply, and demand patterns in individual states may deviate from this national picture in significant ways. This is true despite the fact that reciprocity agreements and the geographic mobility of teachers ensure that national developments have an impact on localities. In Virginia, for example, about one-half the teachers hired come to the Commonwealth from other states. Likewise, about one-half the state's teacher graduates leave the Commonwealth upon graduation.

The Future Situation in Virginia

Long-term projections of enrollments in Virginia's elementary and secondary schools are not available. In 1981, however, the Virginia Occupational Information Coordinating Committee (VOICC) published occupational briefs for projected needs in particular fields of education. Included in the publication are projections of employment for elementary and secondary

teachers in Virginia from 1976 to 1982. The number of elementary school teachers needed within the state was estimated at 36,030 in 1976 and is projected to be 41,990 in 1982. The average annual number of job openings in elementary education during this period was estimated at 2,530, including 1,540 replacement positions and 990 resulting from growth. For secondary school teachers, the estimated need for 1976 and 1982 was projected at 27,200 and 31,710 for those respective years. This total need would create an annual average of 1,580 job openings, including 830 replacement positions and 750 resulting from growth. Elementary and secondary teacher openings each year, then, would average about 4,100 jobs.<6>

These projections suggest enrollment increases in both elementary and secondary schools in the Commonwealth during the early 1980's, in contrast to the national trend. (It cannot automatically be assumed that these figures represent enrollment growth alone. Changes in pupil-teacher ratios and new types of teaching positions—for example, in Special Education—also influence the number of teachers needed.) The greater need for elementary, rather than secondary school teachers is consistent with anticipated increases in these age-groups nationally, though the needs are expected to occur earlier in Virginia than nationwide. The demand for elementary school teachers also implies a future need for secondary school teachers as the elementary-age students move into later grades.

The production of teacher graduates in Virginia's colleges and universities relates to the projected need for teachers because a significant

<6> Virginia Occupational Information Coordinating Committee, Virginia Occupational, Demand, Supply, and Wage Information, 1981 Edition, (Charlottesville: Tayloe Murphy Institute, The Darden School, University of Virginia, November, 1981), pp. 90, 219.

number of those graduates seek and attain teaching jobs in the state. Table 11 summarizes the number of bachelor's degree recipients in Education between 1977 and 1981.

TABLE 11
 BACHELOR'S DEGREES AWARDED IN EDUCATION
 BY VIRGINIA'S COLLEGES AND UNIVERSITIES, 1977-81

Year	Number of Degrees Awarded by State-Supported Institutions	Number of Degrees Awarded by Independent Institutions	Total Degrees
1977-78	2486	628	3114
1978-79	2268	665	2933
1979-80	2070	633	2703
1980-81	1866	553	2419

The number of bachelor's degrees in Education at Virginia's colleges and universities has declined each year since 1977-78, from a total of 3114 in 1977-78 to 2419 in 1980-81. The average annual rate of decline has been 8.4 percent. At the state-supported institutions, which supplied 78 percent of Virginia-educated teachers during this time period, the annual rate of decline has been 9.1 percent.

The decline in bachelor's degrees conferred in Education in Virginia parallels the national trend. Whether or not this decline will stop as the job market for teachers improves nationally is not known. Nor is it known to what extent Virginia has available a reserve pool of teacher graduates not currently employed as teachers, but likely to re-enter the teaching workforce in the future. Also unavailable are data to determine the exact number of in-state graduates who seek employment out-of-state, or those who seek employment

in non-teaching fields, pursue graduate study, or otherwise do not enter the workforce. The survey of school superintendents reported here, however, suggests that the supply of teachers available to hire is not sufficient to meet current demand in particular fields. A detailed analysis of these shortages in specific endorsement areas may enable students who are considering entry into teaching and educators who design programs to meet the needs of school districts to make decisions which will improve the relationship between teacher supply and demand in Virginia.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

Several aspects of teacher education in Virginia need review and discussion by educational leaders throughout the Commonwealth. House Joint Resolution No. 100 focused on two of these areas: the standards for acceptance into teacher education programs and the widely reported, but heretofore undocumented, shortage of teachers in certain endorsement areas. The study attempts to address both areas of inquiry requested by the resolution.

A recent report published by the Southern Regional Education Board (SREB), summarizing the findings of its Task Force on Higher Education and the Schools, called for "the region [to] seek to achieve during the Eighties substantial improvement of academic standards above [the] minimum expectations."<7> The report later offers the following recommendation to accomplish this goal:

States should apply selection procedures throughout the entire process of preparing teachers (rather than at the end point only), starting with tighter admissions standards and ending with performance evaluation of all beginning teachers. Testing is a crucial element in such a comprehensive statewide commitment to insure teacher quality. Passing scores on tests should be set and maintained at sufficiently high levels, and carefully monitored, not only to screen out the unqualified, but to help attract additional gifted students to the profession.<8>

Efforts throughout the South to improve the standards for acceptance into teacher education programs have taken several forms, including testing for

<7> The Need for Quality: A Report to the Southern Regional Education Board by its Task Force on Higher Education and the Schools (Atlanta: Southern Regional Education Board, June, 1981), p. 2.

<8> The Need for Quality, p. 6 (emphasis added).

basic skills in literacy and computation, testing the general education background that covers the liberal arts programs of the first two years of college, and raising the grade-point average required for admission into the programs.

The Council of Higher Education's study of the standards for acceptance into teacher education programs in Virginia reveals that the institutions have varying requirements for admission into the programs. Some institutions accept students into teacher training programs when they enter as freshmen, while others require prospective teacher education majors to complete their first two years of general education courses before entering these programs. At a few institutions, acceptance into a teacher education program is automatic, just as it is for all other majors. At other institutions, admission requires a minimum grade-point average or the approval of a special admissions committee.

Although the requirements are as diverse as the institutions, the Council's study shows that, on balance, the standards within each institution for acceptance into teacher education programs are not lower than for acceptance into majors in the liberal arts. In fact, the overall requirements for admission into teacher education programs in some instances may be more demanding. At the very least, a student who decides to major in a teacher education program generally has more requirements to satisfy and more check-points to pass successfully than does a student who chooses a liberal arts major. The additional requirements are important, because there are many considerations which collectively determine whether a person should become a classroom teacher.

To suggest that the standards for admission are not significantly different within the institutions is not an endorsement of the standards

currently used by the institutions. In fact, Virginia should subscribe to the recommendations of the Southern Regional Education Board, and each institution should adopt as a goal the tightening of the standards for acceptance into its teacher education programs. In strengthening its own admissions requirements, an institution might consider a student's high school record, performance on the Scholastic Aptitude Test (SAT), grade-point average in general education courses, and overall suitability for classroom teaching, as determined by a special teacher education admissions committee established by the institution. Moreover, to ensure that there is at least one statewide measurement of student competency for all students seeking to become teacher education majors, the state should adopt the use of a uniform proficiency test to determine each student's basic skills in literacy and computation.

In reviewing standards for admission into programs, the Council was constantly confronted by the fact that the SAT scores of graduates of teacher education programs are generally lower than the scores of students who graduate from liberal arts programs. A study in 1967 revealed this disparity, and a study in 1980 reconfirmed the finding. The SAT score, however, says little in itself about an institution's overall admissions standards.

The SAT score is an indicator of a student's basic intellectual ability. As such, it does not necessarily correlate with an individual's performance, which depends on a number of other variables, including motivation. College admissions personnel usually acknowledge this fact by noting that the best indicators of potential success in college are high school grades and class rank. Moreover, the SAT score reveals nothing about whether a particular student has both the ability and the personality to become a successful classroom teacher. For this reason, schools and departments of education have devised a number of other requirements for admission. Although an important

indicator, the SAT score should not be used alone to judge competence or the future success of a student in the classroom.

The SREB report cited earlier in this chapter also noted that "with rising elementary school enrollments and declining interest by college students in majoring in teacher education, there will be a general shortage of teachers by the mid-Eighties." <9> The report later points to the current scarcity of mathematics and science teachers and indicates that this scarcity "is becoming critical." The report continues:

In general, all citizens will need increased scientific and mathematical literacy as a result of technological change. In addition, efforts by states to attract high technology industry are more likely to succeed if educational institutions prepare a sufficient supply of workers with solid backgrounds in basic science and mathematics.

Yet, the number of college graduates prepared to teach mathematics is declining nationally and regionally, and many who are so prepared, as well as prospective science teachers, are lured to industry where they command considerably higher salaries. Thus, current practices to attract and certify science and math teachers will not solve this growing problem. <10>

The survey conducted by the State Department of Education reveals that there are teacher shortages in Virginia in certain areas of teaching endorsement. The major shortages seem to be in the areas of Learning Disabilities, Mathematics, Earth Science, Emotionally Disturbed, Chemistry, Preschool Handicapped, and Physics. Virginia is annually graduating approximately 2,500 new teachers, about one-half of whom are lost to other states or choose not to enter the profession. The number of graduates in Virginia is actually lower than the number produced ten years ago. In 1971, there were 2,941 bachelor's degrees in education; in 1981, the number was

<9> The Need for Quality, p. 1.
<10> The Need for Quality, p. 11.

2,419.

Virginia has about 4,000 vacancies to be filled each year, but this number is expected to decline as the enrollment of elementary and secondary school students decreases. Each year, Virginia's new teachers come from (1) the ranks of the students newly graduated from Virginia institutions (about 1,250 vacancies are filled through this means), (2) out-of-state graduates who come to Virginia seeking employment (about 1,250 of the 4,000 vacancies are filled this way), and (3) the pool of graduates already in Virginia who have never taught or have not taught in recent years (the remaining vacancies—about 1,500—are filled this way). If this pattern holds true over the next several years and the pool of older persons and former teachers continues to be heavily drawn upon for replacements, the present shortage in certain areas may become more acute.

