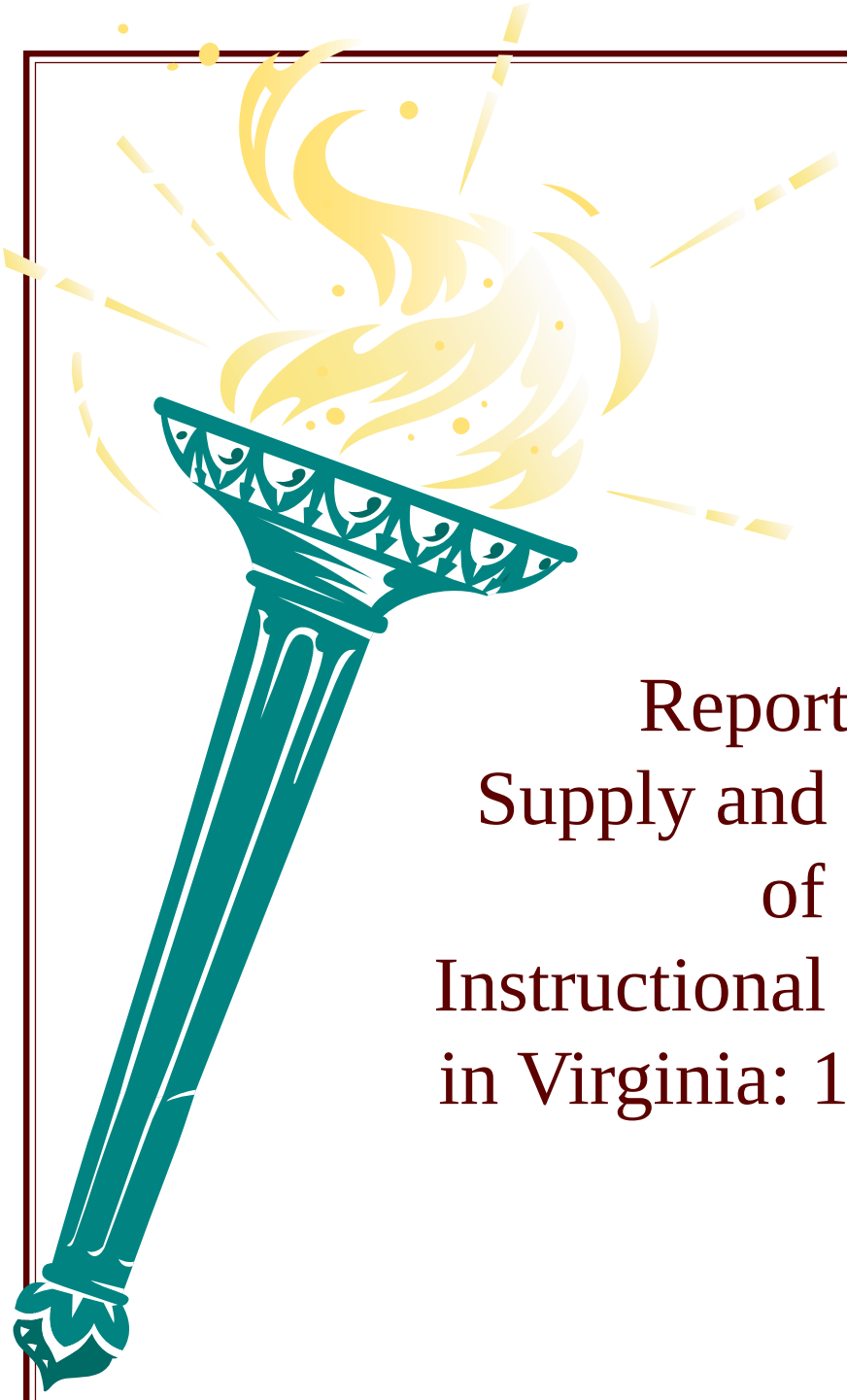

Report on Supply and Demand of Instructional Personnel in Virginia: 1999-2000

November 2000

Prepared by
Division of Teacher Education and Licensure
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120

INTRODUCTION

This publication is based on the reporting of data and perceptions of personnel administrators in the Virginia public school system during the 1999-2000 school year. The data reported are in response to a survey titled, *Virginia Public School Systems' Instructional Personnel Profile:1999-2000*. One hundred and twenty-six (95%) of the 132 divisions in the state responded to the October 22, 1999, survey instrument.

The Department of Education contracted with the Virginia Tech Center for Survey Research (CSR) to develop the survey instrument, administer the survey, and prepare the database of survey results. This report, *Supply and Demand of Instructional Personnel in Virginia: 1999-2000*, will provide a better understanding of the hiring trends, practices, and employment needs of the school divisions across the state. This study was limited to teachers and building administrators employed in public school divisions during the 1999-2000 school year. Supervisory and central office personnel in school divisions as well as teachers and administrators employed in nonpublic schools are not included in the study. Unless otherwise noted, all data presented in this publication are from the survey.

A special note of gratitude is extended to Sandra Dika, doctoral student in the Educational Research and Evaluation program at Virginia Tech, and Dr. Michael Perry, principal investigator, for their work in reviewing and compiling the survey results. This initial survey, including its many challenges, will serve as a catalyst for establishing a framework for future data collection initiatives. The Board of Education, in response to House Bill 1404 that mandated the collection of data biennially for determining critical teacher shortage areas for the purpose of awarding teacher scholarships, indicated that this initiative will continue in the years to come.

As you review the data in this publication, please keep in mind that this report is an initial effort and that personnel in the Department of Education would appreciate receiving your suggestions for improvement. You may submit suggestions to Dr. Thomas A. Elliott, assistant superintendent, Division of Teacher Education and Licensure, P. O. Box 2120, Richmond, VA 23218-2120; telephone: (804) 371-2522; fax (804) 786-6759; E-mail address: telliott@pen.k12.va.us.

A MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

Jo Lynne DeMary

As Superintendent of Public Instruction, I commend the instructional personnel in Virginia for the outstanding job they do every day in meeting the needs of our students. Teaching is a noble and honorable profession that makes all other professions possible. In our great state, we are fortunate to have many hardworking and dedicated teachers and administrators who promote excellence and innovation in our schools. Nationally, and in Virginia, the issue of shortages has taken center stage for teachers and more recently for administrators. The survey results obtained by the Virginia Tech Center Survey for Research (CSR) indicate shortages are not critical across all teaching areas, but are specific to selected disciplines and geographic regions.

The projected number of new teachers needed for Virginia schools for 2000-2001, according to the survey, was 7,604. In contrast, Virginia colleges and universities were projected to graduate fewer than 4,000 teachers from their teacher preparation programs in 2000. Many of these graduates returned home to teach or declined to start a teaching career. Given the great disparity in the supply and demand of teachers, we appreciate recent actions of the Virginia Board of Education to enhance the pool of qualified personnel in our schools. Among the Board's initiatives are: (a) approving a resolution directing the establishment of a task force on the teaching profession in Virginia; (b) supporting a personnel position to work directly with alternative licensure and the career switcher programs; (c) supporting the Local Eligibility License; (d) mandating the alignment of teacher and educational leadership preparation programs with the Standards of Learning in Virginia colleges and universities; (e) supporting mentor teacher programs for beginning teachers; (f) continuing support for the teaching scholarship loan program; (g) establishing multi-routes to licensure; and (h) supporting a variety of recognition programs for teachers and school leaders.

I appreciate the work of all who contributed to this study. I am also grateful to the 37 colleges and universities with teacher preparation programs for their contributions in ensuring a quality education workforce for the students of Virginia.

TABLE OF CONTENTS

List of Figures

List of Tables

HIGHLIGHTS

HIGHLIGHTS

This publication is based on data reported and the perceptions of personnel administrators in the Virginia public schools in response to the *Virginia Public School Systems' Instructional Personnel Profile 1999-2000* survey. One hundred twenty-six (95%) of the 132 divisions responded. The Department of Education contracted with the Virginia Tech Center for Survey Research (CSR) to develop the survey instrument, administer the survey, and prepare a database of the results. The survey was distributed November 3, 1999. This study was limited to teachers and building administrators employed in public school divisions as defined for the purposes of this study. Supervisory and central office personnel in school divisions as well as teachers and administrators employed in nonpublic schools are not included in the study.

- The reporting school divisions identified 88,610 full-time equivalent (FTE) instructional positions in 1999-2000 of which 85,817 were classroom teachers. Of the 88,610 FTE instructional positions, 1,056 were filled with personnel unendorsed for the area in which they were assigned.

- Elementary (Pre-K-6) reported 27,025 FTE positions, with 95 positions filled by unendorsed personnel and 77 positions reported as unfilled.

- The most acute teacher shortages in Virginia continue to be in special education, science (physics/earth science), and mathematics.

- The eight special education endorsement areas combine to account for 122 of the 382 total unfilled FTE positions and 440 of the total 1,056 FTE positions filled with unendorsed personnel.

- Over time, the shortage of mathematics teachers has increased and is now identified as one of the most severe shortage areas in Virginia.

- The number of minority teachers in Virginia continues to decline. Females continue to dominate the teaching profession, especially in elementary education.

- The number of candidates completing teacher preparation programs in Virginia has declined from approximately 4,249 in 1996 to an estimated 3,500 in 2000.

- Although retirement is ranked third by teachers as the reason for leaving employment in Virginia, the majority of teachers leaving school divisions, do so to accept positions in other divisions in the state. Additional reasons cited by teachers leaving employment in Virginia are to relocate with a spouse or partner, to accept teaching positions outside Virginia, to accept an administrative position, and to work in another profession.

- Approximately 74 percent of school divisions reported that salaries in the division are having an impact; Virginia's average salary is below the national average ($36,428 versus $40,582) as reported in the *Virginia Public School Systems' Instructional Personnel Profile 1999-2000* survey.

- A total of 4,605 administrators were employed in Virginia as of October 1, 1999; 405 (13%) were newly hired as compared to 288 in the 1997-1998 school year.

VIRGINIA'S INSTRUCTIONAL PERSONNEL WORKFORCE

Does a teacher shortage currently exist in Virginia?

✓ In the past three years, the number of newly-hired teachers has increased.

