

**REPORT OF THE VIRGINIA DEPARTMENT OF  
EDUCATION AND STATE COUNCIL OF HIGHER  
EDUCATION FOR VIRGINIA**

**WAYS TO RELIEVE CRITICAL  
TEACHER SHORTAGES**

**TO THE GOVERNOR AND  
THE GENERAL ASSEMBLY OF VIRGINIA**



**HOUSE DOCUMENT NO. 22**

**COMMONWEALTH OF VIRGINIA  
RICHMOND  
1996**





# COMMONWEALTH of VIRGINIA

JAMES P. JONES  
PRESIDENT

## BOARD OF EDUCATION

P. O. Box 2009  
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December 15, 1995

The Honorable George Allen  
Governor of Virginia, and  
The General Assembly of Virginia  
Richmond, Virginia 23219

Dear Governor Allen and Members of the General Assembly:

House Joint Resolution 628 of the 1995 General Assembly requested the Board of Education and the State Council of Higher Education for Virginia (SCHEV) to study ways to relieve critical teacher shortages in certain fields and in certain geographic areas. In November, the Board approved the attached report. At that time, however, the Board emphasized that its approval of this report for submission to you and the General Assembly does not alter its budget priorities for the 1996-98 biennium, adopted at its July 1995 meeting.

I am pleased to provide you a copy of this report.

Respectfully submitted,

A handwritten signature in black ink, appearing to be "JPJ", written over a horizontal line.

James P. Jones

JPJ/lch  
Attachment

c: The Honorable Beverly H. Sgro, Secretary of Education  
William C. Boshier Jr., Superintendent of Public Instruction





# COMMONWEALTH of VIRGINIA

Gordon K. Davies  
Director

## COUNCIL OF HIGHER EDUCATION

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December 12, 1995

The Honorable George F. Allen  
Governor  
Commonwealth of Virginia  
Richmond, VA 23219

Dear Governor:

At its meeting on December 11, 1995, the Council of Higher Education approved two studies on teacher education, responding to House Joint Resolutions Numbers 628 and 629 of the 1995 General Assembly. The Council suggests that an evaluation of the results of the mentor teacher program be made by the Board of Education before funding for the program is authorized for the second year. The Council further understands that any funding required for these initiatives would be in the Department of Education's appropriation.

In addition, the Council approved a study on high-school graduation requirements and admission standards at Virginia's colleges and universities, which responds to House Joint Resolution No. 470. The Council specified that the recommendation to develop a common application for admissions to Virginia's public colleges and universities should not interfere with each institution's right to ask for additional information from prospective students.

I am pleased to transmit to you copies of these reports.

Sincerely,

A handwritten signature in dark ink, appearing to read "Gordon K. Davies", written over a horizontal line.

Gordon K. Davies

GKD\gmp

Enclosure

c: The Honorable Beverly H. Sgro



## PREFACE

The 1995 General Assembly approved House Joint Resolution 628 (HJR 628) requesting the Board of Education and the State Council of Higher Education for Virginia to study ways to relieve critical teacher shortages. The Board and the Council, in collaboration with the Advisory Board on Teacher Education and Licensure, were requested to identify ways to relieve teacher shortages in critical areas, including, but not limited to (i) approval of alternative routes to licensure for persons who change careers and for paraprofessionals, (ii) reconstitution of the Virginia Teaching Scholarship Loan Program as a more effective and efficient debt reduction program, (iii) dedication of financial aid for higher education that will lead to teacher licensure, and (iv) high school programs to create interest among students in teaching careers, especially in geographic and specialty shortage areas. A copy of the resolution is included in the appendices of this document.

The Department of Education and the State Council of Higher Education for Virginia provided staff support for the study. Department of Education staff members involved in the study included William C. Bosher, Jr., Superintendent of Public Instruction; Thomas A. Elliott, Division Chief for Compliance; Jo Smith Read, Specialist for Special Education Personnel Development; and Patty S. Pitts, Manager for Professional Licensure. Staff members for the Council of Higher Education for Virginia include Gordon K. Davies, Director of the State Council of Higher Education; Margaret A. Miller, Associate Director for Academic Affairs; and Genene M. Pavlidis, Academic Affairs Coordinator.

Members of the Ad Hoc Committee on Teacher Education of the Board of Education established to examine teacher education issues in Virginia served as discussants and reviewers for the study. The Ad Hoc Committee is composed of representatives from the Board of Education and the State Council of Higher Education in Virginia (SCHEV); the Director of the State Council of Higher Education; the Superintendent of Public Instruction; the Virginia Teacher of the Year; and a representative from each of the following organizations: the Virginia Association of Colleges for Teacher Education (VACTE), the Association of Teacher Educators in Virginia (ATE-VA), the Advisory Board on Teacher Education and Licensure (ABTEL), the Council of Independent Colleges in Virginia (CICV), the Virginia Education Association (VEA); the Virginia School Boards Association (VSBA), and the Virginia Association of School Superintendents (VASS). The membership of the Ad Hoc Committee is listed in the appendices of this document.

The format used for reporting the results of the survey is based on the structure of legislative documents required by the General Assembly.

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## EXECUTIVE SUMMARY

National and state research supports the conclusion that a critical shortage of teachers does not currently exist in all disciplines in public schools; however, research does support the conclusion that a critical shortage of teachers exists in selected teaching areas. In Virginia, teacher shortages are most acute in all areas of special education -- speech pathology, hearing impaired, visually impaired, emotionally disturbed, severely and profoundly handicapped, preschool handicapped, learning disabilities, and mental retardation. Other shortage areas, though less severe, in Virginia include chemistry, physics, earth and space science, foreign languages, and technology education. Also, minorities and men are proportionally under-represented in the teaching profession in Virginia and in the nation.

Programs to increase the pool of teachers must focus on these critical shortages. To enhance the pool of licensed teachers in these priority areas, the following strategies are recommended.

### Reinstate the Virginia Teaching Scholarship Loan Program

The Virginia Teaching Scholarship Loan Program should be reinstated. Funding requested to restore the Scholarship/Loan Program during the 1996-98 biennium follows:

YEAR	Number of Scholarships	Cost
1996-97	100	\$600,000
1997-98	100	\$600,000
1996-98 Biennium	200	\$1,200,000

The debt-reduction loans resulting from this funding request would be used to provide 100 grants per year at a maximum of \$6,000 per recipient. The scholarship/loan is intended to off-set the cost of tuition for professional studies coursework completed by the prospective teacher. Upon graduation from an approved program and employment in a critical shortage area, \$2,000 would be forgiven for each year a recipient teaches in the public schools of Virginia.

Since the areas of teacher shortages may change, the Department of Education will report periodically on the need for teachers. Scholarships will be available to individuals entering critical shortage areas. Males enrolled in programs to teach elementary or middle school and minorities in all teaching areas would also be eligible for nomination for the scholarship loans. Eight scholarships, one for each of the eight Superintendent of Public Instruction's regional study groups, would be earmarked for students who have participated in Virginia Future Educators of America Clubs and who plan to teach in a critical shortage area.