In reviewing Virginia's shortage of teachers, it is important to identify the number of persons who are teaching at present, but who do not have the proper endorsement for the area in which they are teaching. Out of a total workforce of approximately 65,300 teachers, about 4,200 are unendorsed in one or more subject areas. The most prevalent areas having unendorsed teachers employed are Special Education, Mathematics, Trade and Industrial Arts, and Industrial Arts. In addition, because of recent changes in endorsement requirements, there are at present a large number of unendorsed teachers in Earth Science.

The difficulty in employing teachers with endorsements in these areas results from (1) the competition from business and industry for persons with these skills, (2) the endorsement requirements, and (3) the mal-distribution of graduates in these areas. The first problem again testifies to the need to improve teacher salaries in Virginia and throughout the South. As the SREB

study indicates, 13 of the 14 member states of SREB have teacher salaries below the national average.<11> Virginia's salary average continues to slip below the national average, so that the 1980-81 estimated average was \$14,874, compared to the estimated national average of \$17,264.

The second problem suggests that education officials should carefully review the requirements for endorsement in these areas, comparing the requirements with the material which is actually taught in these subjects. It may be, for example, that many of the persons unendorsed but teaching in these areas at present have the knowledge and ability to teach the material, but for various reasons do not satisfy the endorsement requirements.

The distribution problem is often found among the professions. Young persons, particularly if they are unmarried, frequently do not choose to live and teach in rural areas where they are isolated from others in their age group. As a result, a scarcity of teachers occurs, even though the colleges and universities may be producing sufficient numbers to meet the state's projected need.

Improving admissions standards and finding new ways to resolve the growing teacher shortage are only two of the numerous concerns facing educational leaders and state officials as they attempt to improve teacher education and meet the needs of Virginia's public school children. The emphasis throughout the 1980's must be on quality, but the resources with which to provide it are becoming increasingly scarce. Certainly, Virginia will face no greater challenge in the Eighties than the improvement of its public school efforts.

To help meet the challenge and to resolve the problems identified in this

<11> The Need for Quality, p. 2.

study, the Council of Higher Education and the State Board of Education jointly recommend that:

1. Virginia participate actively in the Southern Regional Education Board's continuing study of quality education;
2. The Commonwealth develop and use standardized tests to determine the competency of aspiring teachers;
3. All institutions of higher education in Virginia strengthen their admissions requirements for students entering teacher education programs; and
4. The Commonwealth make a concerted effort to increase teacher salaries in Virginia at least to the national average.

The Council and the Board will continue their joint review of teacher education in the Commonwealth and will act, or seek action, to implement the recommendations which result from the SREB study and are appropriate for Virginia.

APPENDICES

APPENDIX A

QUESTIONNAIRE #1

STANDARDS FOR ACCEPTANCE INTO UNDERGRADUATE TEACHER PREPARATION PROGRAMS

The Council of Higher Education is currently conducting a study of teacher preparation programs in Virginia, in accordance with House Joint Resolution 100, which the General Assembly agreed to during its 1980 Session. The purpose of the present survey is to determine how your institution's standards for acceptance of students into teacher preparation programs compare with the standards for acceptance of students as majors in undergraduate degree programs. The following questions are designed to assist in making this comparison.

1. At what point in a student's academic career does your institution accept the student into an undergraduate teacher preparation program?

Upon admission to the college or university _____ End of first term of sophomore year _____
 End of first term of freshman year _____ End of sophomore year _____
 End of freshman year _____ Other (specify) _____

2. What criteria are considered at your institution in determining whether to accept a student into an undergraduate teacher preparation program? For each criterion listed below: (1) indicate whether or not the criterion is applicable to all, some, or none of the prospective teachers; (2) specify by title the person or persons responsible for evaluating the student's credentials with respect to the criterion (for example, the Dean, a faculty committee, the registrar); (3) state the minimum standard used to assess each student's eligibility for acceptance into a teacher preparation program.

Criterion	(1) Applicability			(2) Responsibility for Evaluating (specify by title)	(3) Minimum Standard for Acceptance (include attachments as necessary)
	All	Some	None		
1. SAT score					
2. ACT score					
3. Secondary school grades					
4. Secondary school class rank					
5. Grade point average (GPA) at your institution					
6. Class rank at your institution					
7. Grade in specific college courses					
8. Completion of designated block of courses					
9. Completion of designated number of college-level credit hours					
10. Faculty recommendation(s)					
11. Personal interview					
12. Other (specify)					

Attach any "official" documents (for example, handouts to faculty, advisers, prospective students, and others) that describe the criteria for acceptance of students into undergraduate teacher preparation programs at your institution.

Questionnaire #1 (cont'd)

3. For undergraduates at your institution who wish to transfer from one teacher preparation program to another, are the criteria identical to those described in #2 above? Yes ___ No ___ If not, please specify each difference from #2 above.

4. For undergraduates at another institution who wish to enter a teacher preparation program at your institution, are the criteria identical to those described in #2 above? Yes ___ No ___ If not, please specify each difference from #2 above.

5. Are limitations placed on the number of students accepted into undergraduate teacher preparation programs at your institution? Yes ___ No ___ If yes, please list the teacher preparation programs having such limitations.

6. Please provide any additional comments which you think might help in understanding more fully the standards by which students are accepted into undergraduate teacher preparation programs at your institution.

Comments (attach additional pages as necessary)

Please send the information requested to: Dr. Wayne H. Phelps, Coordinator, Institutional Approval, Council of Higher Education, James Monroe Building, 101 N. Fourteenth Street, Richmond, Virginia 23219. Dr. Phelps can be reached by telephone at (804) 225-3146 (SCATS 335-3146).

Name, title, address, and telephone number of the person completing this form: _____

APPENDIX B

QUESTIONNAIRE #2

STANDARDS FOR ACCEPTANCE INTO UNDERGRADUATE DEGREE PROGRAMS (EXCEPT TEACHER PREPARATION PROGRAMS)

The Council of Higher Education is currently conducting a study of teacher preparation programs in Virginia, in accordance with House Joint Resolution 100, which the General Assembly agreed to during its 1980 Session. The purpose of the present survey is to determine how your institution's standards for acceptance of students as majors in undergraduate degree programs compare with the standards for acceptance of students into teacher preparation programs. The following questions are designed to assist in making this comparison.

1. At what point in a student's academic career does your institution accept the student as a major in an undergraduate degree program?

Upon admission to the college or university _____ End of first term of sophomore year _____
 End of first term of freshman year _____ End of sophomore year _____
 End of freshman year _____ Other (specify) _____

2. What criteria are considered at your institution in determining whether to accept a student as a major in an undergraduate degree program? For each criterion listed below: (1) indicate whether or not the criterion is applicable to all, some, or none of the prospective degree majors; (2) specify by title the person or persons responsible for evaluating the student's credentials with respect to the criterion (for example, the Dean, a faculty committee, the registrar); and (3) state the minimum standard used to assess each student's eligibility for acceptance into a major.

Criterion	(1) Applicability			(2) Responsibility for Evaluating (specify by title)	(3) Minimum Standard for Acceptance (include attachments as necessary)
	All	Some	None		
1. SAT score					
2. ACT score					
3. Secondary school grades					
4. Secondary school class rank					
5. Grade point average (GPA) at your institution					
6. Class rank at your institution					
7. Grade in specific college courses					
8. Completion of designated block of courses					
9. Completion of designated number of college-level credit hours					
10. Faculty recommendation(s)					
11. Personal interview					
12. Other (specify)					

Attach any "official" documents (for example, handouts to faculty, advisers, prospective students, and others) that describe the criteria for acceptance of students as majors in undergraduate degree programs at your institution.

Questionnaire #2 (cont'd):

3. For undergraduates at your institution who wish to change their degree major, are the criteria identical to those described in #2 above? Yes ___ No ___ If not, please specify each difference from #2 above.

4. For undergraduates at another institution who wish to transfer into a degree program at your institution, are the criteria identical to those described in #2 above? Yes ___ No ___ If not, please specify each difference from #2 above.

5. Are limitations placed on the number of students accepted in any undergraduate degree programs at your institution? Yes ___ No ___ If yes, please list those majors by title of degree program.

6. Please provide any additional comments which you think might help in understanding more fully the standards by which students are accepted as majors in undergraduate degree programs at your institution.

Comments (attach additional pages as necessary)

Please send the information requested to: Dr. Wayne H. Phelps, Coordinator of Institutional Approval, Council of Higher Education, James Monroe Building, 101 N. Fourteenth Street, Richmond, Virginia 23219. Dr. Phelps can be reached by telephone at (804) 225-3146 (SCATS 335-3146).

Name, title, address, and telephone number of the person completing this form: _____

APPENDIX C

STANDARDS FOR ACCEPTANCE INTO PROGRAMS OF TEACHER PREPARATION AT THE STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION

Christopher Newport College

Applicants for admission to Christopher Newport College normally must present a minimum total score of 800 on the SAT. An applicant whose score falls below 400 on either the verbal or mathematics portion of the test, but who is otherwise qualified for admission, will be assigned to appropriate Basic Studies courses as a condition of admission. In general, students are accepted as majors by departments as long as they have been accepted by the College as degree-seeking students.