1998	1999	2000	2001*
7,627.1	9,517.5	10,798.4	9,987.0

* Projected estimate

✓ For the 1999-2000 school year, 126 Virginia school division personnel administrators reported that of 88,610 FTE instructional positions:

- 382 went unfilled (.4 percent); and
- 1,056 positions were filled by personnel unendorsed in area (1.2 percent)

Source: *Virginia Department of Education Virginia Public School Systems' Instructional Personnel Profile: 1999-2000.* Virginia Department of Education, Richmond, VA 23218, November 2000.

What do Virginia school officials say about teacher shortages over the next five years?

✓ The 1999 survey asked personnel administrators to look forward five years and give their perception of the supply of teachers in their school divisions in each endorsement area

✓ In the following endorsement areas, more than half of school divisions responding perceived a severe shortage of teachers in these endorsement areas:

- Special Education (hearing impaired, learning disabled, mental retardation, emotionally disturbed, severely and profoundly disabled, visually impaired, speech language pathology)
- Mathematics
- Physics
- Earth Science

Source: *Virginia Department of Education Virginia Public School Systems' Instructional Personnel Profile: 1999-2000.* Virginia Department of Education, Richmond, VA 23218, November 2000.

Number of initial licenses exceeds number of new teachers hired by Virginia divisions

✓ New teachers in Virginia	1999-2000
✓ Total teachers reported	85,817.4
✓ Total teacher employed	10,798.4
✓ Of these new teachers:	
- New to profession	5,121.5
- Out-of-state experienced	1,455.3
- Other Virginia divisions	1,760.2
- Returnees	451.5
- Other	2,009.9

Source: *Virginia Department of Education Virginia Public School Systems' Instructional Personnel Profile: 1999-2000.* Virginia Department of Education, Richmond, VA 23218, November 2000.

Total Number of Students Completing Teacher Preparation Programs
At Institutions of Higher Education in Virginia: 1997-98, 1998-99, and 1999-00

College/University	1997	1998	1999
Averett College	31	33	43
Bluefield College	22	10	18
Bridgewater College	34	32	38
Christopher Newport University	122	119	137
UVA's College at Wise	41	37	35
College of William and Mary	127	118	134
Eastern Mennonite University	41	33	43
Emory and Henry College*	38	38	38
Ferrum College	11	10	7
George Mason University	524	455	392
Hampton University	40	54	54
Hollins University	25	20	23
James Madison University	387	407	420
Liberty University	98	103	102
Longwood College	232	233	197
Lynchburg College	71	74	80
Mary Baldwin College	74	102	92
Marymount University	142	110	121
Mary Washington College	65	43	55
Norfolk State University	302	241	233
Old Dominion University	607	424	386
Radford University	304	238	230
Randolph-Macon College	21	12	15
Randolph-Macon Woman's College	6	5	5
Regent University	0	5	15
Roanoke College	52	56	45
Saint Paul's College	8	10	9
Shenandoah University	25	32	40
Sweet Briar College	13	11	9
University of Richmond	40	51	40
University of Virginia	153	150	165
Virginia Commonwealth University	290	260	255
Virginia Intermont College	26	38	55
Virginia Tech	238	205	220
Virginia State University	31	20	17
Virginia Union University	13	18	10
Virginia Wesleyan College	28	13	46
Total	4,282	3,820	3,824

Grand Total 11,926

*Emory and Henry College reported a total of 114 for the 3 years.

Source: Telephone Survey: Division of Teacher Education and Licensure, Virginia Department of Education, Richmond, Virginia, November 2000

VIRGINIA'S INSTRUCTIONAL PERSONNEL WORKFORCE

Teachers

As of October 1, 1999, 126 of the 132 school divisions reported a total of 85,817 FTE teachers were employed in Virginia. Of the 85,817 FTE teachers, 10,798 (or 13%) were newly-hired teachers as noted in Figure 1.

Percentage of Virginia Teachers Hired in 1999-2000

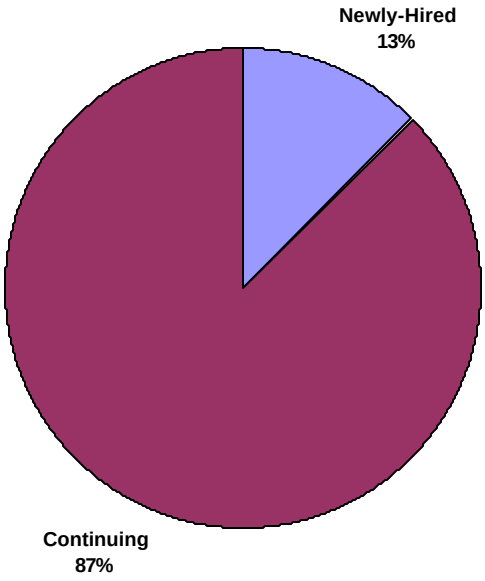

Figure 1

Figure 2 shows the trend of newly-hired teachers for the school years 1997-1998, 1998-1999, and 1999-2000. These figures represent an annual growth of approximately 8 percent.

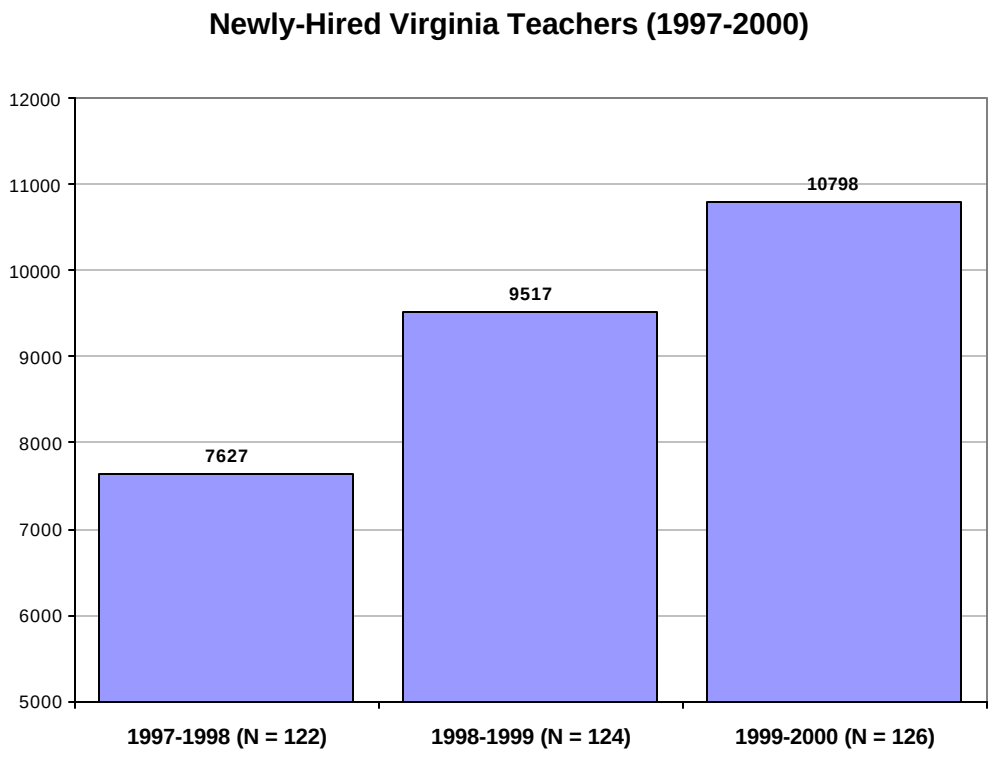

Figure 2

A total of 5,121 of the newly-hired teachers in Virginia (58%) are new entrants to the profession. The second largest group consists of the 1,760 (20%) individuals who come from another division in the state.

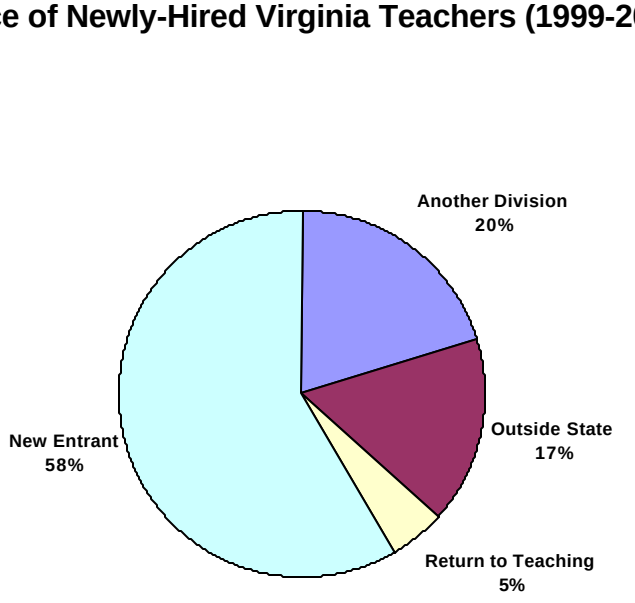

Figure 3

Another sizable group of newly-employed teachers comes from outside the state (17% or 1,455), while a small group is re-entering the profession (5% or 451).

Most of the newly-hired female teachers (78%) and male teachers (77%) in 1999-2000 are white/Caucasian. Fewer than one-quarter of female and male teachers were black/African-American (22% and 23% respectively). Less than 1% of newly-hired teachers were Asian, American Indian/Native Alaskan, Hispanic, or multi-racial.