### Alternative Routes to Licensure

Action is not needed to implement additional alternative routes to initial licensure to increase the pool of teachers; however, existing alternative routes to licensure in Virginia must be continued. Approximately six percent of teachers (500 of the 8,000 teachers licensed each year) are trained through an alternate route to licensure. It is recommended that approval of new alternative programs developed at institutions of higher education or modifications to existing

approved teacher preparation programs must address shortage teaching areas only. Institutions of higher education will also be encouraged to focus existing alternative teacher preparation programs on critical shortage areas.

### Economic Incentives

In Virginia, school officials are responsible for employing instructional personnel. Local school boards must be encouraged to explore and implement incentives for teaching in critical shortage areas.

### Enhancing Statewide Initiatives to Encourage Middle School and High School Students to Teach in Critical Shortage Areas

Virginia's Future Educators of America (FEA) Statewide Steering Committee will continue to focus on enhancing the interest of middle school and high school students to teach in critical shortage areas. Strategies to be developed by the steering committee include investigating foundation funding sources such as the teacher cadet program; sponsoring regional activities and statewide workshops and training sessions; and developing active regional FEA advisory groups. The \$2,000 grants provided in 1994-95 by the Department of Education to be used as seed money for regional activities should be continued.

Additionally, the Department of Education has awarded a grant from federal funding to the Virginia Institute for Developmental Disabilities (VIDD) to develop regional teams of special education professionals to promote career awareness among pre-collegiate and entry-level college students. This project titled, "Be Someone Special! Choose a Career in Special Education," will be used by school divisions to promote awareness among middle and high school students of careers teaching students with disabilities.

### Reduction of Teaching Endorsements

The Licensure Regulations for School Personnel that became effective July 1, 1993, include approximately 66 independent teaching areas. The restructured teacher education programs of 1990 also allow for further areas of endorsement through the approved program approach to licensure. The Board of Education requested the Advisory Board on Teacher Education and Licensure to study this issue. The Advisory Board, in its annual report, presented a framework to begin a year-long process to develop licensure requirements to reduce the number of teaching areas, thereby significantly eliminating categorical endorsements.

One purpose of the reduction of teaching areas is to streamline the current list of 66 endorsements by combining the categorical requirements into more generic endorsement areas. For example, Virginia offers eight categorical endorsements in special education. Many states offer a generic special education endorsement, allowing more flexibility in employment and a broader scope of collegiate preparation. Reducing endorsements in special education and many of the other teaching areas will have a positive impact on reducing teacher shortages in critical areas and improving staffing in school divisions.

## CHAPTER I

### INTRODUCTION

The General Assembly requested a study to identify ways to relieve critical teacher shortages. The resolution was based on the following information:

- \* The interim report of the Governor's Commission on Champion Schools recognized that there are continuing shortages of teachers in certain fields and certain geographic areas, and there are also shortages of males and minorities in the profession.
- \* In past years, the Virginia Department of Education documented critical shortages in licensure areas of special education, science, mathematics, and selected foreign languages, and of minority teachers and teachers for rural areas.
- \* The percentage of minority students in the public schools is increasing while the percentage of minority teachers is decreasing.
- \* The number of minority students preparing to teach is far below what would be needed to replace minority teachers who are retiring or resigning.
- \* The cost of becoming a teacher has increased significantly in recent years.
- \* The funding for the Virginia Teaching Scholarship Loan program has been reduced gradually from \$750,000 in 1987 to zero in the current biennium.

The resolution requests the Board of Education and the State Council of Higher Education for Virginia to identify ways to relieve critical teacher shortages, including but not limited to: (i) approval of alternative routes to licensure for persons who change careers and for paraprofessionals; (ii) reconstitution of the Virginia Teaching Scholarship Loan Program as a more effective and efficient debt reduction program; (iii) dedication of financial aid for higher education that will lead to teacher licensure; and (iv) high school programs to create interest among students in teaching careers, especially in geographic and specialty shortage areas. These findings and recommendations will be submitted to the Governor and the 1996 session of the General Assembly.

The study approach will include review of current data (review of national literature and state data) and a description of current initiatives. The study will be reviewed by experts, including staff in the Department of Education and the State Council of Higher Education for Virginia, the Ad Hoc Committee on Teacher Education, the Advisory Board on Teacher Education and Licensure, and the Board of Education.

## CHAPTER 2

### TEACHER SHORTAGES

#### Teacher Shortages

A study conducted by Emily Feistritzer, President of the National Center for Education Information, (1988), reported that "...school districts report record numbers of applicants for available teaching positions. State departments of education report record numbers of applicants for teaching certificates. Individuals looking for teaching jobs say there is a glut of applicants and competition is fierce... Teachers are not leaving the profession at nearly the rate predicted and many who left are trying to get back in." In 1992, she confirmed her earlier conclusion that there was not a severe teacher shortage.

According to "ASCUS (Association for School, College and University Staffing, Inc.) Teacher Supply and Demand in the United States (1994 Report),"

The highest percentage of teacher vacancies was in elementary education, and these positions were not difficult to fill. In contrast, there was a high percentage of vacancies in special education and at least one-fourth of school administrators found it difficult or impossible to fill these positions." The ASCUS report further states that nationally, "Shortages continued to be concentrated in areas of special education, support services and academic fields such as bilingual education, English as a Second Language, Spanish, physics, and chemistry. The most competitive fields continued to be social studies, physical education, elementary education, and health education. There continued to be a strong demand for minority candidates across the country. ...Despite many recruitment efforts at local, state, and national levels, the expected number of minority candidates entering teacher education programs continues to remain relatively constant."

In 1994, The Southern Regional Education Board, with the cooperation of the Virginia Department of Education and the Virginia Council of Higher Education, initiated the Virginia Educator Supply and Demand Project. The report revealed the following information specific to Virginia:

- \* Between the years 1994 and 2002, the supply of teachers and the need for teachers (demand) in Virginia will be roughly in balance. This means there will be as many teachers as are needed by the schools in the state.

- \* In 1992, 78 percent of all elementary and secondary educators were women. Between 1988 and 1992, the number of women in education grew by 11 percent, while the number of men declined.
- \* The sexes ... are not equally represented across instructional areas. There were, for example, the equivalent of only 193 male full-time teachers in grades 1-3 in Virginia in 1992.
- \* Black persons account for 16 percent of all educators, down from 17 percent five years earlier. Since 1988 the number of black educators has declined by 3 percent, falling from 12,243 to 11,914. Compared to all educators, black persons are proportionally under-represented among some groups of teachers.
- \* About 4 percent of Virginia bachelor's degree graduates become teachers. There are differences across groups. Women are much more likely to become teachers than men, and whites are more apt to become teachers than black graduates.
- \* The early retirement program for educators (1991) has had some important consequences for the makeup of the educator workforce in Virginia. The number and proportion of black educators declined. This was a result of a large number of black educators who were eligible for and were more likely to take early retirement.