Students preparing to be teachers at Christopher Newport College must be admitted by the Department of Education to a state-approved teacher education program. To be admitted, the student must have an overall grade-point average of 2.20 or better, a grade of "C" or better in a speech course, and an acceptable score on the English competencies test. For admission to the student teaching semester, the student must have an overall grade-point average of 2.2 or better in all courses completed prior to the student teaching semester, together with a grade of "C" or above in specified courses in Education and Psychology.

Clinch Valley College

According to the guidelines for admission to Clinch Valley College, an applicant in the upper half of his or her high school graduating class may be admitted regardless of SAT scores. A student in the third quarter of his or her graduating class must have a combined SAT score of 700 or better (a score between 600 and 700 may qualify the student for conditional admission). A student in the bottom quarter of his or her graduating class must have a combined SAT score of 800 or better (a score between 700 and 800 may qualify the student for conditional admission).

Admission to Clinch Valley College does not guarantee a student automatic admission to the Teacher Education Program. Application for admission to the program should be made during the second semester of the sophomore year or, in the case of transfer students who have completed 30 or more semester hours, during the first semester they are enrolled at the College. Students postponing their applications may have difficulty in scheduling required courses, and a delay in their graduation may result.

All applicants to the Teacher Education Program at Clinch Valley College must have a grade-point average of 2.0 or better. For the major in elementary education, the student must have a grade-point average of at least 2.2, provided the student applies to the teacher education program at the correct time (the requirement increases if the application is delayed). Students applying for the elementary education major during the second semester of their sophomore year normally would have earned between 36 and 53 semester hours of credit. If the student has earned fewer than 60 semester hours, the required grade-point average is 2.2; if between 60 and 66 semester hours, the required grade-point average is 2.4; if more than 67 semester hours, the required grade-point average is 2.6.

Students who are found by the Teacher Education Committee to be deficient in oral or written language skills, either before or after admission to the Teacher Education Program, may be required to take corrective work in English to receive the Teacher Education certificate. Before full admission to the program, a student must have completed Education 301 (Foundations of American Education) or a field experience approved by the Teacher Education Admissions Committee.

George Mason University

(Incomplete information submitted.)

James Madison University

Admission to baccalaureate study at James Madison University does not include admission to any of the institution's undergraduate teacher preparation programs. Students who wish to pursue a course of study leading to the Collegiate Professional Teaching Certificate must meet the requirements for admission and retention in the James Madison University teacher preparation program. A screening committee, consisting of the Assistant Dean, an elected representative from each department in the School of Education, a representative from the School of Business, and the Coordinator of Field and Laboratory Experiences, meets periodically to review applications for admission to the program and to review the cases of students who do not appear to meet the criteria for retention in teacher education.

To be admitted to the teacher education program, a student must have a minimum overall grade-point average of 2.00; must demonstrate personal and social fitness and sound leadership with peers and school-aged children; must demonstrate physical and mental health for the tasks to be performed; must

demonstrate competency in oral and written English; and must submit documentation of participation in extra-class activities and related experiences. The criteria for approval for student teaching are similar to the above and include an overall 2.00 minimum grade-point average, both cumulatively and in the major and minor fields.

Longwood College

The initial screening for admission to teacher education programs at Longwood College occurs at the time of admission to the institution, though admission to the College does not constitute admission to the programs of teacher education. In addition to the prescribed prerequisites for admission, special consideration is given to the health, academic achievement, character, and teaching potentialities of the applicant. The second level of admission to a teacher education program normally occurs at the end of the fourth semester of the student's program or upon completion of at least 60 semester hours of coursework. At this time, the student files an "Application for Acceptance in Teacher Education and Student Teaching." The Committee on Teacher Education (composed of the Chairman of the Department of Education, two College Supervisors of Student Teaching, and the Chairman of the Department and the Departmental Consultant in which the student is majoring, and chaired by the Director of Student Teaching) serves as the screening committee for admission.

The Committee on Teacher Education employs the following criteria and procedures in its screening program for the final level of admission: the student must have completed 90 semester hours of coursework, including a broad background in general education; must have a "C" average--cumulatively, in the major field of concentration, and in the professional courses; must possess

good health and freedom from physical and emotional handicaps that would prove detrimental to success in teaching; must have demonstrated effective command of communicative skills; must be recommended by the Department Chairman in the major field; and may be required to demonstrate physical, emotional, or academic proficiency.

Mary Washington College

Mary Washington College is unique among the state-supported institutions in Virginia in that every person awarded an undergraduate degree at the College has completed an academic major program of study in one of the disciplines of the liberal arts and sciences. The average student accepted for admission to Mary Washington College in Fall, 1981, ranked in the top quarter of his or her secondary-school graduating class. The typical SAT score was slightly more than 1000, with 90 percent of the freshman class scoring between 800 and 1300.

Acceptance into an undergraduate teacher preparation program at Mary Washington College is a two-stage process. The initial application for admission to candidacy for the Collegiate Professional Certificate, which requires that the student be in good academic standing, may be made at any time during the freshman or sophomore year. During this initial enrollment period, the student completes the required general education courses, together with one or more professional education courses, in each of which there is a field-service component. Students who do not show promise as teachers are counseled out of the program during this period of their preparation. The second stage of admission to candidacy for a teaching endorsement is more formal. The student must have achieved senior status (90 semester hours), must have a 2.0 grade-point average, must have completed prerequisite courses,

and must have the approval of the academic advisor and the faculty of the Education Department.

Admission to an undergraduate major program other than teacher preparation is by student declaration. The only specific pre-condition of acceptance is the successful completion of at least 42 semester hours of college-level work. After three semesters of proven academic achievement, therefore, any student who has met the admissions criteria for all undergraduate degree-seeking students may be admitted to any of the major programs offered at Mary Washington College.

Norfolk State University

Acceptance into majors other than teacher education at Norfolk State University takes place upon acceptance to the institution. Applicants' Scholastic Aptitude Test scores and secondary school grades are assessed at this time. If a student is undecided about selecting a major, the student is placed in a General Studies Program and provided with career counseling. All students in General Studies must select a major no later than the end of the sophomore year. Through special two-plus-two articulation agreements, Norfolk State accepts graduates of colleges in the Virginia Community College System who have pursued a recommended sequence of courses and have completed all major courses with a grade of "C" or above. These students are granted status as members of the junior class without loss of transfer credits.

Acceptance into the teacher preparation programs at Norfolk State occurs at the end of the sophomore year and is supervised by the Departmental Admissions Committee and the Council on Teacher Education. Minimum standards have been established for students seeking admission into these professional programs. Candidates must have achieved a grade-point average of at least 2.0

in lower-level courses and must have earned grades of "C" or better in each of three basic English courses. Applicants also must have completed 60 semester hours of college work. For some teacher preparation programs, the student must receive a positive endorsement from an academic department, based on faculty recommendations and a personal interview.

Old Dominion University

Students are admitted to undergraduate teacher preparation programs and to almost all other baccalaureate programs at Old Dominion University subsequent to completion of English 110, a one-semester course in freshman composition. Very few programs have course requirements that would delay admission beyond the second semester of the freshman year. In both teacher preparation and other undergraduate programs, the student must contact the major department to have the declaration of major form signed by the department chairman or the chairman's designee. In a majority of cases, however, the contact does not amount to an in-depth interview.

There are no additional criteria for admission to teacher preparation programs, or to the majority of other baccalaureate programs, beyond those required for admission to the University. The normal admissions standards for the University include a minimum total SAT score of 850, a high school grade-point average of 2.0 or better, and a ranking in the upper half of the student's high school graduating class. An exception to these standards occurs in the field of engineering, in which particular proficiency in mathematics is required, as demonstrated by the student's SAT-Math score or other indicator.

It is the philosophy of the Darden School of Education that candidates for teacher education programs should be known and advised by faculty in the

School as soon as possible in their undergraduate careers. Students therefore are encouraged to declare their major in education upon completion of English 110. The longer the student can be advised by faculty in the School, the greater the opportunity for flexibility in preparing the student for a teaching position in the public schools.

The student's declaration of a major is viewed as a provisional acceptance into the School and in no way guarantees completion of a teacher preparation program. Students are subsequently screened through Educational Foundations 297 (Observation and Participation), the California Psychological Inventory, practica, field experiences, academic standing (both cumulative and in the major), and individual departmental approval based on qualitative criteria prior to student teaching. Students can be screened out of the program at any level from freshman to senior, up to and including student teaching. A carefully supervised student teaching program typically screens out about four percent of student teachers each year, many of whom have excellent academic credentials, but fail to show competence in the classroom.

Radford University

Though most of the undergraduate programs at Radford University do not have specific entrance requirements (other than the requirements for admission to the University), several departments have established standards for acceptance into their programs. For acceptance into a teacher preparation program, the student must have completed at least 60 quarter hours of coursework with an overall grade-point average of 2.1 or better. The Teacher Education Committee (composed of faculty from all schools of the University) reviews the student's application, including his or her academic record and recommendations from two Radford University faculty members, and may interview

the student before granting or denying admission to a given program.

In addition to the various areas of teacher education, four programs at Radford University require that specific standards be met before students are admitted to the upper division: (1) A student seeking acceptance into the Bachelor of Business Administration program must first complete at least 75 quarter hours of coursework with a grade-point average of 2.5 or better. (2) To be accepted into the B.A./B.S. in Communication Disorders, the student may apply during the quarter in which the 93rd quarter hour of credit is completed and must have an overall grade-point average of 2.1 or better in the General Education courses taken. The student also must have earned a 2.5 average or better in a 21-quarter hour sequence of pre-professional courses, with no grade lower than "C." (3) For acceptance into the B.A./B.S. in Nursing, the student must have completed all but two General Education courses and all nursing-related requirements (approximately 33 quarter hours) and must have an overall grade-point average of 2.5 or better. Final acceptance into the program, however, is based upon availability of clinical facilities and is competitive, based upon grade-point average. (4) Acceptance into the B.A./B.S. in Social Work requires completion of at least 60 quarter hours with a grade-point average of 2.3 or better, including four required Social Work courses completed with no grade below "C."

