



# COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. Box 2120

Richmond, Virginia 23218-2120

**BILLY K. CANNADAY, JR., Ed.D.**

Superintendent of Public Instruction

Office: (804) 225-2023

Fax: (804) 371-2099

January 3, 2007

The Honorable Timothy M. Kaine  
Governor of Virginia  
Patrick Henry Building, 3<sup>rd</sup> Floor  
1111 East Broad Street  
Richmond, Virginia 23219

Members of the General Assembly of Virginia  
Patrick Henry Building, 3<sup>rd</sup> Floor  
1111 East Broad Street  
Richmond, Virginia 23219

Dear Governor Kaine and Members of the 2007 General Assembly:

I am pleased to submit the Department of Education's report on critical shortage teaching areas for the 2006-2007 school year pursuant to Item 132 of Chapter 3, 2006 Acts of Assembly, Special Session I. The language in the appropriation act states that the Department shall report annually on the critical shortage teaching areas in Virginia.

If you have questions or require additional information relative to this transmittal, please do not hesitate to contact me at (804) 225-2023.

Sincerely,

A handwritten signature in cursive script, appearing to read "Billy K. Cannaday, Jr.", written in dark ink.

Billy K. Cannaday, Jr.

BKCr/jyc

Enclosure

*State of Virginia Critical Shortage Teaching Endorsement Areas*

*for*

*2006-2007 School Year*

**Prescribed Methodology for Determining Critical Shortage Teaching Endorsement Areas  
in Virginia**

Overview:

The **Appropriation Act (2006 Virginia Acts of Assembly, Chapter 3, Special Session I, Item 132)**, requires the Department of Education to report annually to the General Assembly on the critical teaching shortage areas in Virginia. In response to this requirement, data were obtained from the Supply and Demand Survey for School Personnel sent by the Department of Education to each of Virginia's school division superintendents in June 2006, to determine qualifications for teachers and administrators. Information requested on the survey was based on school data reports as of October 1, 2005. These data will be used to determine 2006-2007 critical shortage teaching endorsement areas in Virginia. The Department contracted with Research Dimensions, Inc. (RDI), a Richmond-based organization, to analyze the results of the survey data. Designation of critical shortage areas is based on those analyses.

In Virginia, "critical shortage" may be defined in two ways: (1) shortages by subject matter as designated from the top 10 academic disciplines identified in an annual survey of school divisions; or, (2) a school personnel vacancy for which a school division receives three or fewer qualified candidates for a position. Determination of critical shortages in specific teaching endorsement areas and their rankings are dependent on the method of calculation used. As such, specific shortage areas identified will differ among school divisions (i.e., geographic regions) and statewide analysis of subject matter designations.

The 2006-2007 top 10 critical shortage teaching endorsement areas identified statewide were determined based on method number two as noted above and prescribed methodology for designation of teacher shortage areas outlined by the U.S. Department of Education. The process for determination of these areas has been completed in accordance with requirements outlined in *Enclosure A, Proposed Teacher Shortage Area Designation Submission Checklist*, received from that office. The top ten critical shortage teaching endorsement areas will be reported to the Virginia Retirement System and will be used to determine candidate eligibility for the 2006-2007 Virginia Teaching Scholarship Loan Program. Endorsement areas were ranked according to the most severe academic teaching shortage areas.

The ranking is based on an aggregation of the total number of unfilled positions (for vacancies with three or fewer applications) received in special education, foreign languages, and middle education grades six through eight. The teaching areas of career and technical education were not aggregated. A total of 38 administrative and teaching areas were taken into account to determine the top 10 critical teaching shortage area assignments.

Methodology:

Data analyses include calculated rankings from the total number of school personnel vacancies for which a school division received three or fewer qualified candidates as of October 1, 2005, as reported in the 2005-2006 Supply and Demand Survey for School Personnel. All 132 school divisions responded to the survey. Respondents reported a total of 1,295 unfilled positions and 516 vacancies for which three or fewer qualified candidates were reported. Additionally, a total of 96,383 full-time equivalent (FTE) teaching positions as of October 1, 2005, were reported. The percentage of FTE teaching positions for all rankings is less than the 5 percent limit allowed by the U. S. Department of Education. Rankings were totaled and the resulting sum ranked to determine teaching area shortages. This approach reflects both the absolute shortage as well as the relative shortage of each teaching endorsement area.



**2006-2007 Top 10 Critical Shortage Teaching Endorsement Areas in Virginia**

The following represent the top 10 critical shortage teaching endorsement area assignments for 2006-2007:

1. Special Education (speech and language disorders; learning disabilities; emotional disturbance; severe disabilities; early childhood special education; hearing impairment; mental retardation; visual impairment)
2. Mathematics, 6-12 and Algebra I add-on endorsement
3. Career and Technical Education (business education; family and consumer sciences; trade and industrial education; technology education)
4. Elementary Education, preK-6
5. Foreign Language (Spanish, preK-12; French, preK-12)
6. Middle School, 6-8
7. Reading Specialist (Graduate level)
8. Earth Science
9. History and Social Science, 6-12
10. English