### Special Education

Shortages of special education teachers and related service personnel are well documented. Beginning with the 1982-1983 school year and annually thereafter, the U.S. Department of Education's Office of Special Education Programs (OSEP) has collected information from states regarding the number of personnel employed to provide special education and related services and the number of additional qualified personnel needed to fully staff special education programs for children ages six to 21 years. In 1992, the National Clearinghouse for Professions in Special Education summarized and reported these data. Nationally, in each of the eight years for which this report was available, the number of teaching positions (including speech-language positions) either unfilled or filled with unqualified personnel ranged from 17,103 in 1983-1984 to 30,206 in 1988-1990. Using these same data, the Work Forum on a National Personnel Agenda for Special Education and Related Services expressed the shortage in somewhat different terms: "...in 1980, 1 additional teacher was needed for every 6 already employed, whereas in 1989-90, 1 more teacher was needed for every 10.5 employed" (p. 3). The actual number of teachers (including speech-language pathologists) needed and employed for each of the eight years analyzed by the National Clearinghouse for Professions in Special Education is shown in the table on the next page.

Special Education Teachers Employed and Needed, 1982-1983 to 1989-1990 (National Clearinghouse for Professions in Special Education, 1992)

YEAR	SPECIAL EDUCATION TEACHERS EMPLOYED IN THE UNITED STATES	SPECIAL EDUCATION TEACHERS NEEDED IN THE UNITED STATES
1989-1990	304,626	29,102
1988-1989	300,503	30,216
1987-1988	297,034	29,774
1986-1987	296,196	26,798
1985-1986	291,954	27,474
1984-1985	274,519	22,852
1983-1984	267,943	17,103
1982-1983	263,374	21,638

Data reported in 1995 by the Association for School, College and University Staffing, Inc. (ASCUS) provides a similar description of personnel shortages in special education. Annually since 1976, this organization has collected information from local school district personnel administrators and directors of teacher education and career placement officers at institutions of higher education related to the relative supply of and demand for a wide range of teaching specialty areas. The 1995 report included data from 1976 and 1990 through 1994. In each of the years included in the study, slightly fewer than one-half of the specialty teaching areas were found to be in either considerable or slight shortage. In all of those years for which data was collected for each of the special education areas, including speech-language pathology, shortages of special education teachers were found to be among the most pronounced. The only teaching specialty other than special education and science that consistently ranked among the top ten undersupplied areas other than special education and science was English as a Foreign Language.

Relative Undersupply of Teachers by Specialty Area  
for 1976, 1990, 1991, 1992, 1993, and 1994 Rank Ordered,  
According to ASCUS (1995)

RANK	1976	1990	1991	1992	1993	1994
1	Industrial Arts	LD	SLP	Mult	Mult	SLP
2	Agriculture	MH	MH	HI	BD	Biling
3	Physics	BD	BD	SLP	LD	Mult
4	LD	SLP	Mult	MH	SLP	VI*
5	Reading	Mult*	LD	BD	MH	BD
6	Math	Biling*	HI	LD	Biling	HI
7	Gifted	HI*	Biling	Biling	HI	PI*
8	Chemistry	ESL*	Chemistry	Physics	Physics	MH
9	SLP	Physics	Physics	Chemistry	ESL	LD
10	BD	Math	ESL	ESL	Gifted	Aud**

SLP = Speech-language Pathologist; Biling = Bilingual Education; Mult. = Multiple Handicap; VI = Visually Impaired; BD = Behavior Disordered; HI = Hearing Impaired; PI = Physically Impaired; MH = Mentally Handicapped; LD = Learning Disabled; Biling = Bilingual Education; ESL = English as a Second Language; Aud = Audiology

\* = first year data available

\*\* = for prior years, combined with speech-language pathology

### Decreasing Numbers of Special Education Graduates

Although there is evidence of a serious shortage of personnel, the numbers of degrees conferred in special education disciplines has been decreasing. Annually, institutions of higher education report the number of degrees conferred by discipline to the National Center for Education Statistics (NCES). In 1993 the National Association of State Directors of Special Education reported an analysis of NCES data from 1977-1978 through 1989-90 that revealed a large decrease in the numbers of bachelor's and master's degrees conferred in special education. In that 12 year period, the combined number of bachelor's and master's degrees in special education decreased from 30,362 to 15,658, a decrease of nearly 50 percent (National Association of State Directors of Special Education, 1993). Using the same NCES data, the National Clearinghouse for Professions in Special Education (1992) provided a more detailed analysis by discipline for the period from 1980-1981 to 1985-1986. During that five-year period, the combined number of bachelor's and master's degrees conferred in the category "speech correction" decreased by 38 percent compared to an overall decrease of 35.5 percent in the combined number of all special education bachelor's and master's degrees.

### Virginia Supply and Demand Survey

A teacher supply and demand survey was mailed to directors of personnel in school divisions, regional centers, and nonpublic schools across Virginia. The survey, conducted in the spring of 1993 by the Virginia Department of Education, focused on the following five areas:

1. Perceptions of employment opportunities in the past, present, and future;
2. Starting teachers' salaries in 1992-93;
3. Occurrence of vacancies;
4. Minority candidates; and
5. Shortages and surpluses in various teaching fields.

The rate of return for the survey among school divisions was 83 percent (111 school divisions.) The following excerpt from the "Results of the Teacher Supply and Demand Survey Conducted in the Spring 1993" is an overview of the information received from the survey.

#### Employment Opportunities Over Time

The first set of questions (in the survey) concerned changes in employment opportunities over time. Respondents were asked to describe whether employment opportunities were much better, better, the same, worse, or much worse.

The first questions compared employment opportunities in 1992-93 to 1991-92. The majority of respondents indicated opportunities were the same this year as in the previous year. This response was consistent across all three educational levels, elementary, middle, and secondary. Examining the response patterns beyond the majority of responses shows that elementary and secondary opportunities were perceived as worsening over the two years while middle school opportunities were perceived as improving.

The second questions compared employment opportunities in 1992-93 to 1988-89. Again, the majority of responses for all three educational levels were that opportunities were the same as four years earlier. The remaining responses concerning middle school teachers indicated improved opportunities, while the remaining responses for elementary and secondary teachers indicated a worsening situation.



The final question addressed employment opportunities in the approaching school year. For all three educational levels, the majority of responses indicated that teaching opportunities would be the same in the 1993-94 school year. Beyond the majority response, the responses at all three grade levels tended toward worsening opportunities in the approaching school year.

### Minority Teacher Candidates

Changes in the number of minority candidates from the previous year were addressed for elementary, middle, and secondary positions. At each grade level, the majority of responses showed no change in the number of candidates. At the elementary level nearly 49 percent indicated no change; in the remainder of the responses, slightly more divisions indicated decreases than increases. At the middle school level, nearly 58 percent of school divisions indicated no change. The number of divisions indicating a decrease was nearly the same as at the elementary level, but fewer divisions indicated an increase in minority candidates at the middle school level. At the secondary level, approximately 54 percent of the divisions indicated no change in the number of minority candidates and 33 percent indicated a decrease.