University of Virginia

At the University of Virginia, both the School of Education and the School of Commerce admit students after completion of their second year. The School of Nursing admits students after either one or two years. All other undergraduate schools admit their students directly from high school. These admissions are handled through the University's Admissions Office, rather than

directly with the schools of the University.

Approximately 60 to 70 percent of the students in the School of Education transfer from within the University, while 30 to 40 percent are admitted from outside the University. The outside transfers come mainly from four-year institutions. Students who transfer from within the University apply directly to the School of Education and are reviewed by the Associate Dean for Academic and Student Affairs and by the program area faculty (for example, in Mathematics Education or Elementary Education). The admissions decision represents agreement among these individuals. Students who transfer from outside the institution apply through the University's Office of Admissions. The applications are reviewed by the professional staff in the Office of Admissions and follow the same process as for internal transfers. As in the case of transfers from within the University, the decision to admit or deny acceptance is determined by the Associate Dean of the School of Education and the appropriate faculty.

There are no minimum standards for Scholastic Aptitude Test scores, secondary school grades, or secondary school class rank. However, the mean SAT score for education students for the 1980 admissions year was 1115. The minimum grade-point average required for a student to be considered for admission is 2.0. The actual grade-point average of students admitted during 1980 was 3.0.

Students are required to complete a designated block of courses prior to acceptance into a program in teacher education. These courses include the general education requirements for certification, together with 12 hours of humanities (with English composition required), 12 hours of social science (with American History required), 12 hours of mathematics and science (with a laboratory course required in one of these areas), and four hours of health

and physical education. Students are expected to complete 54 to 60 semester hours (that is, two full years of college work) prior to applying for admission.

The standards for admission vary somewhat across different program areas of teacher education. Because special education has been a high-demand area, its academic indicators tend to be higher than in other areas. In some areas, an interview is required, particularly for students who will be dealing with mentally retarded children. Experience working with children is deemed important for those being admitted to elementary education programs.

In making admissions decisions, the School of Education considers the student's entire academic profile, as well as the student's age. For example, an outside transfer student may have relatively low SAT scores, may be 40 years of age, may have completed two years of work at a community college with a 3.8 grade-point average, may have met all of the course requirements, and may have had some experience working with children. In this particular case, the SAT scores would not be considered important in the admissions decision, because this test is a good predictor of only the first year of college work. Undergraduates who wish to transfer within the School of Education from one teacher preparation program to another must formally apply to the program into which the student wishes to transfer. The faculty in that particular program area makes recommendations to the Associate Dean regarding admissions.

Undergraduates who wish to transfer from another institution into a teacher education program at the University of Virginia tend to have lower SAT scores, but higher grade-point averages. The basic criteria for transfer students are the same for both internal and outside transfers.

The University of Virginia has a ceiling on the total number of students who can be admitted into undergraduate teacher education. The current limit

is a total of 300 students in both years of undergraduate education. Individual program areas also have limitations that are developed by the School of Education to balance student enrollment with faculty size and other resources. Flexibility within the 300-student limit is possible, so that the number of students in individual programs may increase or decrease, as appropriate.

Virginia Commonwealth University

Students are accepted into all major programs at Virginia Commonwealth University upon admission to the University. The admissions staff currently applies a specific set of criteria to assess students' eligibility for various programs. For programs other than teacher education, the minimum requirements for freshman admission are four years of high school English, two years of mathematics (one of which must be algebra), two years of science (including at least one laboratory science), and two years of history, social studies or government.

While in secondary school, the prospective freshman must have achieved a grade-point average of 2.0 or better. A candidate for admission also must have attained a minimum SAT-Verbal score of 350. The University has developed a minimum scale for admission that combines the applicant's class rank in high school and total Scholastic Aptitude Test score. Students in the top quarter of their high school class, for example, may be admitted with an total SAT score of 750. Those in the bottom quarter of their secondary school class, on the other hand, must have earned a score of 900 or better on the SAT. American College Test (ACT) scores may be used to qualify for admission, but the SAT is preferred. Candidates who do not satisfy all conditions, but who show academic promise, can be considered for conditional admission. These

conditions may include required summer enrollment and course and credit-hour restrictions.

Applicants for the School of Art are selected on the basis of the Art Admissions Packet (Portfolio), rather than the standard criteria applied to other candidates for acceptance into the University. This procedure involves an audition for Dance, Music, and Theater majors, and drawing and design exercises for visual art majors.

Different criteria are applied when admitting students from other institutions who wish to transfer to Virginia Commonwealth University. Transfer students must have a minimum cumulative grade-point average of 2.0 for all courses attempted at accredited colleges attended, as computed according to Virginia Commonwealth University standards. Applicants who have completed fewer than 30 semester hours of college work and who are under 22 years of age must submit Scholastic Aptitude Test scores. Transfer candidates ineligible to return to their former institution must wait until they are eligible to return or must stay out a period of one year before being considered for admission to Virginia Commonwealth University.

Admission to teacher education programs also is determined by the student's secondary school record. A minimum grade-point average of 2.0 is required for this work, and a total score of 750 on the Scholastic Aptitude Test is necessary for admission (though it is permissible to substitute an American College Test score of 15 to meet this criterion). Only Special Service students are exempted from the standard and are placed in a program designed to develop skills for college-level work, based upon an assessment of their cultural or educational background.

All these criteria are considered together in an overall review of the student's academic profile. The criteria apply to all candidates for

admission to teacher education who are under 22 years of age, who have completed fewer than 30 semester hours of college work, and who are degree-seeking students. For non-degree students who change to degree-seeking status, a record of achievement in courses at Virginia Commonwealth University is necessary. In this case, a 2.0 grade-point average at the University is the minimum standard applied. Similarly, students wishing to change their major to a teacher preparation program must be in good standing at the University, with a minimum 2.0 grade-point average.

All students entering teacher education are required to enroll in foundations of education courses. While taking these courses, the students are tested in four areas: reading, mathematics, writing skills, and speech. Students identified as having skill deficiencies are referred to appropriate resources in the University for remediation and must demonstrate successful achievement in all four areas as a pre-condition to admission into clinical teaching.

Admission to the clinical teaching component of teacher preparation programs is selective and is in addition to admission to the teacher education program. Students must seek admission to this part of the program after completing between 60 and 75 semester hours of college work. Minimum requirements for acceptance are an overall grade-point average of 2.2 and, in the major teaching area, of 2.7. A recommendation from the student's advisor also is necessary.

Virginia Polytechnic Institute and State University

Students enrolling in majors in the College of Arts and Sciences at Virginia Polytechnic Institute and State University are accepted by action of the Office of Admissions, with a free choice of major program. These

students, as well as those seeking entrance into the College of Education, must be selected for admission to the University in a competitive process that emphasizes secondary school grades, class rank, and (in some cases) a personal interview.

For prospective teacher education majors, a second step is required—qualifying for entrance into Professional Studies at the end of the sophomore year. Applications for Professional Studies in teacher education are reviewed by the Program Area Leader in the College of Education. The criteria examined currently include the student's overall grade-point average, basic communication skills, and pre-professional experience generally. Students are expected to have passing grades (a minimum 2.0 grade-point average) and a recommendation from a faculty member demonstrating success in these prior endeavors.

Virginia State University

Acceptance into undergraduate degree programs at Virginia State University, other than those in teacher education, takes place upon admission to the University. The Director of Admissions evaluates candidates' secondary school grades and Scholastic Aptitude Test scores as the basis for admitting students. For individuals seeking to transfer to Virginia State from another institution, a minimum 2.0 grade-point average for all college work is also required.

Applicants for teacher preparation programs are assessed at the end of the first term of the sophomore year. The prospective student must have achieved a grade-point average of 2.0 at Virginia State University and must have earned a grade of at least "C" in selected college courses. Candidates also must receive a positive recommendation from a faculty member with whom

they have had class contact and must participate in a personal interview with the Director of the program they wish to enter. The application form also seeks evidence of previous work experience and work with children. Separate endorsements of the student are required from the Speech Committee, the Writing Laboratory, and the Reading Clinic, as well as the student's academic department. A physician's statement verifying the student's physical and emotional health completes the application process.

The College of William and Mary

All undergraduates at The College of William and Mary are assumed to be eligible, upon admission as freshmen, for acceptance into any academic concentration or major. There is no separate screening process when, at the end of the sophomore year, the student is asked to declare a concentration. The choice is entirely the student's, regardless of SAT scores, grade-point average, or other indicators. It is further assumed that some counseling goes on, in which (for example) a student who received a "D" in an introductory calculus course is discouraged from majoring in mathematics, but if the student perseveres, the concentration is open. The same rules apply to transfer students.

APPENDIX D

STANDARDS FOR ACCEPTANCE INTO PROGRAMS OF TEACHER PREPARATION AT THE INDEPENDENT INSTITUTIONS OF HIGHER EDUCATION

Averett College

Teacher education at Averett College is one of two general areas having a formal admissions procedure. The standards for teacher education are described as more stringent than for other undergraduate programs and include the specification that admission to the College does not guarantee admission to the elementary and secondary education programs. Students must take a prerequisite professional course during the second year of college study. While taking this course, the student's application for admission to the teacher education program is evaluated by the Division of Education and the Teacher Education Committee.