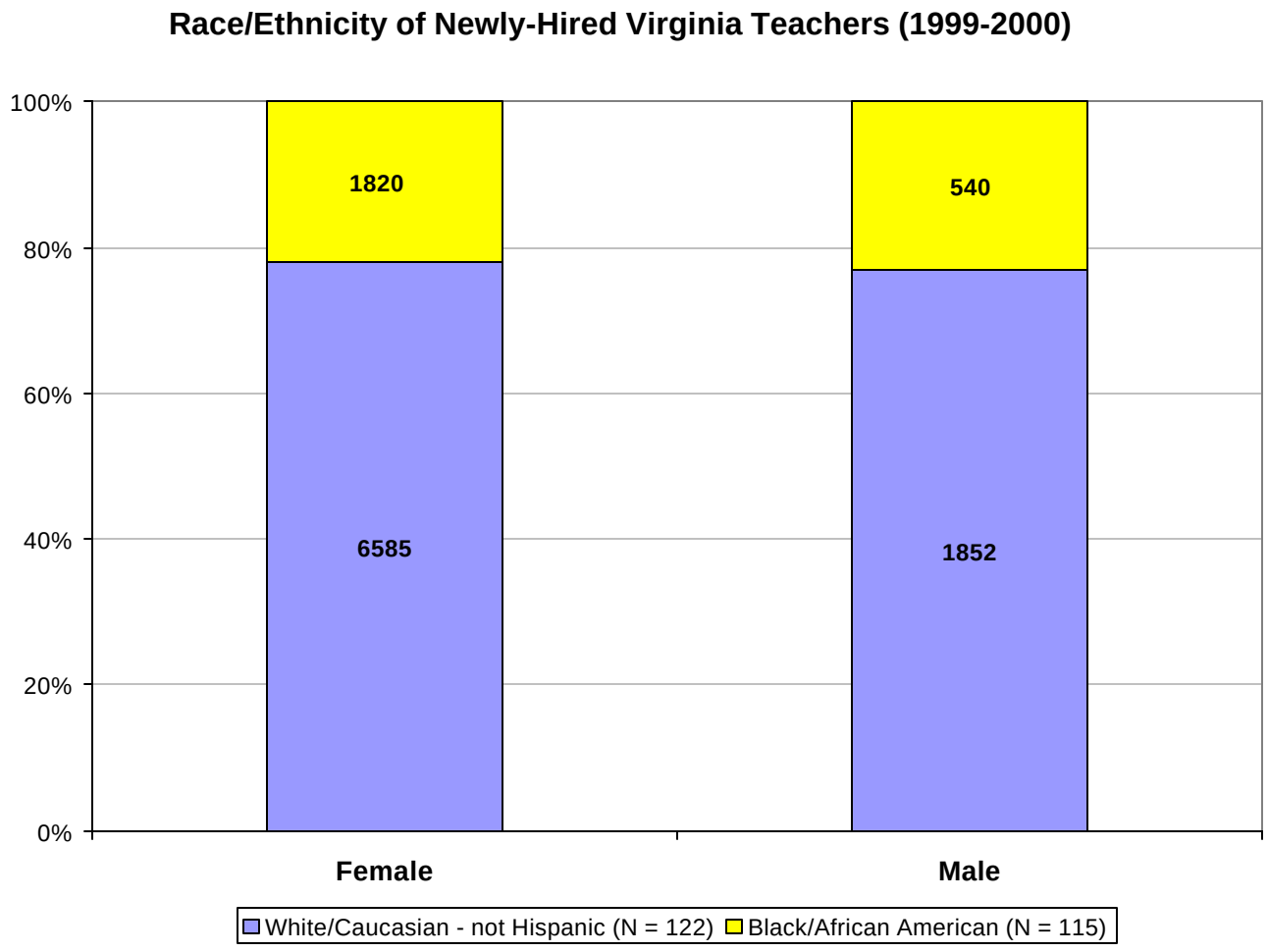

Figure 4

Ten thousand twenty (99%) newly-hired teachers and 65,490 (85%) of all teachers have less than 25 years of employment experience in education in Virginia. Eight thousand six hundred and forty (11%) of all teachers have 25-29 years of experience, and 4% (2,951) have 30 or more years of experience.

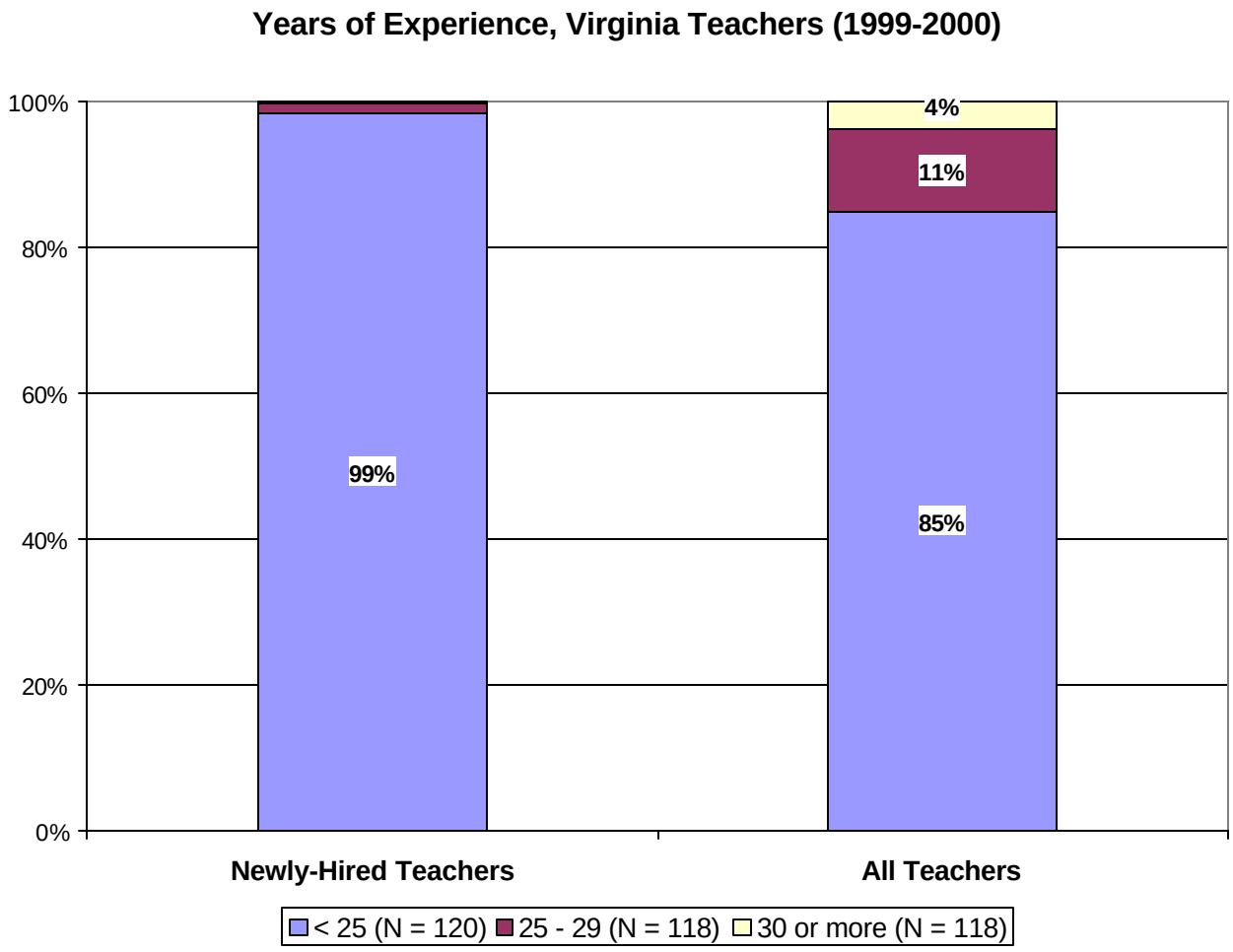

Figure 5

Administrators

As of October 1, 1999, 126 of the 132 school divisions reported a total of 4,605 administrators employed in Virginia. Of that total, 405 (or 9%) were newly hired.

Percentage of Virginia Administrators Hired in 1999-2000

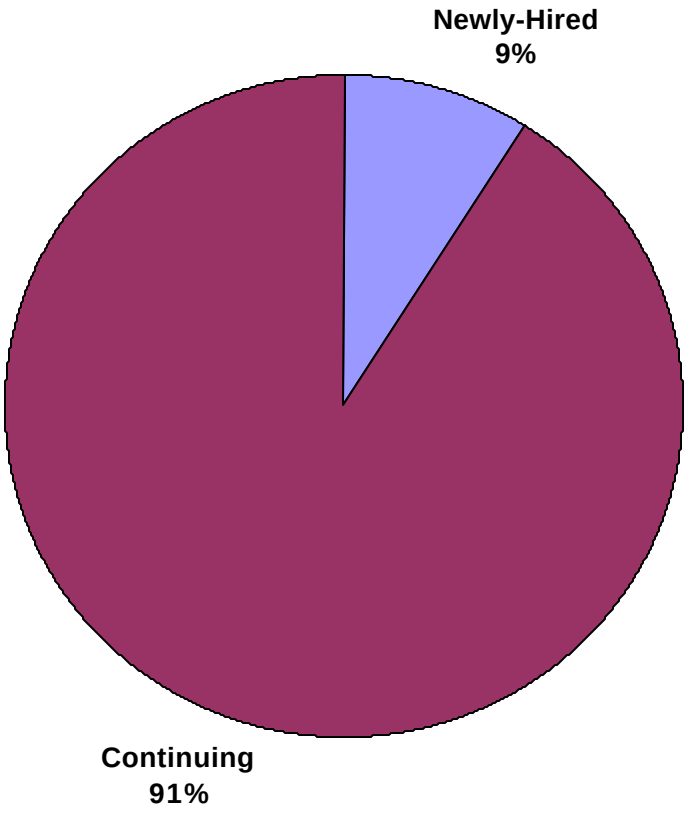

Figure 6

Figure 7 shows the trend of newly-hired administrators for the school years 1997-98, 1998-1999, and 1999-2000. This represents an annual growth of approximately 8 percent. For example, in 1997-1998, there were 288 newly-hired administrators. In 1998-1999 this increase was 366 new teachers as compared to 405 in 1999-2000.