### Teacher Supply and Demand

The supply and demand portion of the survey addressed 44 teaching endorsement areas, three teaching levels and several administrative positions. Respondents were asked to indicate whether there was a considerable shortage, slight shortage, balanced field, slight surplus, or considerable surplus in each endorsement area. Respondents were also given the option of indicating that an endorsement was not applicable in that division.

### Teaching Levels

Over 30 percent of the divisions responded that a balanced field of candidates was available for positions in middle and secondary education. However, approximately 50 percent indicated some level of surplus. For early education, only 11 percent of the divisions indicated a balanced field. Sixty percent indicated a considerable surplus in this area and another 26 percent indicated a slight surplus.

### English Language

Four endorsement areas related to English language were surveyed: English, speech, theater arts, and journalism. All areas except English had a balanced field. Over 73 percent of divisions indicated slight or considerable surpluses in English.

## Foreign Language

With the exceptions of French, Spanish, and Latin, the majority of school divisions reported that positions for foreign languages do not apply in that division. These languages included Italian, German, Russian, Oriental languages, and Chinese which are not required course offerings and are offered in a limited number of divisions. English as a Second Language is also not applicable in a number of divisions where no students require services. Approximately 38 percent of the divisions indicated balanced fields for French and Spanish, while over 40 percent of the divisions indicated some shortage. Fewer divisions indicated a balanced field in Latin and over 50 percent indicated shortages.

## Health and Physical Education

In both health and physical education, 50 percent or more of the divisions indicated a considerable surplus and nearly 75 percent indicated some level of surplus.

## Mathematics

A majority of divisions indicated balanced fields in mathematics and general mathematics. For mathematics, the balance of responses were evenly divided between surpluses and shortages. For general mathematics, the balance of responses tended to show surpluses.

## Music and Art

Over 45 percent of the divisions indicated the supply relative to demand was balanced for vocal and instrumental music teachers. Some level of surplus was most frequently indicated by the remaining school divisions. The patterns for art education were similar to the patterns for music education. Thirty-nine percent of the divisions reported a balanced field and more of the remaining divisions indicated surpluses than shortages.

## Sciences

Patterns of supply and demand were not consistent across the science endorsements surveyed. Two areas, biology and general science, were reported as having balanced fields for teaching positions by over 50 percent of divisions. The remaining responses for biology tended toward a surplus, while the responses for general science tended toward a shortage. Over 60 percent of the divisions reported slight or considerable shortages in chemistry, earth and space science, and physics. The majority reported slight shortages in these areas.

## Social Studies

Social studies is the most severe area of over supply. Nearly 73 percent of divisions reported considerable surpluses and an additional 17 percent reported slight surpluses. No divisions reported any shortage.

## Vocational Education

Different patterns of supply and demand were reported for the seven endorsements that can be classified as vocational education. Balanced fields were indicated most often for business, marketing, and home economics. The remaining responses tended toward surpluses in business and marketing and were evenly divided between surpluses and shortages in home economics. The majority of divisions indicated some level of shortage for technology education. For trade and industrial education, responses were evenly divided between a balanced field and the two levels of shortages. For health occupations, nearly 33 percent of the divisions indicated it was not taught and the same number of divisions indicated a balanced field. Approximately 35 percent of the school divisions indicated that agricultural education was not taught. Of the divisions indicating agricultural education as a teaching field, the majority perceived the fields in this area to be balanced.

## Special Education

Shortages were consistently reported in all areas of special education. In six of the eight areas, considerable shortages were reported by the largest number of divisions and slight shortages were reported by the most divisions for the other two areas. These areas with considerable shortages included emotionally disturbed, hearing impaired, severely and profoundly handicapped, preschool handicapped, speech-language disorders, and visually impaired. More divisions reported slight shortages for learning disabled and mentally retarded than reported considerable shortages. Additionally, very few divisions reported any level of surplus in any of the areas.

## Administrative Positions

Over 45 percent of the divisions reported balanced fields for elementary, middle, and secondary school principals and instructional supervisory personnel. Balanced fields were also most common among guidance counselors at all three levels. The remaining responses indicated that shortages are more prevalent than surpluses among guidance counselors. Approximately 35 percent of the divisions indicated balanced fields for school psychologists and visiting teachers, while almost 58 percent indicated some shortage.

### Driver Education

Driver education is an area in which surpluses were reported by over 55 percent of the divisions, with considerable surpluses reported by nearly 30 percent of divisions. Almost no divisions indicated shortages of driver education candidates.

### Other Instructional Personnel

A majority of divisions indicated a balanced field for library media specialists. Responses, however, indicated that shortages were more common than surpluses. Fields for developmental reading also tended to be balanced, with shortages occurring more often than surpluses. Slight shortages of reading specialists were reported by almost 38 percent of the divisions and 34 percent reported balanced fields for reading specialists.

### Other Comments Concerning Supply and Demand

Respondents were given the opportunity to comment on any other issues concerning supply and demand. Several rural divisions noted that teacher recruitment was difficult. Another factor causing difficulty was low salaries relative to surrounding divisions. Some divisions stated that proximity to a school of education enhanced recruitment and provided plentiful applicant pools.

The national and state research supports the conclusion that a critical shortage of teachers does not currently exist in all discipline areas. In Virginia, teacher shortages occur in all areas of special education, chemistry, physics, earth and space science, foreign languages, and technology education. Additionally, school divisions in rural areas have noted difficulty in teacher recruitment and retention.

The number of women educators grew between 1988 and 1992; however, the number of male educators declined. In 1992, 78 percent of all elementary and secondary educators in Virginia were women. Only 193 male full-time teachers in grades 1-3 were employed in Virginia schools in 1992.

African Americans are proportionally under-represented among some groups of teachers. Between 1988 and 1992, the number of African American educators declined by 3 percent and accounted for 16 percent of all educators.

## CHAPTER 3

### ALTERNATIVE ROUTES TO LICENSURE

Historically, alternative routes to licensure were associated with teacher shortages. However, in recent years many states have developed programs to attract talented individuals with degrees and experiences in other fields to the teaching profession. Alternative routes give school divisions flexibility in employment and allows them to bring talented individuals, experts, and career switchers who were not trained in an approved program as teachers into the classrooms.

In the document Alternative Teacher Certification: A State-by-State Analysis conducted by the National Center for Education Information (NCEI) eight distinctive classes, ranging from issuing "some type of emergency certificate or waiver which allows the individual to teach...while taking the traditional teacher education courses" to programs designed by institutions of higher education are classified as alternative routes to licensure.