The Committee publishes the requirements for acceptance, which include a minimum 2.4 grade-point average for all study undertaken at the College. Five recommendations must also be obtained by the candidate: one from the Dean of Students; three from professors who teach in designated subject areas of English, history or behavioral or social science, and mathematics or natural science; and another from a professor of the student's choice, preferably the student's advisor, if that person is not a member of the College's Education faculty.

For transfer students, provisional acceptance into the program is possible if the grade-point average attained at the student's previous institution is 2.5 or above. Transfer students must secure the appropriate recommendations from the Dean of Students and faculty of the institution from which the student transferred.

Additional requirements for admission to the program involve passing

tests on written English and mathematics, which are administered during the application period. Each candidate also must complete a "Request for Admission to Professional Studies in Education." For admission to the secondary education program, this process must be completed in consultation with a faculty member representing the academic discipline in which the student will undertake concentrated study.

Bridgewater College

(No response.)

Eastern Mennonite College

Eastern Mennonite College admits students into teacher preparation programs at the end of the sophomore year. Teacher education is one of three areas not accepting majors immediately upon admission to the College. Most majors require a minimum 2.0 grade-point average. For teacher education, the minimum is 2.1 for entry and 2.2 for participation in student teaching. Additional criteria used to evaluate applicants are: high school record; personality traits of character, emotional balance, interpersonal relations, and temperament for teaching; scores on aptitude tests; results of physical examinations; recommendations from faculty in the student's academic major and from the personnel staff of the student life office; proficiency in oral and written communication; a record of experience with children; and a statement of why the applicant wishes to be a teacher. Following admission, students must maintain satisfactory academic standards or, in individual cases, must demonstrate improvement when deficiencies occur. Exceptions to the standards must be supported by a rationale justifying such action by the faculty.

Emory & Henry College

Students wishing to pursue the education programs at Emory & Henry College must apply to the Committee on Teacher Preparation. Admission to the College does not guarantee entry into these programs. Application is normally made during the sophomore year, though provision is made for later requests and for applications by transfer students. Although the typical program at the College does not specify a minimum grade-point average for entrance, the accepted standard is an overall average of 2.0 on a 4.0 scale. The same standard usually is applied for courses within the major field. Teacher education requires a grade-point average of at least 2.1. For transfer students, the minimum requirement is two years of college work, together with a grade-point average of at least 2.5.

Additional program requirements include an assessment of medical fitness; a statement from the college personnel dean and at least two faculty members concerning the candidate's personal and social fitness for teaching; a handwritten statement defining the student's commitment to teaching and previous experience with children and youth; a listing of all extra-class activities and experiences; and competence in oral communication, as demonstrated by a required conference with the Admissions Committee of the program.

Hampton Institute

(No response.)

Hollins College

(No response.)

Lynchburg College

Entrance into the teacher preparation programs at Lynchburg College is possible after the end of the first term of the sophomore year. This policy contrasts with that for other majors at the College, in which acceptance occurs upon admission to the College. Teacher education is one of two areas at Lynchburg College in which the student's grade-point average is considered as a basis for selection into the program. Initial admission to the program requires a 2.0 grade-point average; for student teaching, the minimum allowable is 2.25 both in the major and in the prerequisite courses for student teaching.

Applicants to the program also must provide evidence of good standing, both academically and socially. Recommendations are needed from the student's advisor and from two faculty members in any department in which the student has taken classes. A formal autobiographical statement is required, in which the applicant discusses the reasons for deciding on teaching as a vocation and evaluates the his or her own likely strengths and weaknesses as a teacher. A list of faculty from whom the student has taken courses also must be provided. For candidates for the secondary education program, an interview is required.

Mary Baldwin College

(No response.)

Marymount College of Virginia

Students are accepted into the teacher education program and other majors at Marymount College of Virginia upon admission to the College. In general, the standards for acceptance and continuance in the teacher preparation

program are identical with those of other majors and include Scholastic Aptitude Test scores, secondary school grades (with a minimum expectation of a "C" grade or better in all major subjects), and a grade-point average at Marymount of 2.0 or better. Faculty recommendations and personal interviews also are part of the normal procedure for admission to a program. Education programs require, in addition, a grade of "C" or better in mathematics, psychology, and science courses taken at Marymount.

Randolph-Macon College

All students seeking admission to Randolph-Macon College are reviewed by using Scholastic Aptitude Test scores, secondary school grades, and class rank. Emphasis also is placed on the number of college preparatory courses taken in secondary school. Once accepted into the institution, students can choose a major at any point in their college career. Most students typically select a major at the beginning of their junior year. None of the College's departments has specific criteria for admission to the major, though all require that students maintain a grade-point average of 2.0 or better for work taken in the major. Those applying to the teacher preparation program are the only students who undergo periodic and sequential assessments to determine whether they may pursue a particular undergraduate program.

The teacher education program prepares students for teaching subject areas in grades 8-12. Because of this emphasis, each student accepted into the program, like all other students in the College, concentrates in a chosen area of specialization. The College does not have an education major, but rather offers an education minor, combined with appropriate general education courses and a major specialization. The courses in the minor are professional subjects designed to meet Virginia's certification requirements.

Formal application to teacher education must be made during the first semester of the junior year. A student is evaluated with regard to general education background at the College, scholarship within the student's major field, and education courses taken up to that point. Eligibility for acceptance into the program is limited to students having at least a 2.2 cumulative grade-point average and at least one education course completed with a grade of "C" or better. Other criteria considered during the application review process include: personal characteristics that might indicate potential for becoming an effective teacher; physical and mental health; proficiency in written and oral English skills (with a grade-point average of at least 2.5 in the former and 3.0 in the latter); and evidence of effective participation in extracurricular or field-work experiences related to secondary school teaching activities.

Upon recommendation by the student's major department and the Department of Education, the applicant's credentials are presented to the Teacher Preparation Committee, chaired by the Dean of the College and composed of chairpersons or representatives from each academic department, Education Department faculty, and the Director of the Career Counseling Center. Recommendations to the Committee are based on knowledge of the student's coursework, as well as a personal interview.

A second review occurs during the first semester of the junior year, to ascertain eligibility for student teaching. At this time, the student should have attained a minimum 2.6 grade-point average in the major teaching field. Students also must be recommended again by both their major department and the Department of Education. Exceptions to this procedure require the recommendation of the department chairperson in the student's major field, the chairperson of the Department of Education, and the Teacher Preparation

Committee.

Randolph-Macon Woman's College

(No response.)

Roanoke College

Students are admitted to all majors at Roanoke College at the end of their sophomore year. Criteria for admission are virtually identical for all majors and include a minimum 2.0 grade-point average for work completed at the College and in the student's prospective major, faculty recommendations, and a personal interview. In teacher preparation programs, an additional screening occurs when the student's overall performance is marginal. The Director of Elementary Education or the Director of Secondary Education then evaluates the student's grades in specific college courses.

Saint Paul's College

(No response.)

Shenandoah College & Conservatory of Music

Shenandoah College & Conservatory of Music states that applicants to teacher preparation programs must meet criteria which are as high as, and in some cases higher than, those for applicants to other programs at the College.

Sweet Briar College

Sweet Briar College has no major in education. Instead, students enter a degree program in an academic department at the end of the sophomore year and meet the requirements necessary for certification in elementary or secondary

education throughout their college career. Students are urged to consult with advisors early in the freshman year to plan for meeting the general education and professional education requirements. Admission into the teacher preparation program requires: successful completion of at least one course in professional education; a minimum cumulative grade-point average of 2.0; good health and freedom from physical or emotional handicaps that might prove detrimental for successful teaching; effective command of communication skills, as evidenced by successful completion of a basic English course or its equivalent; a recommendation from a professor in the student's major department, including a judgment of the student's probable success in teaching; and evidence of a well-rounded personality with a variety of interests and abilities capable of contributing to various aspects of society. A separate recommendation from a professor in the student's major field is needed for admission to student teaching, normally at the end of the first term of the junior year.

University of Richmond

Students at the University of Richmond are admitted to all majors at the end of the sophomore year. Prior to that time, freshmen generally are assigned faculty advisors in each student's area of academic interest. All students must complete Proficiency and Basic Knowledge Requirements and a set of Distribution Requirements. Students in Elementary Education then pursue a major in that subject, while those in secondary education choose a major in one of the academic departments. Secondary education requirements for certification are taken in addition to the major. Within an academic major, all students must meet the same requirements. Some disciplines demand a minimum 2.0 grade-point average at the University, with no grades in the major

below a "C." Most departments stipulate that a student must maintain a "C" average in the major, so that students are permitted to have some grades below "C." The Department of Education states that students must repeat courses in their major field that are completed with a grade below "C."

Application for admission to teacher education is completed by the student after the first or second course in teacher education. The application form stresses the necessity to achieve a 2.0 grade-point average, specifies a 2.2 average for student teaching, and denotes minimal requirements for competencies in English (either proficiency or a "C" grade or better in basic English) and speech (a grade of "C" or better in one speech course or approval by the Department of Education). The student teaching grade-point requirement is higher than the requirement for admission into other academic departments at the University and exceeds the overall minimum requirement for graduation of 2.0. The stated competency requirements also are not usually demanded by other departments. In addition, admission into teacher preparation requires approval by the student's departmental major, the student's first professional course instructor, or the instructional committee. A personal interview by the instructor or the department chairperson may precede this decision.