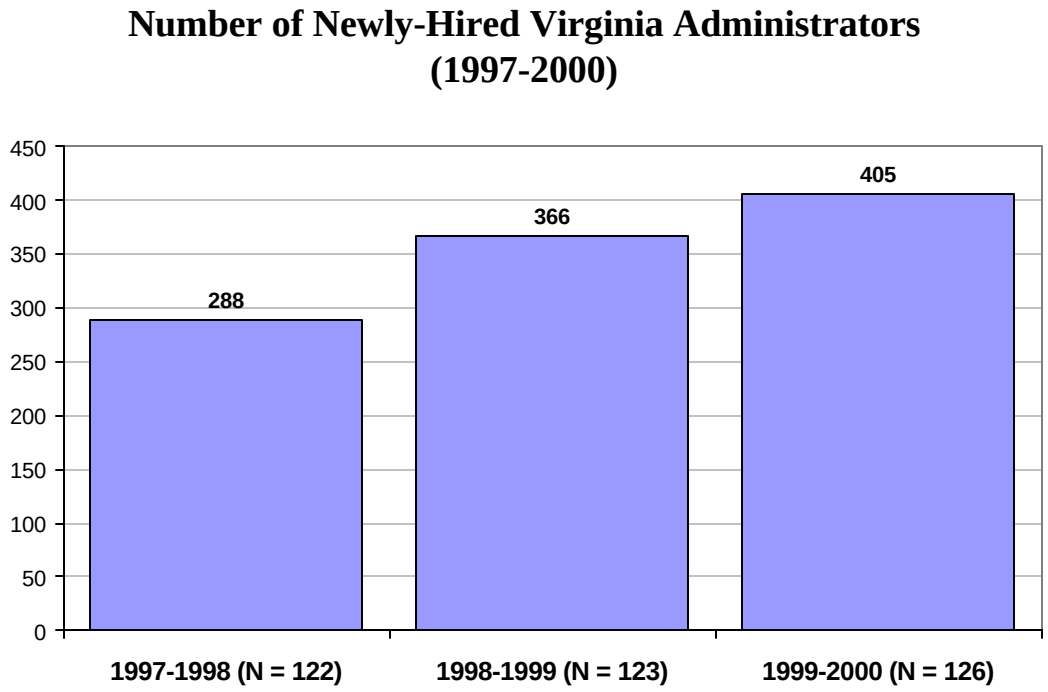

Figure 7

Of the 275 newly-hired white/Caucasian administrators in 1999-2000, 142 (52%) are female and 133 (48%) were male. Over one-third of new-hired female administrators and one-quarter of male administrators are black/African-American (85 and 45 respectively). Less than 1% of newly-hired teachers are Asian, American Indian/Native Alaskan, Hispanic or multi-racial.

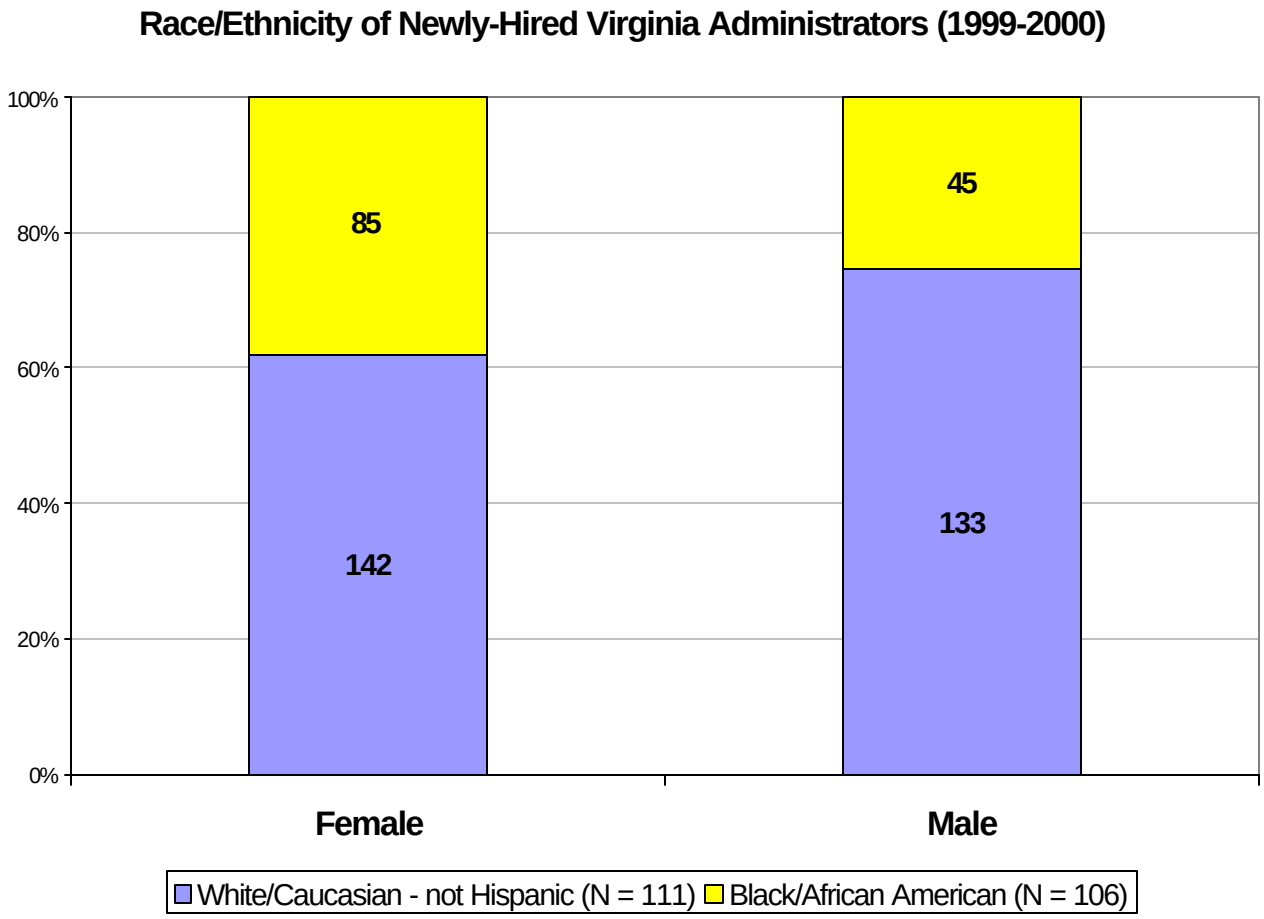

Figure 8

Three hundred and fifty (90%) of newly-hired administrators have less than 25 years of employment experience in education in Virginia, compared to 2,720 (65%) of all administrators. Eight percent of newly-hired administrators have 25-29 years of experience, compared to 23 percent of all administrators. Only 2 percent of newly-hired administrators have over 30 years of experience, while a sizable 12 percent of all administrators have this experience level.

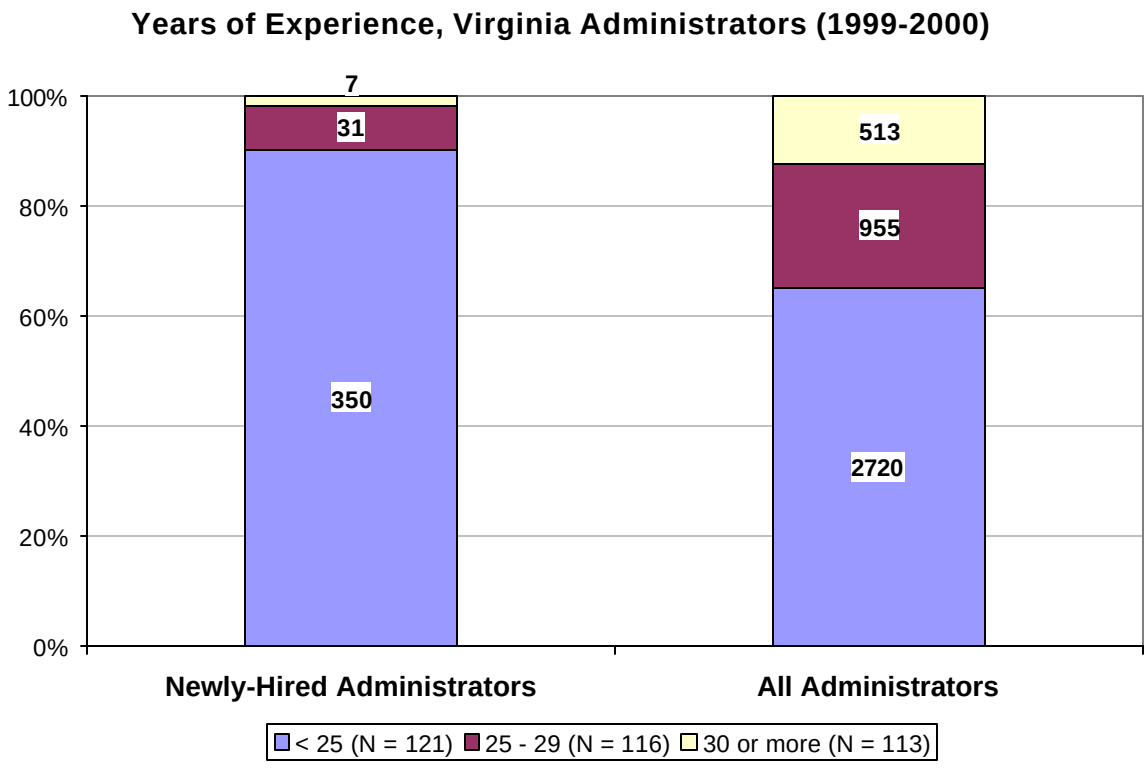

Figure 9

INSTRUCTIONAL PERSONNEL SHORTAGE INDICATORS

INSTRUCTIONAL PERSONNEL SHORTAGE INDICATORS

Employment Status of Virginia School Divisions (1999-2000)

School divisions reported their estimates of the projected openings by endorsement area in their divisions for the 2000-2001 school year. Divisions were hesitant to report these projections as evidenced by the fact that 22 (17%) of the 126 total respondents who had submitted surveys, did not report projected openings for the 2000-2001 school year. These omissions resulted in the actual number of projected openings to be substantially under reported as aggregated by the statewide endorsement areas and as aggregated on the division projection for estimated total number of full-time equivalent (FTE) position openings in the 2000-2001 school year.

The data was aggregated according to the reported estimated total number of FTE position openings for the 2000-2001 school year. The divisions' responses to the estimated openings per endorsement area were also aggregated and summarized. The estimates for FTE position openings for the 2000-2001school year are presented in Table 1. Divisions reported a total of 88,610 FTE instructional positions for the 1999-2000 school year. Of this total, 1,056 (1%) FTE positions were filled by unendorsed personnel. Additionally, 382 (.4%) FTE positions were reported as unfilled.

Virginia's largest school division, Fairfax County, expects to have the largest number of openings of any public school division in the state for the 2000-2001 school year with 1,179 estimated FTE position openings. Prince William County ranks second for expected FTE position openings. Eight public school divisions expect to have between 104 and 213 FTE position openings, while seven other public school divisions expect to have between 220 and 459 open FTE positions.