NCEI further reports:

By 1995, the number of states reporting they were implementing an alternative certification for teachers had risen to 40, plus the District of Columbia. ...Growing numbers of governors, state commissioners of education, deans of education and other political and educational leaders are stepping forward in favor of some type of alternative certification. The value of alternate routes is also recognized by local school administrators, school board presidents, parents of school children, and the general public as a means of improving America's educational system. Surveys conducted by NCEI in 1987 and 1988 showed that 85 percent of school board presidents, 82 percent of superintendents, 77 percent of public school principals and 88 percent of private school principals favored alternative teacher certification routes for bringing persons who already have at least a bachelor's degree in a field other than education into teaching. The 1990 NCEI survey of teachers showed that more than half (56 percent) of public school teachers and 68 percent of teachers in private schools agreed that recruiting adults who have experience in careers other than teaching would improve America's educational system. (1995, pp 25-34)

Virginia offers classifications of alternative routes to licensure through employment or through an approved teacher preparation program. The first route, which requires employment in a Virginia public school division, is available through the licensure regulations for school personnel. This route is available to individuals who seek teaching endorsements in kindergarten through grade 12. An individual seeking a provisional license through this route must have earned a baccalaureate degree in the arts and sciences from an accredited institution of higher education and have met endorsement requirements for the specific teaching area. During the three-year provisional period of the license, the individual must satisfy the following requirements:

1. successfully complete the professional teacher's assessment requirement (National Teacher Examinations (NTE) Core Battery tests and a Subject Area assessment);

2. professional studies coursework, 15 semester hours--including human growth and development, curriculum and instructional procedures, foundations of education, and reading, or an alternative plan to the formal coursework developed by the local school division and approved by the Superintendent of Public Instruction; and
3. student teaching or one year of successful, full-time teaching experience during the provisional period of the licensure (A licensed, experienced teacher must be available to assist the teacher.).

A survey was conducted to obtain information regarding the number of individuals employed in the 1994-95 school year and the route in which the individuals were licensed. In addition, the survey requested information concerning the number of teachers dismissed due to poor performance and the number of those individuals who were licensed via the alternative route. Approximately 85 percent of the school divisions responded to the survey, and the results are summarized in the following chart:

TEACHERS HIRED AND DISMISSED IN THE 1994-95 SCHOOL YEAR	
Information Requested	Number of Teachers
Number of Teachers Employed by School Division	72,019
Number of Newly Hired Teachers	6,827
Number of Beginning (newly hired without teaching experience) Teachers*	3,459
Number of Beginning Teachers Who Completed a Virginia Approved Program*	1,924
Number of Beginning Teachers Who Completed an Out-of-State Approved Program*	938
Number of Beginning Teachers Initially Licensed Through the Alternative Route to Licensure	394
Number of Teachers Dismissed Due to Poor Performance	76**
Number of Teachers Dismissed Due to Poor Performance Initially Licensed Via the Alternative Route to Licensure	8
* Certain respondents indicated data in these categories was not available. ** This figure does not include those teachers who voluntarily left the teaching profession or who were counseled out of the profession due to poor performance.	

#### Summary

- ✧ 5.7 percent of the newly hired teachers in Virginia were licensed via an alternative route to licensure.
- ✧ 76 teachers were dismissed due to poor performance; 68 of those individuals completed a teacher education program, and 8 individuals were licensed via the alternative route to licensure.
- ✧ Approximately one-fourth of the teachers employed who were licensed via the alternative route were assigned to teach special education. Approximately 10 percent were employed in foreign language. Four percent were assigned to teach science, and 6 percent were employed to teach technology education.

## Collegiate Alternative Routes to Licensure

Virginia colleges and universities may also modify their approved teacher preparation programs to accommodate individuals with experience in other areas. Additionally, four institutions have designed programs specifically to address the needs of individuals. Examples of those programs are described below:

### Marymount University

Teaching as a New Career for Military Personnel (TNCMP) is a program that has been initiated by the military to utilize the skills of the people who are completing military service. The program at Marymount University is one example of the type of programs that have been developed to meet the special needs of the military personnel as they prepare to make a career change to enter the teaching profession full time. Upon successful completion of the admissions requirements, students are eligible to enter the graduate program in one of two areas. The Nursery/Kindergarten-Eighth Grade Program leads to licensure as well as the Master of Education degree. The Secondary Program allows the candidate who has the appropriate Bachelor of Arts or Bachelor of Science to obtain licensure in one of the following areas: biology, chemistry, physics, social studies, or business/data processing and obtain a master's degree.

### Virginia Wesleyan College's Career Switcher Program

The program at Virginia Wesleyan College, which is a modification to the approved restructured teacher preparation program, is offered in many of the teaching areas in the public schools. The unique feature is that it was designed for military retirees, especially for naval officers expressing interest in teaching. The program includes essentially the same coursework and clinical/field experiences required for traditional graduates.

### FAST-TRAIN

FAST-TRAIN (Foreign Affairs Spouses Teacher Training Program) is a project established in 1990 to train spouses of military employees to teach in overseas schools. Individuals enrolled in the program are also assisted in their search for employment overseas. The program, sponsored by the Office of Overseas Schools and approved by the Department of Education, is administered by George Mason University in Fairfax, Virginia. The criteria for admission include: being a spouse of a foreign service or other official traveling abroad, a bachelor's degree, three letters of recommendation, a 2.75 grade point average in the last two years of undergraduate study, and a commitment to becoming a teacher in international schools. Graduates of the program will complete specific general studies prerequisites and a professional studies sequence at George Mason University that is consistent with the requirements of the institution's approved restructured teacher preparation program.

### Old Dominion's Military Transition Program

The Old Dominion's Military Transition Program was established to (1) train senior enlisted personnel and officers that will be retiring or separating from the military to become teachers, (2) provide counseling and advising to military personnel as they make the transition from one career into another; (3) train career military personnel to become teachers and to assist them in making the transition to the classroom; and (4) provide placement and credential seminars to assist the candidates as they prepare to seek teaching positions. All teacher candidates are senior enlisted personnel and officers and must possess either a Bachelor of Arts or Bachelor of Science degree. Upon successful completion of the program (36-56 graduate hours), the students will have earned a master's degree in general education and will be eligible for licensure. The program advises prospective students primarily in critical shortages areas, such as special education and science.

### Project SOAR

From 1992 to 1995 the Department of Education, through a contract with the University of Virginia, Continuing Education Division, has piloted a field-based special education endorsement program, titled "Stretch Out And Reach for a New Career in Special Education" (Project SOAR). This program was developed and implemented in response to a long-standing need for special education teachers in Virginia.

Project SOAR is a noncollege credit special education training program designed to include: (1) utilization of distance learning and technology for endorsement training; (2) training intact cohort groups as reflective practitioners; and (3) delivering training through a partnership among the local school divisions, institutions of higher education, and the Virginia Department of Education utilizing content experts and field-based practitioners.

Project SOAR's curriculum provides special education endorsement training to participants through a fully integrated approach. All Project SOAR participants have been assigned to special education classrooms in Virginia but, even though licensed, do not hold the appropriate endorsement in special education.

During the pilot phase, approximately 175 teachers completed the two-year course of study and earned endorsement in one or more categories of special education -- Learning Disabilities (LD), Mental Retardation (MR), and/or Emotional Disturbance (ED). Plans are under way to develop a long-term program after the Project SOAR pilot program ends so that school divisions may continue to have a field-based alternative endorsement program available for their teachers.