A regular process of evaluating students in teacher preparation programs occurs after each professional course. Faculty are asked to assess the student's personal characteristics, including emotional stability, initiative, social sensitivity, academic ability, manners and appearance, dependability, and patience. Following these evaluations, a judgment is made regarding the student's suitability for continuing in teacher education course sequences and programs.

Virginia Intermont College

Students at Virginia Intermont College are unofficially admitted into most degree programs upon admission to the institution. Officially, the student designates a major at the end of the sophomore year, upon completion of 55 semester hours of college work. Departments also require a 2.0 grade-point average at the college for entry into the major. Teacher education, however, has a separate and distinctive admissions procedure, which is completed at the end of the sophomore year. Admission to the College does not guarantee admission into one of the teacher preparation programs. Application for entry into these programs is made to the Advisory Committee on Teacher Education. To gain admission to a teacher preparation program, the applicant must be in good academic standing, with a minimum grade-point average of 2.25. If a student falls below this average at some later date, approval to participate in the program may be rescinded. Students who are denied admission or who develop deficiencies may reapply for the program later.

The Advisory Committee also requires each candidate to submit a written statement of the student's commitment to teaching, including a record of the individual's previous experience in working with children and youth; a physician's statement as to the physical condition of the candidate; statements from the student's academic advisor and one other faculty member in the student's major or minor area of concentration, indicating the candidate's overall academic, personal, and social fitness for teaching; and a list of the student's extracurricular activities and experiences. Candidates also must participate in an interview with at least one member of the Advisory Committee to demonstrate verbal competence and thoughtful consideration of a teaching career. A genuine desire to work with children and youth may be demonstrated

through contacts with organizations serving these groups or teacher-aid work available in selected courses at the College.

Virginia Union University

A student at Virginia Union University normally is accepted into a teacher reparation program at the end of the first term of the sophomore year. Acceptance into a teacher education program requires a 2.0 grade-point average, together with a grade of "C" or better in all major courses. A faculty committee reviews the student's application, which must include at least two recommendations and must demonstrate the student's proficiency in oral and written communication.

Washington and Lee University

Washington and Lee University conducts its teacher preparation programs in conjunction with the women's schools in its Exchange Program, with most students taking their education courses at Mary Baldwin College. Teacher preparation cannot be the student's sole major at the University. The student must complete requirements for another major and must meet Virginia's requirements for certification by taking the proper distribution, specialization, and education courses.

The departments at Washington and Lee assume that if a student is accepted into the University, he is worthy of acceptance into any major. The student simply states his major intention at the end of the sophomore year. The only grade requirements are those that would prevent the student from being dropped from the University's rolls. The teacher education program, however, has some explicit standards. Candidates for admission must demonstrate academic achievement to the Committee on Teacher Education,

usually through attainment of at least a 2.0 grade-point average, though there is no set rule on this. The Committee reviews the student's work in his major and in general courses. Other qualities that the Committee examines are responsible conduct and maturity; leadership on- and off-campus; and tutoring, camp counseling, and other educational experiences. The Committee evaluates the candidate's record, considers a formal written statement of the student's reasons for wanting to be in the program, and then recommends acceptance or rejection.

APPENDIX E

QUESTIONNAIRE ON TEACHER SHORTAGES

Please return by October 9, 1981 to:

Dr. William L. Helton
 Administrative Director, Division
 of Personnel and Professional
 Development
 Virginia Department of Education
 P. O. Box 6-Q
 Richmond, Virginia 23216
 (804) 225-2094

SUMMARY

School Division

1981 - 1982

Division Superintendent

For the 1981-82 School Year :

1. Please indicate the level of difficulty which your division experienced in securing teaching personnel for the 1981-82 school year by area of endorsement.

Endorsement Area	no difficulty	some difficulty	extreme difficulty	not successful
(1) Elementary	113	20	0	
(2) Kindergarten	127	6	0	
(3) Elementary Art	130	3	0	
(4) Elementary Music	121	11	1	
(5) Elementary Health & P.E.	126	6	0	
(6) Primary Grades 1-3.	123	10	0	
(7) Intermediate Grades 4-7	83	46	4	
(8) Elementary Guidance	117	14	2	
(9) Secondary Guidance	107			
(10) Librarian	89	34	10	
(11) English	89	40	4	
(12) Journalism	95	31	7	
(13) Speech	105	25	3	
(14) Dramatics	105	25	3	
(15) Social Studies	117	16	0	

Endorsement Area	no difficulty	some difficulty	extreme difficulty	not successful
(16) History	119	14	0	
(17) Economics	120	12	1	
(18) Sociology	125	8	0	
(19) Government	119	14	0	
(20) Geography	113	19	1	
(21) Psychology	115	16	2	
(22) Mathematics	33	35	65	
(23) Biology	74	37	22	
(24) Chemistry	57	33	43	
(25) Earth Science	56	25	52	
(26) General Science	70	39	24	
(27) Physics	74	22	37	
(28) French	89	33	11	
(29) German	111	17	5	
(30) Latin	94	17	22	
(31) Russian	123	4	6	
(32) Spanish	92	31	10	
(33) Business Education	100	22	11	
(34) Driver Education	125	7	1	
(35) Secondary Health & P.E.	124	7	2	
(36) Crippling Conditions	88	18	27	
(37) Emotionally Disturbed	53	31	49	
(38) Hearing Disorders	65	30	38	
(39) Learning Disabilities	46	23	64	
(40) Mentally Retarded	74	43	16	
(41) Preschool Handicapped	67	27	39	
(42) Speech Disorders	67	37	29	
(43) Visually Impaired	95	18	20	

Endorsement Area	no difficulty	some difficulty	extreme difficulty	not successful
(44) Agriculture	91	25	17	
(45) Distributive Education	100	23	10	
(46) Home Economics	116	16	1	
(47) Health Occupations	110	18	5	
(48) Industrial Arts	72	31	30	
(49) Trade & Industrial Ed.	76	33	24	
(50) Other Vocational Ed.	115	15	13	
(51) Art	127	6	0	
(52) Music	120	10	3	

2. Please list the subject and/or grade level categories in priority order for which you were unable to employ by September 15, the required number of teachers.

SUBJECT OR GRADE LEVEL	NUMBER OF TEACHER SHORTAGES
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Please describe below any additional problems you may have encountered with teacher shortages.

APPENDIX F

SURVEY COMMENTS ON TEACHER SHORTAGES, 1981-82

Decreasing quality of available teacher candidates.
Salary and benefits paid teachers, as compared with competing industry and the work-a-day market place.

Industrial Arts Position was vacant one year and the teacher hired the next had a very poor college record.
Math teachers are extremely hard to find.
I have never hired a teacher endorsed in Physics.

Mathematics endorsements are the most difficult to obtain. The single health endorsement for secondary positions is also difficult. It seems that graduates are prepared to handle Physical Education, in which they feel their sports interests will be better satisfied.

In order to fill a Chemistry/Physics vacancy, we had to hire a person on Provisional Certificate. He has no educational credits or teaching background—had been a Pre-Med Liberal Arts major.

Quality is going down, and people generally are not as enthusiastic, scholarly, outward, etc., as in the past. More as if we are choosing between warm bodies of recent graduates—thus we make every effort to recruit experienced teachers.

This school division has been forced to employ teachers in special education without proper endorsement in learning disabilities and emotionally disturbed. Demand exceeds the supply for teachers holding these endorsements.

Endorsed learning disabilities teachers are simply not available.

The difficulty is that a small division needs a large number of people who have dual endorsements. This is especially true in Secondary and Special Education.

I have difficulty in getting teachers to locate in small rural area. I often find and interview persons who are endorsed, but am unable to hire them because of salary, location, and economy of area.

We had very little problem this year because we only had to replace two foreign language teachers and two special education teachers.

Lack of qualified minority candidates.

Teacher failures to stick to contract—leaves school divisions looking for replacements with insufficient time (i.e., August resignations).

Salary assistance needed to compete with private sector and other school systems and need state law requiring earlier approval.

Have found it increasingly difficult to find the quality applicant—the outstanding applicants are still available; they are simply fewer in number.

Fewer teachers are willing to accept extracurricular responsibilities, which forces a school system to make a decision—hire the "best" teacher applicant and struggle with extracurricular coverage or employ the "good" teacher applicant who is willing to assume extracurricular responsibilities.

Has become absolutely necessary to hold out for multiple endorsements in light of future reductions in force—these multiple endorsements are difficult to find.

Some items were left blank because we did not search for people in those fields, and we do not have a real knowledge regarding availability.

Many of our new teachers come from Pennsylvania and New York State.

We almost always have to get LD teachers from out of state.

Because of our geographic location and our non-competitive salary scale, it is more difficult for us to secure the services of teachers, especially where there is a shortage.

We had no openings in these areas of critical shortages.

Teachers employed in these areas have endorsement deficiencies.

Science and mathematics continually give us difficulty, along with just about all areas of special education endorsements, with exception of EMR. We need some relief in specifically the special education area.

As a small rural division with a lower pay scale, it is becoming increasingly more difficult to compete for teachers in areas of extreme shortage.

Many of the "no difficulty" areas would have been "extreme difficulty," had vacancies occurred.

We are unable to locate special education teachers in the state of Virginia. Eight of the ten new special education teachers employed for 1981-82 are graduates of out-of-state institutions.

School psychologists are extremely difficult to secure.

Special Education--not fully endorsed in Learning Disabilities.

Our number of vacancies was only 33 percent of normal this year, due to declining enrollment and reduction in force. Applications are down about 60 percent from four years ago. If these factors were not evident, we would experience significant personnel problems.