Table 1

Employment Status of Virginia School Divisions for the 1999-2000 School Year

Public School Divisions	Number of FTE Positions			
	Total	Unfilled	Unendorsed	Expected Openings
Accomack County	4	7	28	41
Albemarle County	984	0	3	110
Alexandria City	1,050	0	27	-
Alleghany Highlands	0	0	0	-
Amelia County	145	0	9	13
Amherst County	358	0	24	44
Appomattox County	204	0	2	20
Arlington County	3,405	0	27	-
Augusta County	1,107	0	2	105
Bath County	89	1	7	9
Bedford City	457	0	0	-
Bedford County	-	-	-	-
Bland County	81	0	0	-
Botetourt County	371	0	0	33
Bristol City	213	1	8	-
Brunswick County	232	1	42	50
Buchanan County	399	0	0	-
Buckingham County	192	0	31	21
Buena Vista City	108	0	1	1
Campbell County	700	0	29	104
Caroline County	280	3	8	34
Carroll County	352	4	20	24
Charles City County	123	5	12	27
Charlotte County	12	0	6	16
Charlottesville City	-	-	-	-
Chesapeake City	2,954	6	0	-
Chesterfield County	4,264	16	16	457
Clarke County	162	0	2	29
Colonial Beach	51	0	3	16
Colonial Heights City	295	0	0	24
Covington City	85	0	1	5
Craig County	71	1	1	6
Culpeper County	475	2	53	41
Cumberland County	108	1	0	23
Danville City	0	0	0	-
Dickenson County	261	0	5	20
Dinwiddie County	352	6	29	47
Essex County	143	0	2	15
Fairfax County[1]	12,155	58	25	1,179
Falls Church City	161	0	0	9
Fauquier County	781	2	15	71
Floyd County	172	0	5	-

[1]Figures based on 1998-1999 data. (-) denotes data not reported.

Table 1, cont.

Employment Status of Virginia School Divisions for the 1999-2000 School Year

Public School Divisions	Number of FTE Positions			
	Total	Unfilled	Unendorsed	Expected Openings
Fluvanna County	241	0	17	46
Franklin City	146	0	5	20
Franklin County	557	0	10	-
Frederick County	867	0	7	120
Fredericksburg City	198	0	5	47
Galax City	105	0	1	2
Giles County	211	1	1	11
Gloucester County	644	2	2	-
Goochland County	181	1	3	16
Grayson County	196	0	5	7
Greene County	303	1	4	38
Greensville County	218	0	2	43
Halifax County	513	0	4	36
Hampton City	1,764	18	12	214
Hanover County	1,146	0	0	177
Harrisonburg City	371	0	0	13
Henrico County	2,392	3	1	459
Henry County	942	2	45	4
Highland County	46	0	0	-
Hopewell City	345	0	1	44
Isle of Wright County	467	0	20	31
King George	-	-	-	-
King Queen	-	-	-	-
King William County	140	0	5	13
Lancaster County	134	3	0	19
Lee County	379	1	4	11
Lexington City	50	0	0	4
Loudoun County	1,938	13	0	428
Louisa County	497	1	9	28
Lunenburg County	156	0	20	156
Lynchburg City	842	1	0	-
Madison County	166	0	20	48
Manassas City	494	0	3	30
Manassas Park City	171	0	1	22
Martinsville City	242	1	0	10
Mathews County	108	0	0	11
Mecklenburg County	498	2	16	8
Middlesex County	142	0	0	32
Montgomery County	800	2	4	85
Nelson County	196	1	4	18
New Kent County	201	0	5	47

[1]Figures based on 1998-1999 data. (-) denotes data not reported.

Table 1, cont.

Employment Status of Virginia School Divisions for the 1999-2000 School Year

Public School Divisions	Number of FTE Positions			
	Total	Unfilled	Unendorsed	Expected Openings
Newport News City	2,327	14	10	49
Norfolk City	2,792	49	0	346
Northhampton County	202	0	7	26
Northumberland County	113	0	0	-
Norton City	67	0	0	-
Nottoway County	246	0	22	16
Orange County	326	2	21	-
Page County	265	0	9	19
Patrick County	234	0	0	20
Petersburg City	504	5	9	75
Pittsylvania County	0	0	0	-
Poquoson City	211	0	4	11
Portsmouth City	1,741	1	0	-
Powhatan County	290	13	2	35
Prince Edward County	203	8	7	27
Prince George County	431	0	2	-
Prince William County	3,448	32	2	657
Pulaski County	485	0	0	31
Radford City	190	0	0	8
Rappahannock County	0	0	4	6
Richmond City	1,853	63	0	-
Richmond County	100	0	0	16
Roanoke City	1,154	0	4	-
Roanoke County	1,386	0	7	44
Rockbridge County	293	0	22	38
Rockingham County	861	0	42	67
Russell County	-	-	-	-
Salem City	314	0	0	28
Scott County	289	0	7	15
Shenandoah County	445	3	6	2
Smyth County	437	0	11	31
Southhampton County	231	0	14	12
Spotsylvania County	1,348	0	22	113
Stafford County	1,371	3	0	220
Staunton City	268	4	0	29
Suffolk City	946	7	0	32
Surry County	117	2	6	24
Sussex County	-	-	-	-
Tazewell County	601	1	3	18
Virginia Beach City	5,873	0	131	325
Warren County	0	0	0	0
Washington County	695	0	1	18

[1]Figures based on 1998-1999 data. (-) denotes data not reported.

Table 1, cont.

Employment Status of Virginia School Divisions for the 1999-2000 School Year

Public School Divisions	Number of FTE Positions			
	Total	Unfilled	Unendorsed	Expected Openings
Waynesboro City	262	2	5	15
West Point	75	0	0	75
Williamsburg-James City County	724	6	0	69
Winchester City	303	0	1	31
Wise County	601	0	0	22
Wythe County	354	0	0	27
York County	834	1	1	119
Total FTE Positions including all Public School Divisions	88,610	382	1,056	7,604

[1]Figures based on 1998-1999 data. (-) denotes data not reported.

One hundred and twenty-one school divisions reported a total of 88,610 FTE positions of which 1,056 were filled with personnel unendorsed for the area in which they were teaching. Divisions reported 382 FTE positions unfilled for the 1999-2000 school year.

The four divisions reporting the largest number of unfilled FTE positions were Richmond City (63), Fairfax County (58), Norfolk City (49), and Prince William County (32). Virginia Beach City reported 131 FTE positions filled by persons who are unendorsed for the area in which they were teaching. A total of 87 school divisions reported having FTE positions filled by unendorsed personnel. Twenty-one divisions reported having more than 20 FTE positions filled by unendorsed personnel.

Employment Status of Virginia Endorsement Areas, 2000-2001 School Year

In 1999, school divisions estimated 7,604 FTE positions to be open in Virginia for the 2000-2001 school year. The elementary (PreK-6) endorsement area accounted for 2,565 (34%) of these projected openings. The middle school (6-8) endorsement area accounted for 872 (11%) open FTE positions. The eight special education endorsement areas combined for 1,193 (16%) FTE position openings, with the learning disabled (K-12) endorsement area accounted for 526 (7%) of these open positions.

The elementary (PreK-6) endorsement area accounted for 27,025 (30%) of the total 88,610 FTE positions with only 95 positions filled by unendorsed personnel and 77 positions reported as unfilled. The eight special education endorsement areas were projected to account for 122 of the 382 total unfilled FTE positions and 440 of the total 1,056 FTE positions filled with unendorsed personnel. The data used to describe the employment status of Virginia endorsement areas for the 1999-2000 school year is presented in Table 2.

Table 2

Employment Status of Virginia Endorsement Areas

Virginia Endorsement Areas	Total Positions (1999-2000)	Unfilled Positions (1999-2000)	Positions Filled by Unendorsed Personnel (1999-2000)	Estimated Openings (2000-2001)
Elementary (PreK-6)	27025	77	95	2565
Middle school (6-8)	7798	21	68	872
Art (PreK-12)	1573	5	12	103
Computer science	272	2	11	29
Dance (PreK-12)	10	1	0	1
English	3996	4	28	339
English as second language (PreK-12)	836	4	10	76
Spanish (PreK-12)	1216	11	27	128
French (PreK-12)	556	0	7	60
German (PreK-12)	179	0	2	17
Latin (PreK-12)	235	1	3	33
Italian (PreK-12)	33	0	0	8
Russian (PreK-12)	35	0	0	8
Chinese (PreK-12)	32	0	0	8
Other Asian languages (PreK-12)	75	0	1	12
Health/P.E. (PreK-12)	3414	4	17	184
History/Social science	3125	5	35	271
Library media (PreK-12)	1791	9	28	101
Mathematics	3554	18	54	329
Algebra I (Add-on endorsement)	271	0	6	22
Music-Instrumental (PreK-12)	907	4	7	43
Music-Vocal/Choral (PreK-12)	1165	17	6	72
Biology	1055	3	15	87
Chemistry	730	2	12	74
Earth science	924	4	26	106
Physics	574	2	12	70
Early childhood special education	1214	7	23	88
Hearing impaired (PreK-12)	499	5	6	40
Learning disabled (K-12)	5521	48	234	526
Mental retardation (K-12)	1846	14	72	153
Emotionally disturbed (K-12)	1716	23	60	204
Severely/Profoundly disabled (K-12)	616	2	20	79
Visually impaired (PreK-12)	392	3	1	13
Speech-language pathology (PreK-12)	1138	21	25	91
Theater arts	157	0	1	9
Agricultural education	221	3	0	19
Business education	1197	4	17	102
Health occupations education.	146	0	5	7
Marketing education	340	0	6	31

Table 2, cont.

Employment Status of Virginia Endorsement Areas

Virginia Endorsement Areas	Total Positions (1999-2000)	Unfilled Positions (1999-2000)	Positions Filled by Unendorsed Personnel (1999-2000)	Estimated Openings (2000-2001)
Technology education	828	11	14	66
Trade and industrial education	669	0	9	30
Work and family studies	677	4	6	52
Vocational evaluator	53	0	2	1
Reading specialist	1348	7	26	79
Visiting teacher	127	1	7	11
School social worker	394	0	2	19
School psychologist	620	3	3	35
School counselor	2983	12	18	173
Principal and assistant principal	3572	23	22	167

Shortages in Virginia Endorsement Areas

One indicator of the shortage in Virginia endorsement areas can be defined as the total of the number of unfilled positions plus the number of positions filled with unendorsed personnel, hereafter called unfilled/unendorsed positions. Learning disabled has the greatest number (276) of unfilled/unendorsed positions. Elementary PreK-6; middle school (6-8), mental retardation, emotionally disturbed, and mathematics join learning disabled as the largest number of unfilled/unendorsed positions. The shortage for each endorsement area is shown, along with the total number of positions in the endorsement area in Table 3. The percentages of unfilled/unendorsed positions for each endorsement area are also shown in this table.