## Summary

In summary, approximately 6 percent of teachers (500 of the 8,000 teachers licensed each year) are trained through an alternate route to licensure. These routes include Board of Education-approved teacher preparation programs modified to accommodate individuals with experience in other areas; programs designed by institutions of higher education to address the needs of individuals; and the alternative route to licensure set forth in the licensure regulations for individuals who have met specific requirements (baccalaureate degree in arts and sciences and endorsement requirements) and who have been offered employment in a Virginia school division.

Approval of alternative programs developed at institutions of higher education or modifications to existing approved teacher preparation programs should address shortage teaching areas only. Institutions of higher education will also be encouraged to focus existing alternative teacher preparation programs on critical shortage areas.

## CHAPTER 4

### RECONSTITUTION OF THE VIRGINIA TEACHING SCHOLARSHIP LOAN PROGRAM AND DEDICATION OF FINANCIAL AID FOR HIGHER EDUCATION LEADING TO LICENSURE

Beginning in 1984, the General Assembly funded a scholarship loan program in an effort to alleviate teacher shortages and recruit talented students. The program provided financial assistance to full-time students in the junior year and beyond who had attained a grade point average of 2.7 or better and who were enrolled in a state-approved teacher preparation program in a shortage area. The award of \$2,000 was for two semesters (\$1,000 per semester) and could be forgiven with full-time teaching in the public schools of Virginia. The teacher shortage areas first identified were mathematics and the sciences.

In 1987, the Department of Education surveyed school divisions to determine the difficulties school divisions were experiencing employing endorsed personnel. During that year, the shortage areas were expanded to include foreign languages and special education. In 1989, the following areas were added: minorities to teach in any content area, and those willing to teach in designated rural areas in any discipline area. The area of early childhood education was added in 1990. Shortage areas for 1993 included: special education, early childhood education, earth and space science, and selected foreign languages (Arabic, Chinese, Japanese, and Russian).

Students repaid the scholarship loan by teaching in Virginia's public schools one semester for each \$1,000 awarded. Substitute teaching, or teaching in a private school, was not accepted for repayment. Part-time teaching was accepted if the individual taught at least 80 percent of the time under contract.

Postponement of repayment could be requested by the loan recipient in writing for reasons shown on the promissory note -- maternity reasons or for study for a master's degree after qualifying for a teaching license. Because the recipient may have been unable to secure employment after graduation, there was an option for the Council of Higher Education to approve a postponement for this purpose. Documentation of efforts to secure employment was to include letters from school divisions stating that although the person applied, no positions were available. Recipients were encouraged to contact up to ten school divisions and to go beyond their current living area if feasible. During any postponement, interest continued to accrue from the date of the note at the rate of twelve percent per annum.

The number of loans rose from 59 in 1984 to 323 in 1989. In 1991, budget constraints reduced the funding, and the program was discontinued. With the reduced funding, it was determined that priorities for funding included: students returning to complete previously approved preparation programs, students seeking endorsements in special education, and minorities.

Many states have designed financial incentives and other programs to assure that a talented pool of prospective teachers is available for documented critical shortage areas. Currently, Virginia does not offer such a program of financial incentives for individuals to seek teaching as a career.

The Virginia Teaching Scholarship Loan Program should be reinstated. Funding requested to restore the Scholarship/Loan Program during the 1996-98 biennium follows:

<u>1996-98 Biennium</u>	
1996-97 year	\$600,000
1997-98 year	\$600,000

The debt-reduction loans resulting from this funding request would be used to provide 100 grants per year at a maximum of \$6,000 per recipient for each year of the biennium. The scholarship/loan is intended to off-set the cost of tuition for professional studies coursework completed by the prospective teacher. Upon graduation from an approved program and employment in a critical shortage area, \$2,000 would be forgiven for each year a recipient teaches in the public schools of Virginia.

The areas of teacher shortages may change; therefore, the Department of Education will periodically report the areas of shortage. Scholarships would be available only to individuals entering critical shortage areas, currently designated as special education (speech pathology, hearing impaired, visually impaired, emotionally disturbed, severely and profoundly handicapped, preschool handicapped, learning disabilities, and mental retardation); chemistry; physics; earth and space science; foreign languages; and technology education. Males enrolled in programs to teach elementary or middle school and minorities in all teaching areas would also be eligible for nomination for the scholarship loans. Eight scholarships, one for each of the eight Superintendent of Public Instruction's regional study groups, would be earmarked for students who have participated in Virginia Future Educators of America Clubs and who plan to teach in a critical shortage area.

## CHAPTER 5

### PROGRAMS TO CREATE INTEREST AMONG STUDENTS IN TEACHING CAREERS

"Teaching's Next Generation - A National Study of Precollegiate Teacher Recruitment," conducted by Recruiting New Teachers, Inc., August 1993, to identify, classify, and analyze the range of precollegiate teacher recruitment programs in operation across the nation revealed several significant conclusions relative to future educator initiatives. Drawing on literature reviews, data collection and site visits, the study concluded that precollegiate teacher recruitment programs show clear promise as critical contributors to the creation of a new, more diverse, and more professional cohort of teachers for America's schools. It noted strengths and weaknesses of five distinct program models: teaching magnets and academies, curricular programs, institutes and workshops, extracurricular clubs, and career awareness activities.

The study also identified nine conditions for successful programs. These are offered as a yardstick for program development and include elements such as: "connectedness," "apprenticeship-style" activities, adequate support for staff, high expectations for students, clear admission requirements and participation criteria, sufficient resources to enable student participation and matriculation into college, modeling an evolving concept of the teaching profession, sufficient attention to rigorous evaluation, and long-term commitment at all levels.

The Recruiting New Teachers' study, as well as others, show that career choices are often made at a much younger age than previously thought, and that teachers have a persuasive role in determining whether a young person enters the teaching profession. Programs that attempt to recruit teachers at an early age send strong messages emphasizing the importance, influence, and intellectual complexity of teaching. Two such programs are the Future Educators of America (FEA) and "Be Someone Special! Choose a Career in Special Education" project.

#### Future Teachers of America

The Department of Education conducted a survey in 1993 to assess the interest of school personnel in establishing and enhancing Future Educators of America (FEA) Clubs throughout the state. As a result of that survey, the Advisory Board on Teacher Education and Licensure sponsored the first statewide FEA workshop in May 1994. Seventy-six participants, representing school divisions across the state, expressed their strong support for a statewide initiative to promote FEA Clubs in Virginia. As a result of the workshop, a statewide steering committee was created composed of the following membership:

#### Regions

Region I:	Carol J. Stevens, Hanover County Schools
Region II:	Cheryl Askew, Virginia Beach City Schools (CHAIR OF THE STEERING COMMITTEE)
Region III:	Connie Marable, King William County Schools
	Veronica A. Strother, Middlesex County Schools
Region IV:	Ella S. Hopson, Loudoun County Schools
	Stasia Whitacre, Loudoun County Schools
	Ed Steele, Loudoun County Schools
Region V:	Deborah White, Campbell County Schools

Region VI: (currently vacant)  
Region VII: Evelyn Beamer, Galax City Schools  
Region VIII: Margaret L. Warren, Amelia County Schools

Advisory Board on Teacher Education and Licensure - Eileen Akers, Charlottesville City Schools  
Institutions of Higher Education - Charles Heuchert, University of Virginia  
Virginia Education Association - F. Edward Boggs, Director of Uniserv  
FEA Club Sponsor - Eunice McMillan, Portsmouth City Schools  
Student Virginia Education Association - Andrew D. Kiser, SVEA  
Department of Education Staff - Thomas A. Elliott, Jo Read, Patty Pitts, and Marjorie Beauregard

The Virginia Steering Committee met for the first time in July 1994 and began plans for establishing new clubs, energizing established clubs in Virginia, and creating a network for communication among clubs.