At present, there exists an inadequate pool of minority applicants and applicants endorsed in more than one subject area, such as math/science and French/Spanish.

We have to employ personnel who may not be fully endorsed in mathematics and Earth Science. These persons are granted a Provisional Certificate by the State.

It is extremely difficult to recruit qualified and properly endorsed LD and ED teacher candidates.

Out contacts indicate that few college students are now majoring in education.

Businesses (private and corporate) are recruiting math majors.

We used to be extremely successful with our North Carolina recruiting program—but no more! Last year, as an example, the State of North Carolina's minimum starting salary was \$13,500, and Fauquier was starting at \$10,819. This year, 1981-82, our starting salary is \$11,576. Quite a difference in attracting desirable teacher candidates. The Virginia General Assembly should take note of this situation.

Other areas perhaps would be difficult, should vacancies arise. Agriculture, Industrial Arts, and Earth Science are examples.

We employed the very last endorsed applicant available for five teaching positions. Without State financial support or a State mandate to our local Board of Supervisors to raise taxes, we will continue to be out of the competition (too low) in the amount of salary we can offer prospective teachers.

Difficult to find endorsed teachers for pre-school handicapped.

In reference to the above, I have gone out of state where graduating students are able to get LD certification at an undergraduate level.

We have two unendorsed teachers in the area of learning disabilities. For the position of Pupil Services Assistant, we could not find an acceptable endorsed secondary guidance counselor. We have an unendorsed person also in this position. In past years, the areas which gave us the greatest concern were science, math, T&I, agriculture, special education, English, and journalism. This past year was not a typical example, due to the reduced number of position vacancies.

We anticipate a great deal of difficulty in locating secondary math and physics/chemistry teachers for the 1982-83 school year.

We have employed teachers with some training, but they are not fully certified.

We have only reacted to those endorsement areas in which we had vacancies for the 1981-82 school year. Finding good teachers is difficult in many other endorsement areas, but we did not have vacancies in those areas this year.

Thank God, we had no Secondary Science or Mathematics vacancies this year. Historically, Madison County has never been able to employ a full complement of Learning Disabilities teachers. We have at least one teacher with a Special Education-Mental Retardation endorsement teaching LD. We were surprised at the difficulty we had employing two librarians during July and August.

Suggest reciprocal agreements be established among states for special education certification particularly.

Suggest strong and immediate action be taken to influence Virginia colleges and universities to establish undergraduate, as well as graduate, special education programs.

Over the past three years, we have had extreme difficulty in filling special education vacancies. We have been fortunate to be able to hire teachers from North Carolina when vacancies occur. In addition, we have had difficulty in filling vacancies in Math and English.

Our greatest shortages occur in all areas of science and math, LD, ED, Visually Impaired, etc. areas of Special Education, Industrial Arts, Agriculture--if vacancy occurs late in year. We feel the new certification requirements will make it very difficult to procure science teachers in all areas. The change in General Science from 24 hours in three areas to prescribed courses, including 12 hours in earth science, will make it virtually impossible to secure General Science teachers in our area.

LD and Pre-school teachers are extremely difficult to find. Math is another

area of difficulty.

Areas not marked were not replaced in the 1981 school year.

We were able to secure personnel, but we utilized an extreme amount of time and effort in this process. In some of the areas checked "some difficulty," it was "extreme difficulty" under normal/average circumstances.

We have found a shortage of experienced teachers in subject areas such as band, auto mechanics, housewiring, and data processing. In our recruiting program, we have found fewer applicants to interview, resulting from a reduction in the number of students enrolled in teacher preparation programs at both in-state and out-of-state institutions. We have learned from college placement officers that the enrollments in schools of education are down as much as 40-50 percent. Such a decline in enrollments may suggest a pending overall shortage of teachers.

We have encountered problems employing staff in the medical areas, e.g., physical therapists and occupational therapists. Also, it is time we started paying some attention to administrative types.

Vacancies for teachers of physics, learning disabilities, and pre-school handicapped were filled with teachers endorsed in other subjects.

Teachers certified to teach at all levels in a middle school that includes eighth grade.

We feel that the requirement of two librarians to meet accreditation in a library of our size should be fulfilled with one librarian and one media specialist, and highly recommend that an endorsement as Media Specialist be established through the Certification Department.

As we get colleges needing students, they keep students from receiving more than one certification. Small divisions need teachers with several areas of certification. Health and Physical Education; English and Foreign Language; Math/Physics; Chemistry/Biology. New regulations are going to make small divisions employ teachers out of certification.

Teachers for Alternative Educational Programs.

Number of applicants for 1981 positions were 20 percent less than for 1980 positions.

Low or non-competitive salaries contribute to the shortage.

Inability to attract adequate number of black and other minority teachers.
Certification of LD teachers with blanket special education endorsements to be certified fully to teach LD in Virginia.

Getting qualified minority applicants.

Salaries and benefits do not compete successfully with other positions.

Locating properly endorsed applicants.
Poor academic records, in many cases.
Lack of preparation for the art of teaching.

Items not checked on the form are areas in which we did not need to employ teachers in 1981-82. However, in the past several years, we have experienced extreme difficulty in employing mathematics, learning disabilities, and advanced science teachers.

Low salaries, as compared to other fields requiring same level of education.

The areas checked are those areas in which I had to employ this year. It was not easy for us in any area.

There are an abundance of teachers in some areas (e.g., EMR), but other areas (LD, ED) are impossible to fill. This results in hiring unendorsed teachers who will be required to complete six credits per year toward the endorsement. It is all too common for the then-endorsed teacher to be hired away by a higher-paying school division.

Out-of-state teachers are sometimes available, but certification requirements, endorsement areas, etc. are generally different from those required in Virginia. We then do not know if the prospective teacher will meet endorsement requirements until well after the school year has started.

The Agreement of Reciprocity among the participating states for certification purposes should be honored for all areas of endorsement. I have interviewed and employed several candidates for LD and ED positions, only to discover that their LD or ED endorsements from another state were not acceptable in the state of Virginia.

With the start of the fourth week of school for 1981-82, we did have a Secondary Mathematics teacher resign. We feel we will be able to fill the position, but find there is not a surplus of well-qualified Math applicants in the Northern Virginia area.

The "Science lobby" was wrong when it brought about the change in the Earth Science endorsement. The colleges simply are not preparing enough endorsed teachers.

Since there was no instruction otherwise, I checked "no difficulty" for every area above where we sought no teachers.

Not much "choice" in area noted "some difficulty."

The difference in requirements by Virginia and other states in special education certification.

The year before, we had several special education openings which were extremely difficult to fill, namely pre-school handicapped, learning disabilities, and emotionally disturbed. Foreign language and math positions are hard to fill also.

This Agency sees a current need for 80 Teachers of the Visually Impaired to be employed in the local public school divisions; there are only 62 now. The University of Virginia has a master's level program for these teachers, but they do not graduate enough to fill Virginia's needs. An additional certification problem arises with Orientation and Mobility Specialists for the Blind. There are currently 12 Specialists serving the 1144 blind or visually impaired youngsters who are either pre-schoolers or attending a local public or private school—that is, a 95 to 1 ratio. Unfortunately, there are no college or university programs in Virginia which graduate Orientation and Mobility Specialists. Not only are no programs available, but as a result Virginia will not create a teaching certificate for these individuals.

Physics and Math teachers are very difficult to find because of the low teacher salaries. Industrial Arts applicants are also very difficult to find, due to the fact that so many of them go into industry. Well-qualified English applicants are very limited. Elementary Education applicants certified K-6 are very difficult to find.

Significant decrease in size of applicant pool in all teaching areas.

This form was completed with teacher employment statistics for 1981-82 only. Many of the areas we checked (x) under no employment have been areas of teacher shortage for our school division in previous years.

Special Education continues to be most difficult area. We are experiencing increasing difficulty in finding English, Social Studies, and Foreign Language

teachers. It is most impossible to find teachers endorsed to teach Data Processing.

Pre-school handicapped was an extremely difficult position to fill.

APPENDIX G

AREAS OF TEACHER SHORTAGE BY PLANNING DISTRICT

Planning District 1

Lee - Sciences, Special Education, Foreign Languages
Norton - Librarian, English, Sciences, Special Education
Scott - Sciences, Special Education, Elementary
Wise - Librarian, English, Sciences, Special Education

Planning District 2

Buchanan - English, Journalism, Sciences, Special Education
Dickenson - Secondary Physical Education, Special Education
Russell - Sciences, Special Education, Trade and Industrial Arts
Tazewell - Sciences, Special Education

Planning District 3

Bland - Foreign Language, Special Education
Briston - Science, Special Education, Vocational Education
Carroll - Sciences, Special Education
Galax - Elementary Guidance, Math, Foreign Language, Special Education,
Vocational Education
Grayson/Fries - no shortages reported
Smyth - Sciences, Speech
Washington - Librarian, Sciences, Special Education, Vocational Education
Wythe - Sciences, Special Education, Health Occupations

Planning District 4

Floyd - Special Education
Giles - Sciences, Special Education, Vocational Education
Montgomery - English, Journalism, Social Studies, Special Education,
Vocational Education
Pulaski - Sciences, English, Foreign Language, Special Education,
Vocational Education
Radford - Sciences, Foreign Language, Special Education, Vocational Education

Planning District 5

Alleghany - Guidance, English, Dramatics, Sciences, Special Education,
Vocational Education
Botetourt - Guidance, Librarian, Sciences, Special Education, Vocational
Education
Clifton Forge - Math, Sciences, Special Education
Covington - Math, Sciences, Special Education