Table 3
Shortages in Virginia Endorsement Areas: Unfilled/Unendorsed Positions

Virginia Endorsement Areas	Total Positions	Unfilled + Unendorsed	Percentage	Number
Learning disabled (K-12)*	5521	276	5.0%	125
Elementary (PreK-6)	27025	171	0.6%	126
Middle school (6-8)	7798	89	1.1%	126
Mental retardation (K-12)	1846	86	4.7%	125
Emotionally disturbed (K-12)	1716	83	4.8%	126
Mathematics	3554	72	2.0%	126
Speech-language pathology (PreK-12)	1138	45	3.9%	125
History/Social science	3125	40	1.3%	126
Spanish (PreK-12)	1216	38	3.1%	126
Library media (PreK-12)	1791	37	2.1%	126
Principal and assistant principal	3572	36	1.0%	125
English	3996	32	0.8%	126
Reading specialist	1348	31	2.3%	125
Earth science	924	29	3.1%	125
Early childhood special education	1214	28	2.3%	125
School counselor	2983	27	0.9%	125
Technology education	828	25	3.0%	125
Music-Vocal/Choral (PreK-12)	1165	23	2.0%	126
Severely/Profoundly disabled (K-12)	616	22	3.6%	126
Health/P.E. (PreK-12)	3414	21	0.6%	126
Business education	1197	21	1.8%	125
Biology	1055	18	1.7%	126
Art (PreK-12)	1573	17	1.1%	126
English as second language (PreK-12)	836	14	1.7%	126
Chemistry	730	14	1.9%	126
Physics	574	14	2.4%	125
Computer science	272	13	4.8%	126
Music-Instrumental (PreK-12)	907	11	1.2%	126
Hearing impaired (PreK-12)	499	10	2.0%	125
Trade and industrial education	669	9	1.3%	125
Work and family studies	677	8	1.2%	125
Visiting teacher	127	8	6.3%	125
French (PreK-12)	556	7	1.3%	126
Algebra I (Add-on endorsement)	271	6	2.2%	126
Marketing education	340	6	1.8%	125
School psychologist	620	6	1.0%	125
Health occupations education.	146	5	3.4%	125
Latin (PreK-12)	235	4	1.7%	126
Visually impaired (PreK-12)	392	4	0.9%	125
Agricultural education	221	3	1.4%	125
German (PreK-12)	179	2	1.1%	126
Vocational evaluator	53	2	3.8%	125
School social worker	394	2	0.5%	125
Dance (PreK-12)	10	1	12.5%	126
Other Asian languages (PreK-12)	75	1	1.3%	126
Theater arts	157	1	0.3%	125
Italian (PreK-12)	33	0	0.0%	126
Russian (PreK-12)	35	0	0.0%	126
Chinese (PreK-12)	32	0	0.0%	126

*Figures inflated due to aggregation of special education endorsement areas.

Shortages in Superintendent Regions

Virginia's public school divisions are grouped into eight geographically contiguous regional study groups as identified in the listing below.

Table 4- Superintendent Regional Group Members

Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
Charles City County	Accomack	Caroline	Alexandria City	Albemarle	Alleghany Highlands	Bland	Amelia
Chesterfield	Chesapeake City	Colonial Beach	Arlington	Amherst	Botetourt	Bristol City	Brunswick
Colonial Heights City	Franklin City	Essex	Clarke	Appomattox	Covington City	Buchanan	Buckingham
Dinwiddie	Hampton City	Fredericksburg City	Culpeper	Augusta	Craig	Carroll	Charlotte
Goochland	Isle of Wight	Gloucester	Fairfax	Bath	Danville City	Dickenson	Cumberland
Hanover	Newport News City	[King George]	[Fairfax City]	[Bedford]	Floyd	Galax City	Greensville
Henrico	Norfolk City	[King Queen]	Falls Church City	[Bedford City]	Franklin	Giles	Halifax
Hopewell City	Northampton	King William	Fauquier	Buena Vista City	Henry	Grayson	Lunenburg
New Kent	Poquoson City	Lancaster	Frederick	Campbell	Martinsville City	Lee	Mecklenburg
Petersburg City	Portsmouth City	Mathews	Loudoun	[Charlottesville City]	Montgomery	Norton City	Nottoway
Powhatan	Southampton	Middlesex	Madison	Fluvanna	Patrick	Pulaski	Prince Edward
Prince George	Suffolk City	Northumberland	Manassas City	Greene	Pittsylvania	Radford City	
Richmond City	Virginia Beach City	Richmond	Manassas Park City	Harrisonburg City	Roanoke	[Russell]	
Surry	Williamsburg City	Spotsylvania	Orange	Highland	Roanoke City	Scott	
[Sussex]	York	Stafford	Page	Lexington City	Salem City	Smyth	
		West Point	Prince William	Louisa		Tazewell	
		Westmoreland	Rappahannock	Lynchburg City		Washington	
			Shenandoah	Nelson		Wise	
			Warren	Rockbridge		Wythe	
			Winchester City	Rockingham			
				Staunton City			
				Waynesboro City			

[ ] represents school divisions that did not respond to the survey.

Table 5 shows the number of unfilled/unendorsed positions for each endorsement area by regional study group. The total number of FTE instructional positions is also reported by each regional study group. The percentages of total FTE positions filled by unfilled/unendorsed personnel are shown for each region.

Regions 2, 3, and 4 reported 550 positions (1% of total positions) unfilled or filled with unendorsed personnel. These regions are located in the Northern Virginia and Tidewater areas of Virginia. Combined, these three regions account for 50 percent of the FTE instructional positions in Virginia. Region 4, consisting of the Northern Virginia school divisions has the largest number of FTE instructional positions in the commonwealth with 25,058. Region 2, in the Tidewater/Eastern Shore area, is second among the regions in the number of FTE instructional positions with 14,610.

Regions 1, 5, 6, and 7 reported 739 positions (2% of total positions) unfilled or filled with unendorsed personnel. Region 1, with 14,448 positions including Richmond City and surrounding divisions, has the third largest number of instructional personnel. Regions 5, 6, 7 are located in the Central, Western, and Southwestern areas of the commonwealth. These four divisions account for nearly 50 percent of the instructional workforce in Virginia.

Region 8 reported having 122 positions (4%) either unfilled or filled by unendorsed personnel. This is the smallest of the regional study groups with only 3,181 FTE positions. Located in Southside Virginia, every school division in Region 8 reported that competition from other Virginia school divisions increased demand for teachers; almost 80 percent of the divisions said that the reason most teachers left positions was to accept positions in another Virginia school division.

Teachers leaving education to work in another profession is not considered to affect the demand for teachers. All school divisions reported that efforts to reduce teacher/student ratios would increase demand for teachers, while 90 percent (90%) of the divisions expect retirement to increase demand for teachers over the next five years. More than 80 percent said that the increase in the demand for teachers during the next five years would be affected by efforts to increase racial/ethnic diversity, efforts to comply with Standards for Accrediting Public Schools in Virginia, competition from out-of- state school divisions, salaries, geographic location, and competition from non-educational businesses. Student enrollment trends and cost of living were perceived to have little impact on demand for teachers in the near future.

Table 5

Unfilled Positions and Positions Filled by Unendorsed Personnel Per Superintendent's Region

	Region 1 (N = 14)	Region 2 (N = 14)	Region 3 (N = 15)	Region 4 (N = 18)	Region 5 (N = 19)	Region 6 (N = 15)	Region 7 (N = 19)	Region 8 (N = 11)
Total Positions in Region	***14,448***	***14,610***	***6,849***	***25,058***	***9,607***	***4,287***	***9,659***	***3,161***
Total Unfilled/Unendorsed Positions	***231***	***182***	***79***	***290***	***196***	***75***	***234***	***121***
Percentage Unfilled/Unendorsed	2%	1%	1%	1%	2%	2%	2%	4%
By Endorsement Area								
Elementary (PreK-6)	25	17	3	88	8	8	6	16
Middle school (6-8)	24	12	6	7	14	4	8	14
Art (PreK-12)	0	3	1	1	1	0	9	2
Computer science	5	1	0	0	1	0	6	0
Dance (PreK-12)	0	0	0	0	0	0	1	0
English	7	1	0	11	2	0	8	3
English as second language (PreK-12)	2	2	1	6	1	0	3	0
Spanish (PreK-12)	5	2	4	5	6	1	16	0
French (PreK-12)	0	0	0	2	0	1	3	1
German (PreK-12)	0	0	0	0	1	0	1	0
Latin (PreK-12)	2	0	0	2	0	0	0	0
Italian (PreK-12)	0	0	0	0	0	0	0	0
Russian (PreK-12)	0	0	0	0	0	0	0	0
Chinese (PreK-12)	0	0	0	0	0	0	0	0
Other Asian languages (PreK-12)	0	0	0	0	1	0	0	0
Health/P.E. (PreK-12)	0	1	4	7	0	0	9	1
History/Social science	5	0	1	10	6	0	14	4
Library media (PreK-12)	2	6	1	3	8	4	8	5
Mathematics	14	13	7	13	4	0	15	6
Algebra I (Add-on endorsement)	0	0	1	0	1	0	2	2
Music-Instrumental (PreK-12)	0	3	0	1	0	0	6	1
Music-Vocal/Choral (PreK-12)	2	14	0	1	1	0	4	1
Biology	7	1	2	5	1	1	1	1
Chemistry	6	2	0	0	4	0	1	1
Earth science	5	6	1	3	5	4	2	3
Physics	3	1	0	0	3	0	7	0
Early childhood special education	7	6	0	3	5	2	5	0
Hearing impaired (PreK-12)	2	1	0	0	2	0	5	0
Learning disabled (K-12)	42	22	20	52	58	25	38	21
Mental retardation (K-12)	7	12	7	19	23	3	7	8
Emotionally disturbed (K-12)	17	22	2	18	6	6	5	8
Severely/Profoundly disabled (K-12)	1	4	3	4	2	3	2	3
Visually impaired (PreK-12)	2	0	1	0	0	0	0	1
Speech-language pathology (PreK-12)	13	5	6	5	3	2	9	2
Theater arts	0	0	0	0	1	0	0	0
Agricultural education	0	3	0	0	0	0	0	0
Business education	3	4	1	2	3	0	1	7
Health occupations education.	5	0	0	0	0	0	0	0
Marketing education	1	0	0	0	1	0	3	1
Technology education	0	4	4	6	5	0	3	3

Table 5, cont.