The purpose of the steering committee is to encourage programs to create an awareness of the teaching profession generally; expand the pool of potential minority teachers; raise the quality of students entering teaching careers; attract the attention of students interested in teaching as a career; address the projected shortage areas of teachers; and provide academic intervention, such as tutoring, for at-risk students.

In December 1994, the Department of Education awarded a \$2,000 grant to each region to create regional advisory groups and implement regional activities. Statewide initiatives for 1995 include:

- \* establishing an advisory group in each region to include representation from at least the following areas: Uniserv director, college/university representative, interested participants from the initial statewide FEA workshop, and the Department of Education regional field representative;
- \* meeting with the advisory group for the purpose of providing a status report on the activities of the statewide steering committee and to plan regional activities to promote FEA clubs in that region of the state;
- \* developing and implementing a regional activity in 1995 with the assistance and guidance of the advisory group for each region;
- \* developing a brochure to promote Future Educators of America clubs; and
- \* planning a second statewide FEA conference.

Activities are under way in the regions and interest in the Future Educators of America Clubs is growing. The Board of Education, the Department of Education, and the Advisory Board on Teacher Education and Licensure have continued their commitment to strengthen this statewide program, but at the regional level. The Steering Committee will be working in the near future to assess the short- and long-term impacts of this initiative.

## "Be Someone Special! Choose a Career in Special Education" Project

In 1995, the Virginia Department of Education awarded a grant to the Virginia Institute for Developmental Disabilities (VIDD) to develop regional teams for special education professionals to promote interest among pre-collegiate and entry-level college students in working with students with disabilities. This project titled, "Be Someone Special! Choose a Career in Special Education," is designed to assist school divisions in developing a pool of personnel for future special education staffing needs.

Through this project, a four-person team of special education and related service personnel will be formed in each of the eight superintendent's study regions to make direct contact with groups of young people. The focus of these contacts will be to increase students' awareness of disabilities and the expanding job market for teachers, therapists, and others who are employed in special education. Information on college programs and financial assistance also will be provided. Employing agencies will receive a \$350 mini-grant to cover costs such as substitute pay and travel associated with an employee's participation on a regional team. Team members will receive a \$700 stipend for the first year of the project. Training will be conducted this summer for participants. This project is a companion to the Future Educators of America project sponsored by the Office for Teacher Education and Licensure.

### A University Model

With the decline in the number of minorities and males entering the teaching profession, the University of Virginia expanded the South Carolina Teacher Cadet program for recruiting students into teaching to implement a program at the University of Virginia. The DeWitt Wallace/Reader's Digest Fund provided pilot funding. The program was negotiated for a three-year period (1990-93) in the amount of \$288,000, and 116 students participated in it.

The DeWitt Wallace/Reader's Digest fund provided not only money to support the program, but also to give scholarships to students entering teacher preparation programs. Even though the pilot program has been completed, money will be available from the program to provide scholarships to students through 1998. The scholarships range from \$1,000 to \$4,000 per year for four years, and possibly five years if the student is enrolled in the five-year program.

The curriculum is a revised version of the South Carolina Teacher Cadet curriculum and includes three major units - the teacher, the teaching profession, and the school. The most intriguing part of the course was when the cadets spent several weeks in the elementary, middle, and high schools to observe, tutor, and teach.

Four teacher cadet classes were established in the three local high schools -- Albemarle High School, Western Albemarle High School, and Charlottesville High School. They represent an urban school with a 41 percent minority population and two county schools, one with a minority population of 18 percent and the other with 11 percent.

The high schools' administrators selected the four teacher cadet teachers based upon each teacher's successful experience in teaching, their popularity with the students, enthusiasm for the profession, and a willingness to participate in the program. Each teacher spent one class period per day in the teacher cadet class which was part of the master high school class schedule.

Students entered the program after being self- or teacher-nominated; each student had a teacher's recommendation and should have had a GPA of B or better. Student's received a one-hour elective credit for the academic year. The teachers made a special effort to recruit minority and male students into the program.

### Summary

These three programs, Future Teachers of America and "Be Someone Special! Choose a Career in Special Education" Project, and the University Teacher Cadet Program are designed to create an awareness of the teaching profession generally, expand the pool of potential minority teachers, raise the quality of students entering teaching careers, attract the attention of students interested in teaching as a career, and address the projected critical shortage areas in teaching. These programs should be continued, and an evaluation of the programs should be conducted to determine the degree to which the programs are contributing to the pool of teachers in critical shortage areas.

## CHAPTER 6

### CONCLUSIONS

National and state research supports the conclusion that a critical shortage of teachers does not currently exist in all disciplines in public schools; however, research does show that a critical shortage of teachers exists in selected teaching areas. In Virginia, teacher shortages are most acute in all areas of special education -- speech pathology, hearing impaired, visually impaired, emotionally disturbed, severely and profoundly handicapped, preschool handicapped, learning disabilities, and mental retardation. Other shortage areas, though less severe, in Virginia include chemistry, physics, earth and space science, foreign languages, and technology education. Also, minorities and men are proportionally under-represented in the teaching profession in the nation and in Virginia.

Programs to increase the pool of teachers must focus on these critical shortages. To enhance the pool of licensed teachers in these priority areas, the following strategies are recommended.

#### Reconstitution of the Virginia Teaching Scholarship Loan Program

The Virginia Teaching Scholarship Loan Program should be reconstituted. Funding to restore the Scholarship/Loan Program during the 1996-98 biennium follows:

YEAR	Number of Scholarships	Cost
1996-97	100	\$600,000
1997-98	100	\$600,000
1996-98 Biennium	200	\$1,200,000

The debt-reduction loans resulting from this funding request would be used for 100 grants at a maximum of \$6,000 per recipient each year of the biennium. The scholarship/loan would be awarded to offset the cost of tuition for the 18 semester hours of professional studies coursework completed by the prospective teacher. The Board of Education requires individuals preparing to become a teacher to complete an arts and sciences degree at the undergraduate level with a maximum of 18 hours of professional studies, excluding field experiences.

Candidates nominated by colleges and universities will be considered for the debt-reduction scholarship loans if enrolled in a state-approved teacher preparation program in one of the identified critical shortage areas in Virginia. Upon graduation and employment in a critical shortage area, \$2,000 would be forgiven for each year a recipient teaches in the public schools of Virginia.