Craig - Elementary Art, Music, Math, Sciences, Special Education, Vocational Education
Roanoke County - English, Social Studies, Math, Sciences, Foreign Languages, Special Education
Roanoke City - Elementary Guidance, Math, Sciences, Foreign Languages, Special Education, Vocational Education

Planning District 6

Augusta - Guidance, Dramatics, Math, Sciences, Special Education
Bath - Primary, Library, English, Social Studies, Math, Sciences, Special Education, Distributive Education
Buena Vista - Dramatics, Special Education, Music
Harrisonburg - Sciences
Highland - Sciences, Foreign Languages, Special Education
Lexington - Journalism
Rockbridge - Guidance, Math, Sciences, Special Education
Rockingham - Library, Social Studies, Math, Special Education, Vocational Education
Staunton - Journalism, Special Education
Waynesboro - Foreign Language, Special Education

Planning District 7

Clarke - no shortages reported
Frederick - Guidance, Library, Journalism, Math, Sciences, Special Education
Page - English, Math, Sciences, Special Education, Vocational Education
Shenandoah - Elementary, Intermediate 4-7, Psychology, Sciences, Special Education
Warren - English, Dramatics, Sciences, Foreign Language, Special Education, Vocational Education
Winchester - Math, Sciences, Special Education, Industrial Arts

Planning District 8

Alexandria - Journalism, Sciences, Special Education, Vocational Education
Arlington - Elementary Music, Math, Sciences, Foreign Language, Special Education, Vocational Education
Fairfax - Intermediate 4-7, Journalism, Economics, Math, Sciences, Special Education, Vocational Education
Falls Church - Sciences, Foreign Language, Special Education, Vocational Education
Loudoun - Elementary, Guidance, Dramatics, Math, Sciences, Special Education, Vocational Education
Manassas - Librarian, Math, Special Education
Manassas Park - Intermediate 4-7, Math, Sciences, Foreign Language, Special Education, Vocational Education
Prince William - Intermediate 4-7, English, Social Studies, Math, Sciences, Special Education, Vocational Education

Planning District 9

Culpeper - Intermediate 4-7, Dramatics, Math, Sciences, Special Education, Vocational Education
Fauquier - Intermediate 4-7, Guidance, English, Journalism, Social Studies, Math, Sciences, Special Education, Vocational Education
Madison - Math, Sciences, Special Education, Vocational Education
Orange - Sciences, Foreign Language, Special Education, Vocational Education
Rappahannock - Guidance, History, Sciences, Special Education, Industrial Arts

Planning District 10

Albemarle - Librarian, Math, Sciences, Special Education
Charlottesville - Intermediate 4-7, Librarian, Sciences, Special Education, Vocational Education
Fluvanna - Primary, Journalism, Math, Sciences, Special Education
Greene - Elementary Music, Intermediate 4-7, Librarian, Math, Sciences, Special Education, Vocational Education
Louisa - Intermediate 4-7, Math, Sciences
Nelson - Intermediate 4-7, Librarian, Math, Sciences, Special Education, Vocational Education

Planning District 11

Amherst - Intermediate 4-7, Guidance, Social Studies, Math, Science, Special Education
Appomattox - Business Education, Special Education, Distributive Education
Bedford - Intermediate 4-7, Librarian, English, Math, Dramatics, Sciences, Special Education, Vocational Education
Campbell - Intermediate 4-7, English, Journalism, Social Studies, Sciences, Foreign Language, Special Education, Vocational Education
Lynchburg - Librarian, English, Journalism, Math, Sciences, Foreign Language, Special Education, Vocational Education, Speech

Planning District 12

Danville - Biology, Special Education, Health Occupations
Franklin County - Librarian, English, Dramatics, Math, Sciences, Foreign Language, Special Education, Vocational Education
Henry - Journalism, Dramatics, Math, Sciences, Foreign Language, Special Education, Agriculture
Martinsville - Elementary Guidance, Librarian, Math, Sciences, Foreign Language, Vocational Education
Patrick - Elementary, Intermediate 4-7, Special Education
Pittsylvania - Journalism, History, Sciences, Special Education, Vocational Education

Planning District 13

Brunswick - Intermediate 4-7, Elementary Music, Secondary Guidance, Foreign Language, Special Education, Vocational Education
Halifax - Elementary, Intermediate 4-7, Guidance, Economics, Math, Special Education, Vocational Education
Mecklenburg - Elementary, Intermediate 4-7, Librarian, Social Studies, Sciences, Foreign Language, Special Education, Vocational Education
South Boston - Special Education

Planning District 14

Amelia - Intermediate 4-7, Math, Sciences, Special Education, Vocational Education
Buckingham - English, Journalism, Speech, Government, Sciences, Special Education, Art, Music
Charlotte - Primary, Intermediate 4-7, English, Math, Foreign Language, Special Education, Vocational Education
Cumberland - Elementary, Intermediate 4-7, Guidance, Math, Sciences, Special Education, Vocational Education
Lunenburg - English, Social Studies, Math, Sciences, Special Education
Nottoway - Intermediate 4-7, Math, Sciences, Special Education, Trade and Industrial Arts
Prince Edward - Intermediate 4-7, Math, Sciences, Foreign Language, Special Education, Industrial Arts

Planning District 15

Charles City - Elementary Music, Elementary Physical Education, English, Journalism, Speech, Math, Sciences, Special Education
Chesterfield - Secondary Guidance, Dramatics, Social Studies, Math, Sciences, Foreign Language, Special Education, Music
Goochland - Librarian, Math
Hanover - English, Journalism, Speech, Sciences, Foreign Language, Secondary Health and Physical Education, Special Education, Vocational Education
Henrico - Math, Sciences, Foreign Language, Special Education, Vocational Education
New Kent - Librarian, Psychology
Powhatan - Math, Special Education, Trade and Industrial Arts
Richmond City - English, Journalism, Speech, Math, Special Education, Vocational Education

Planning District 16

Caroline - Elementary, Intermediate 4-7, Math, Sciences, Special Education, Vocational Education
Fredericksburg - Intermediate 4-7, Journalism, Math, Sciences, Special Education, Vocational Education
King George - Intermediate 4-7, Guidance, Math, Sciences, Special Education, Agriculture

Spotsylvania - Intermediate 4-7, Math, Sciences, Special Education,
Agriculture, Health Occupations
Stafford - Intermediate 4-7, Math, Sciences, Foreign Language, Business
Education, Special Education, Vocational Education

Planning District 17

Colonial Beach - Intermediate 4-7, Music
Lancaster - Primary 1-3, Librarian
Northumberland - English, Journalism, History, Social Studies, Math, Special
Education, Vocational Education, Sciences
Richmond County - Elementary Music, Intermediate 4-7, English, Math, Sciences,
Special Education, Vocational Education
Westmoreland - English, Sciences, Special Education

Planning District 18

Essex - no shortages reported
Gloucester - Math, Sciences, Special Education
King & Queen - no shortages reported
King William - Intermediate 4-7, English, Special Education, Vocational
Education
Middlesex - English, Special Education
West Point - English, Business Education, Special Education

Planning District 19

Colonial Heights - Intermediate 4-7, Guidance, Social Studies, Sciences,
Foreign Language, Special Education, Vocational Education
Dinwiddie - Elementary Music, Librarian, Math, Sciences, Special Education,
Vocational Education
Greensville/Emporia - Math, Special Education, Vocational Education
Hopewell - Intermediate 4-7, Librarian, Math, Sciences, Foreign Language,
Special Education, Industrial Arts
Petersburg - Intermediate 4-7, Secondary Guidance, Journalism, Math,
Sciences, Special Education
Prince George - Librarian, English, Journalism, Speech, Math, Sciences,
Special Education, Vocational Education
Surry - Elementary Guidance, Science, Business Education, Driver Education
Sussex - English, Math, Special Education, Trade and Industrial Arts

Planning District 20

Chesapeake - Intermediate 4-7, Speech, Sociology, Math, Sciences, Special
Education
Franklin City - Driver Education, Health and Physical Education
Isle of Wight - Elementary Health and Physical Education, Intermediate 4-7,
Guidance, Journalism, Math, Sciences, Special Education, Vocational
Education

Norfolk - English, Journalism, Math, Sciences, Special Education, Vocational Education
Portsmouth - Intermediate 4-7, Secondary Guidance, Math, Sciences, Secondary Health and Physical Education, Special Education, Music
Southampton - Elementary, Intermediate 4-7, Math, Sciences, Business Education, Special Education, Vocational Education
Suffolk - Intermediate 4-7, Guidance, Math, Sciences, Foreign Language, Special Education, Vocational Education
Virginia Beach - Intermediate 4-7, English, Speech, Psychology, Math, Sciences, Foreign Language, Special Education, Vocational Education

Planning District 21

Hampton - Intermediate 4-7, Journalism, Speech, Dramatics, Math, Special Education
Newport News - Intermediate 4-7, Math, Sciences, Special Education, Vocational Education
Poquoson - Intermediate 4-7, Secondary Guidance, Math, Sciences, Special Education
Williamsburg/James City - Intermediate 4-7, Elementary Guidance, Math, Sciences, Special Education
York - Math, Foreign Language, Special Education

Planning District 22

Accomack - English, Social Studies, Math, Business Education, Special Education, Vocational Education
Cape Charles - Elementary Health and Physical Education, Math, Foreign Language, Business Education, Special Education
Northampton - Secondary Guidance, Librarian, English, Math, Sciences, Special Education