Unfilled Positions and Positions Filled by Unendorsed Personnel Per Superintendent's Region

Virginia Endorsement Areas	Region 1 (N = 14)	Region 2 (N = 14)	Region 3 (N = 15)	Region 4 (N = 18)	Region 5 (N = 19)	Region 6 (N = 15)	Region 7 (N = 19)	Region 8 (N = 11)
Trade and industrial education	0	0	0	4	0	1	3	1
Work and family studies	0	3	0	1	1	0	2	1
Vocational evaluator	0	1	0	0	0	0	0	1
Reading specialist	4	3	0	6	7	6	4	2
Visiting teacher	0	1	2	0	3	2	0	0
School social worker	0	0	0	0	0	0	2	0
School psychologist	2	1	0	0	0	0	3	0
School counselor	3	4	1	4	5	2	7	1
Principal and assistant principal	13	2	1	4	6	2	7	1

Perceived Supply of Instructional Personnel Per Endorsement Area

Personnel administrators reported their perception of the estimated supply of instructional personnel in their school divisions by each endorsement area. The response categories and the values respectively assigned for the data analysis are severe shortage = 1, shortage = 2, adequate supply = 3, excess supply = 4. Seventeen endorsement areas have a mean response of less than 2.0, indicating special concern in these areas. Table 6 reports the mean responses for all of the endorsement areas.

Emotionally disturbed is the endorsement area with the greatest perceived shortage. All eight of the special education endorsement areas fall within the top 17 areas of concern. Joining special education in the top 17 endorsement areas of concern are mathematics, physics, earth science, chemistry, and technology education.

Joining health/physical education at the bottom of the list are history /social science, dance, and art (PreK-12), indicating that these endorsement areas are not perceived to have shortages as severe as the other endorsement areas. It should be noted that all endorsement areas are expected to experience some degree of shortage over the next five years.

Table 6
Ranking by Means of the Perceived Supply of Personnel per Endorsement Area

Endorsement Areas	Mean
Emotionally disturbed (K-12)	1.48
Severely/profoundly disabled (K-12)	1.51
Mathematics	1.51
Physics	1.53
Speech-language pathology (PreK-12)	1.59
Learning disabled (K-12)	1.59
Mental retardation (K-12)	1.61
Hearing impaired (PreK-12)	1.64
Earth science	1.66
Visually impaired (PreK-12)	1.69
Chemistry	1.73
Technology education	1.82
Early childhood special education	1.84
Algebra I (Add-on endorsement)	1.87
Library media	1.87
Spanish (PreK-12)	1.88
Latin (PreK-12)	1.93
School psychologist	2.03
Biology	2.06
ESL (PreK-12)	2.07
French (PreK-12)	2.08
Reading specialist	2.10
Principal and assistant principal	2.13
German (PreK-12)	2.14
Work and family studies	2.16
Agricultural education	2.19
Visiting teacher	2.19
Middle school (6-8)	2.19
Computer science	2.20
Trade and industrial education	2.24
Health occupations education	2.30
School counselor	2.30
School social worker	2.30
Marketing education	2.32
Italian (PreK-12)	2.34
Chinese (PreK-12)	2.35
Other Asian languages (PreK-12)	2.36
Russian (PreK-12)	2.37
Business education	2.37
Music-Instrumental (PreK-12)	2.45
Vocational evaluator	2.47
Music-Vocal/Choral (PreK-12)	2.50
English	2.54
Theater arts	2.59
Elementary (PreK-6)	2.61
Art (PreK-12)	2.70
Dance (PreK-12)	2.73
History/Social science	2.77
Health/P.E. (PreK-12)	2.92

Most Severe Shortage

Least Severe Shortage

FACTORS CONTRIBUTING TO THE SHORTAGE

FACTORS CONTRIBUTING TO THE SHORTAGE

Past studies have shown that Virginia would soon be facing geographically localized and endorsement area instructional personnel shortages (Cross & Culver, 1986; SREB, 1994; VDOE, 1993). The last available Virginia data revealed that perhaps as many as 58 percent of all newly-hired teachers received their most recent degree from out of state (VDOE, 1998). In 1996-97, the teacher turnover was reported as 6 percent, with spousal transfer, retirement, death, family responsibilities, relocation and medical reasons often cited as the reason for the turnover. Of the 39 percent of divisions that reported recruitment problems, the reason most cited was an inadequate pool of qualified applicants (Virginia Department for Personnel and Training, 1998).

Virginia teacher salaries for 1997-98 were reported as $36,428 (VDOE, 1999), were below the reported 1998-99 national average of $40,582 (NEA, 1999).

In 1999-2000 the Virginia PreK-12 student population was 64 percent White/not Hispanic, 27 percent black/not Hispanic, 3.87 percent Asian, and 0.25 percent American Indian (VDOE, 1999). Efforts to increase the racial/ethnic diversity of the teaching force to reflect the diversity of the student population may impact recruitment and retention strategies of Virginia public school divisions. In 1998-99 83 percent of the teaching force was white/not Hispanic, 15 percent were black/not Hispanic, while Hispanics comprised 0.9 percent, 0.2 percent were American Indian/ Alaskan Native, and 0.2 percent were Asian or Pacific Islander (Virginia Tech Center for Survey Research, 1999).

Disparities in resource allocation across Virginia (VEA, 1999) contribute to the localization of instructional personnel staffing problems and recruitment and retention strategies.

An estimate of an additional 2,000 teachers may be needed in Virginia because of early retirement legislation passed in 1999 by the Virginia General Assembly. Early retirement legislation in the past has disproportionately affected the black educator workforce (SREB, 1994).

A review of literature, research, and legislation suggests that a variety of factors influence demand for instructional personnel in Virginia. The variables include, but are not limited to the following:

- change in student enrollments via migration or fertility rates;
- intensified local efforts to attain success in meeting prescribed standards of accreditation;
- recent legislation that allows for early retirement of educators at 50 years of age with 30 years of experience;
- efforts to increase the number of minorities in teaching and administrative positions;

- efforts to reduce teacher-to-student ratios;
- increased integration of technology into classrooms;
- tax reduction plans;
- increased demand for instructional personnel in adjoining states that will affect the migration of teachers across Virginia's borders;
- low employment rates that increase external competition for practicing and prospective educators;
- salary and other quality of life issues that affect the attrition and migration rate of educators;
- rigorous standards for those seeking to enter the education profession;
- alternative licensure measures;
- home school pupil enrollment;
- private school pupil enrollment; and
- heightened public expectation for schools and students to perform at world class levels.

Teachers Leaving Their Positions

Overall, the number of teachers leaving positions for any reason increased between 1997 and 2000, despite some fluctuation (see Figure 11). The number of teachers leaving positions increased from 6,014 in 1997-1998 to 7,584 in 1998-1999. The number decreased somewhat in 1999-2000 to 6,874 teachers leaving positions. The number leaving in 1998-1999 was probably affected by early retirement legislation that became effective July 1, 1999.

The percentage of teachers leaving positions due to retirement increased from 24 percent in 1997-1998 to 37 percent in 1999-2000 (see Figure 12). Retirement concerns can be expected to increase, as 15 percent of teachers have 25 to 30 or more years of teaching experience in Virginia (as shown in Figure 5).

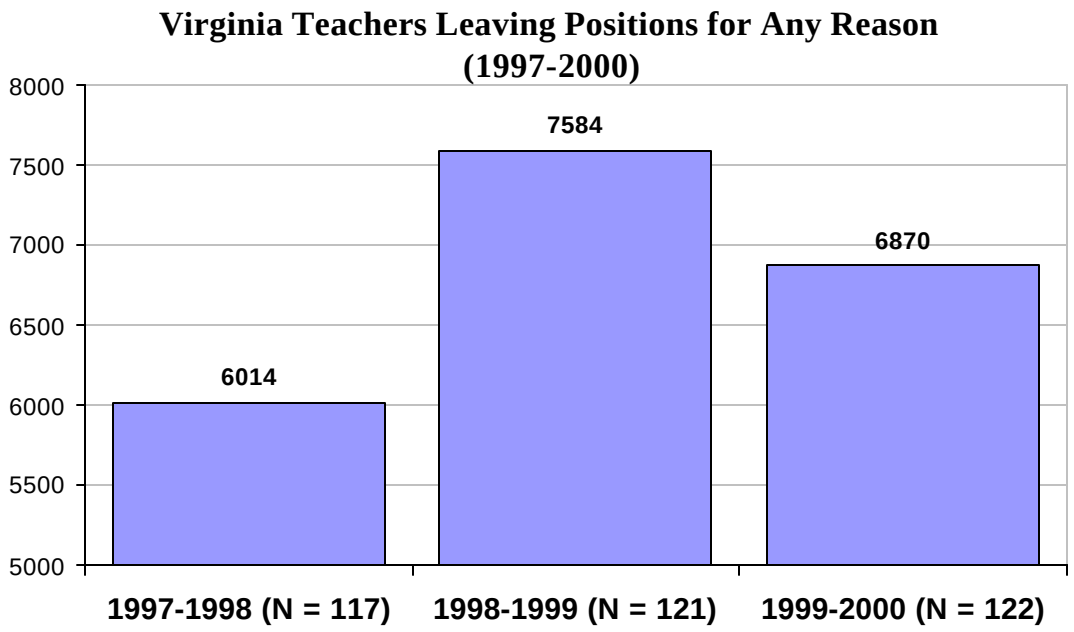

Figure 10

Retirement (44%) and moving to a position in another Virginia division (39%) were reported by divisions to be most often cited for leaving a teaching position.