Institutions of higher education in Virginia would nominate students at the third-year level (junior) through graduate school who have attained a grade point average of at least 2.7 and are enrolled in approved special education, chemistry, physics, earth and space science, foreign languages, or technology education programs. Males enrolled in programs to teach elementary or middle school and minorities in all teaching areas would also be eligible for nomination for the scholarship loans. Since the areas of teacher shortages may change, the Department of Education will report periodically on the critical shortage teaching areas in Virginia.

### Alternative Routes to Licensure

Action is not needed to implement additional alternative routes to initial licensure to increase the pool of teachers; however, existing alternative routes to licensure in Virginia should be continued. Approximately six percent of teachers (500 of the 8,000 teachers licensed each year) are trained through an alternate route to licensure. These routes include Board of Education-approved teacher preparation programs modified to accommodate individuals with experience in other areas; programs designed by institutions of higher education to address the needs of individuals; and the alternative route to licensure set forth in the licensure regulations for individuals who have met specific requirements (baccalaureate degree in arts and sciences and endorsement requirements) and who have been offered employment in a Virginia school division. It is recommended that further approval of alternative programs developed at institutions of higher education or modifications to existing approved teacher preparation programs must address shortage teaching areas only.

### Economic Incentives

In Virginia, local school officials are responsible for employing instructional personnel. Local school boards in Virginia must be encouraged to explore and implement incentives for teaching in critical shortage areas.

### Enhancing Statewide Initiatives to Encourage Middle School and High School Students to Teach in Critical Shortage Areas

The purpose of the Future Educators of America Program is to encourage programs designed to create an awareness of the teaching profession generally; expand the pool of potential minority teachers; raise the quality of students entering teaching careers; attract the attention of students interested in teaching as a career; address the projected shortage areas of teachers; and provide academic intervention, such as tutoring, for at-risk students.

The work of the statewide Future Educators of America (FEA) Steering Committee established in 1994 in Virginia should be continued and supported. The Board of Education, the Department of Education, and the Advisory Board on Teacher Education and Licensure have continued their commitment to strengthen this statewide program at the regional level. The \$2,000 grants provided in 1994-95 to each region by the Department of Education to be used as seed money for regional activities should be continued.

Virginia's Future Educators of America (FEA) Steering Committee will continue to focus on enhancing the interest of middle school and high school students to teach in critical shortage areas. Strategies to be developed by the steering committee include investigating foundation funding sources for programs, such as the teacher cadet program; sponsoring regional activities and statewide workshops and training sessions; and developing active regional advisory groups.

Additionally, the Virginia Department of Education has awarded a grant from federal funding to the Virginia Institute for Developmental Disabilities (VIDD) to develop regional teams for special education professionals to promote career awareness among pre-collegiate and entry level college students. This project titled, "Be Someone Special! Choose a Career in Special Education," is designed to assist school divisions in developing a pool of personnel for their future special education staffing needs.

School divisions should be encouraged to review long-term strategies to recruit and retain teachers in critical shortage areas. The "Be Someone Special! Choose a Career in Special Education" project can be used as a vehicle to promote career awareness among middle and high school students in working with students with disabilities.

#### Reduction of Teaching Endorsements

The Licensure Regulations for School Personnel that became effective July 1, 1993, include approximately 66 independent teaching areas. The restructured teacher education programs of 1990 also allow for further areas of endorsement through the approved program approach to licensure. The Board of Education requested the Advisory Board on Teacher Education and Licensure to study this issue and make a recommendation to reduce the number of endorsements in Virginia. The Advisory Board, in its annual report, presented a framework to begin a year-long process to develop specific licensure requirements to reduce the number of teaching areas, thereby significantly eliminating categorical endorsements.

One purpose of the reduction of teaching areas is to streamline the current list of 66 endorsements by combining the categorical requirements into more generic endorsement areas. For example, Virginia currently offers eight categorical endorsements in special education. Many states offer a generic special education endorsement, allowing more flexibility in employment and a broader scope of collegiate preparation. Reducing endorsements in special education and many of the other teaching areas will have a positive impact on reducing teacher shortages in critical areas and improve staffing of local school divisions.

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## **APPENDICES**

**House Joint Resolution 628**

**Members of the Ad Hoc Committee on Teacher Education**

# GENERAL ASSEMBLY OF VIRGINIA -- 1995 SESSION

## HOUSE JOINT RESOLUTION NO. 628

*Requesting the Board of Education and the State Council of Higher Education for Virginia to study ways to relieve critical teacher shortages.*

Agreed to by the House of Delegates, February 4, 1995

Agreed to by the Senate, February 21, 1995

WHEREAS, the Interim Report of the Governor's Commission on Champion Schools recognized that there are continuing shortages of teachers in certain fields and in certain geographic areas, and there are also shortages of males and minorities in the profession; and

WHEREAS, the Virginia Department of Education has documented critical shortages in the licensure areas of special education, science and mathematics, and selected foreign languages, and of minority teachers and teachers for rural areas in all licensure areas; and

WHEREAS, the percentage of minority students in the public schools of Virginia is increasing at a rapid rate while the percentage of minority teachers is decreasing; and

WHEREAS, the number of minority students preparing to teach is far below what would be needed to replace the minorities who are retiring or resigning from teaching; and

WHEREAS, the cost of becoming a teacher has increased significantly in recent years; and

WHEREAS, funding for the Virginia Teaching Scholarship Loan program has been reduced gradually from \$750,000 in 1987 to zero in the current biennium; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Board of Education and the State Council of Higher Education for Virginia be requested to study ways to relieve critical teacher shortages. The Board and the Council, in collaboration with the Advisory Board on Teacher Education and Licensure, are requested to identify ways to relieve teacher shortages in critical areas, including, but not limited to (i) approval of alternative routes to licensure for persons who change careers and for paraprofessionals, (ii) reconstitution of the Virginia Teaching Scholarship Loan Program as a more effective and efficient debt reduction program, (iii) dedication of financial aid for higher education that will lead to teacher licensure, and (iv) high school programs to create interest among students in teaching careers, especially in geographic and specialty shortage areas.

The Department of Education shall provide staff support for the study. All agencies of the Commonwealth shall provide assistance, upon request.

The Board of Education and the State Council of Higher Education for Virginia shall submit their findings and recommendations to the Governor and the 1996 Session of the General Assembly as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

## **MEMBERSHIP OF THE AD HOC COMMITTEE ON TEACHER EDUCATION**

The Ad Hoc Committee on Teacher Education consists of representatives from the Board of Education and the State Council of Higher Education in Virginia (SCHEV); the director of the State Council of Higher Education; the Superintendent of Public Instruction; the Virginia Teacher of the Year; and a representative from the following organizations: the Virginia Association of Colleges for Teacher Education (VACTE); the Association of Teacher Educators in Virginia (ATE-VA); the Advisory Board on Teacher Education and Licensure (ABTEL); the Council of Independent Colleges in Virginia (CICV); the Virginia Education Association (VEA); the Virginia School Boards Association (VSBA), and the Virginia Association of School Superintendents (VASS). Participants include:

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