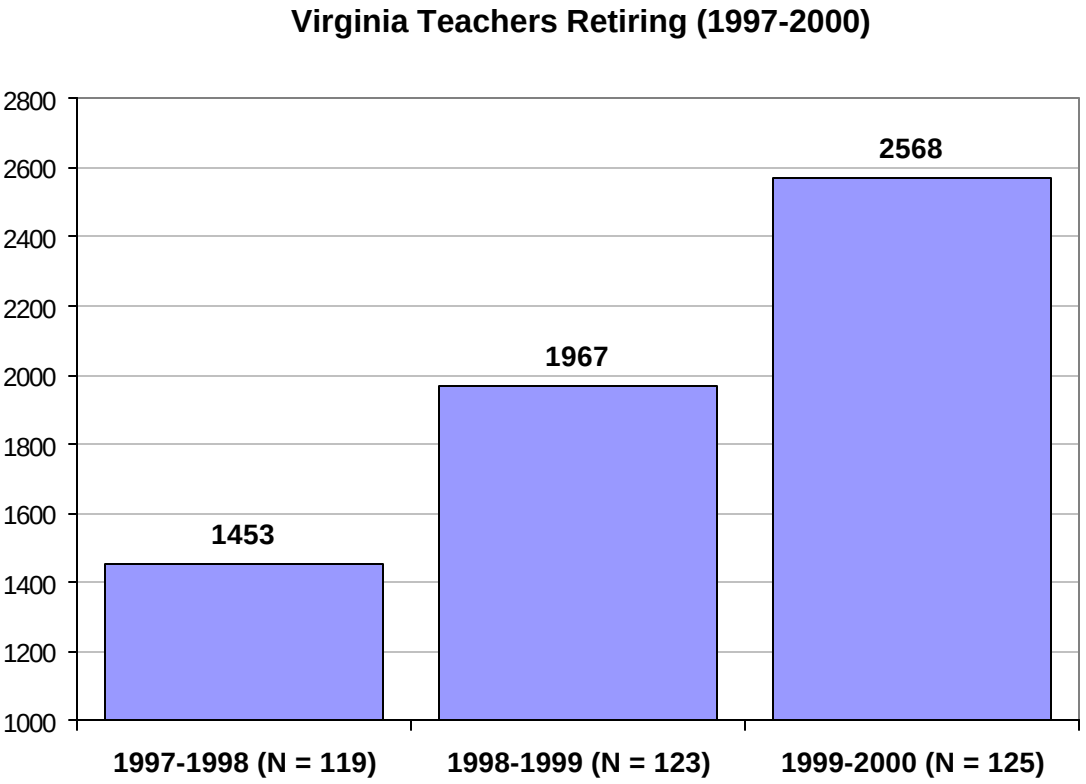

Figure 11

The relocation of a spouse/partner was also reported frequently by teachers leaving positions in 28 percent of school divisions. The percentage of divisions reporting reasons cited often and sometimes for leaving a position is shown in Figure 13.

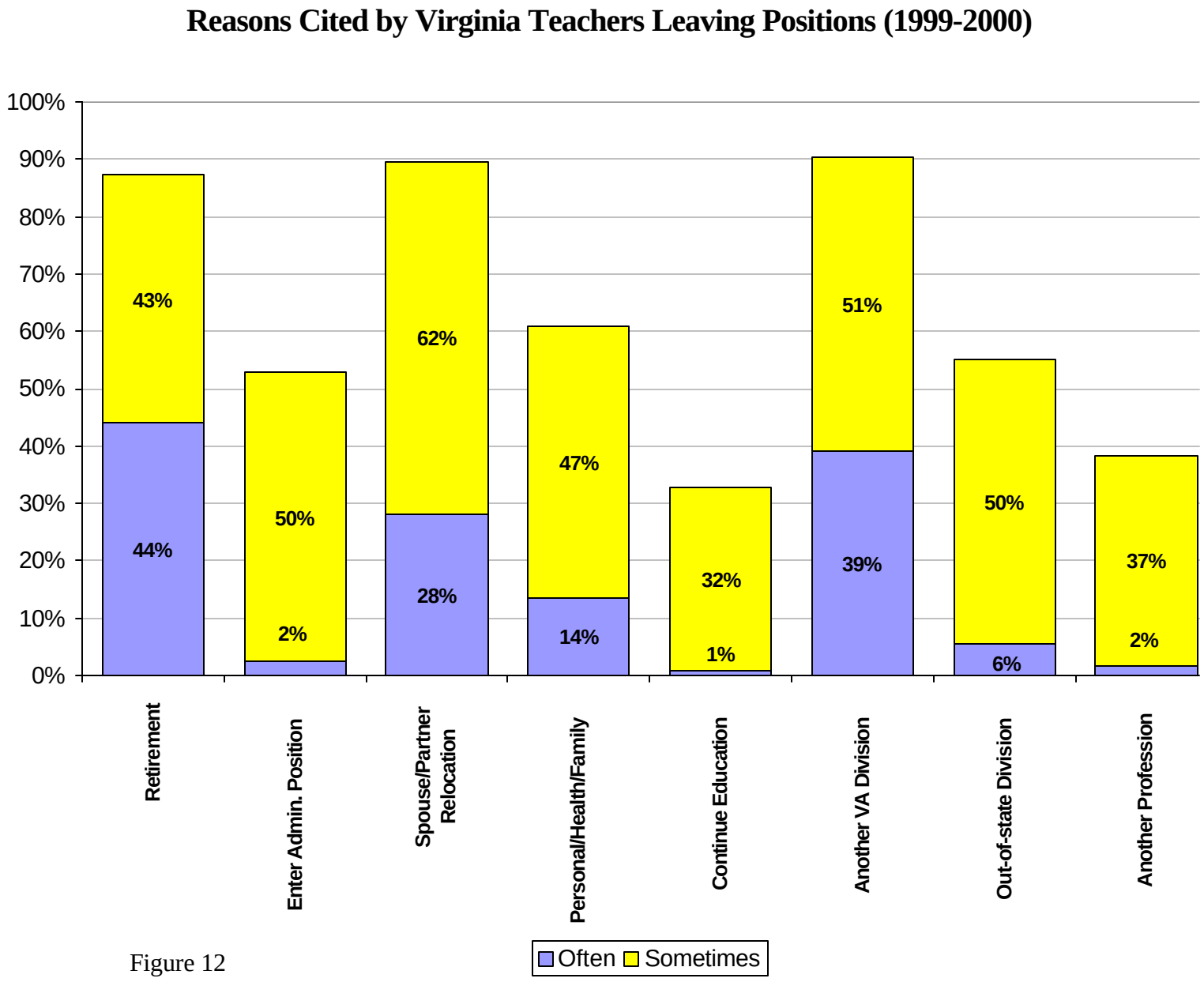

Figure 12

Administrators Leaving their Position

The number of administrators leaving positions for any reason increased from 248 in 1997-1998 to 303 in 1999-2000. (See Figure 14) The largest increase was from 1997-1998 to 1998-1999, which may have been influenced by early retirement legislation enacted in July 1999.

Retirement accounts for more than over 60 percent of administrators leaving over the past three years. (see Figure 15) In 1997-1998, 148 (60%) of the 248 administrators leaving their positions retired, and in 1998-1999, 179 (61%) of the 292 administrators left due to retirement. In 1999-2000, retirement accounted for a striking 239 (79%) of the 303 administrators leaving their position. Given that 35% of all administrators have between 25 to 30 or more years of experience the number and percentage of retiring administrators can be expected to increase over the next few years.

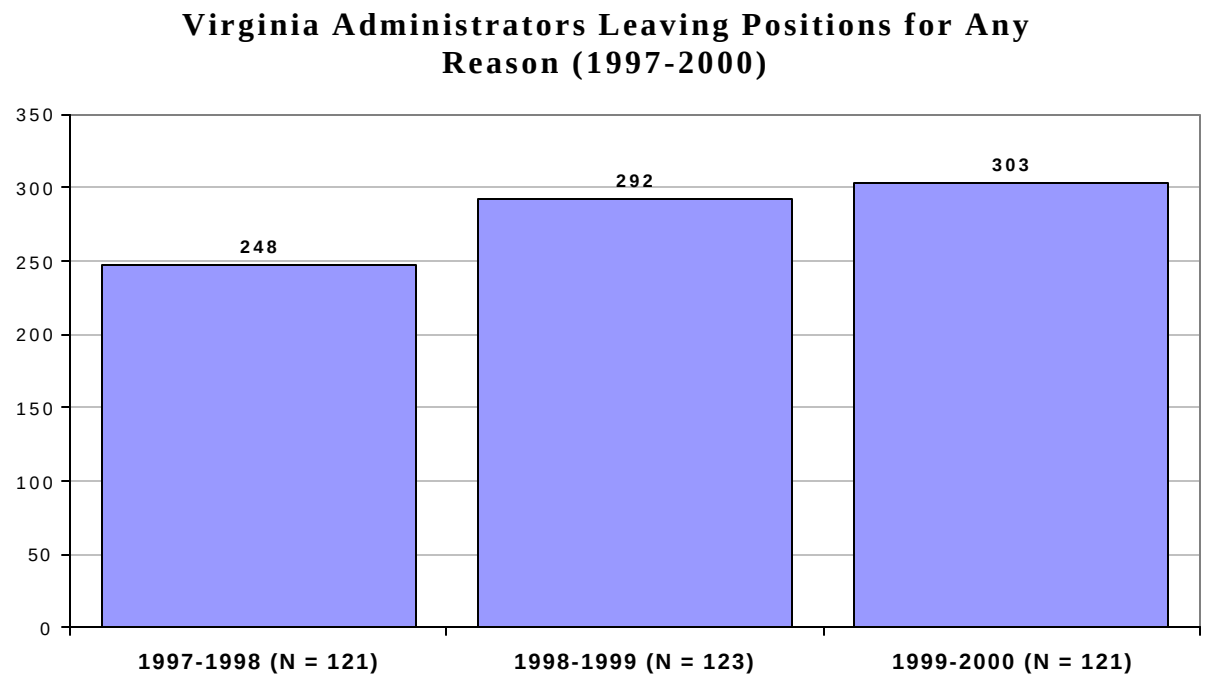

Figure 13

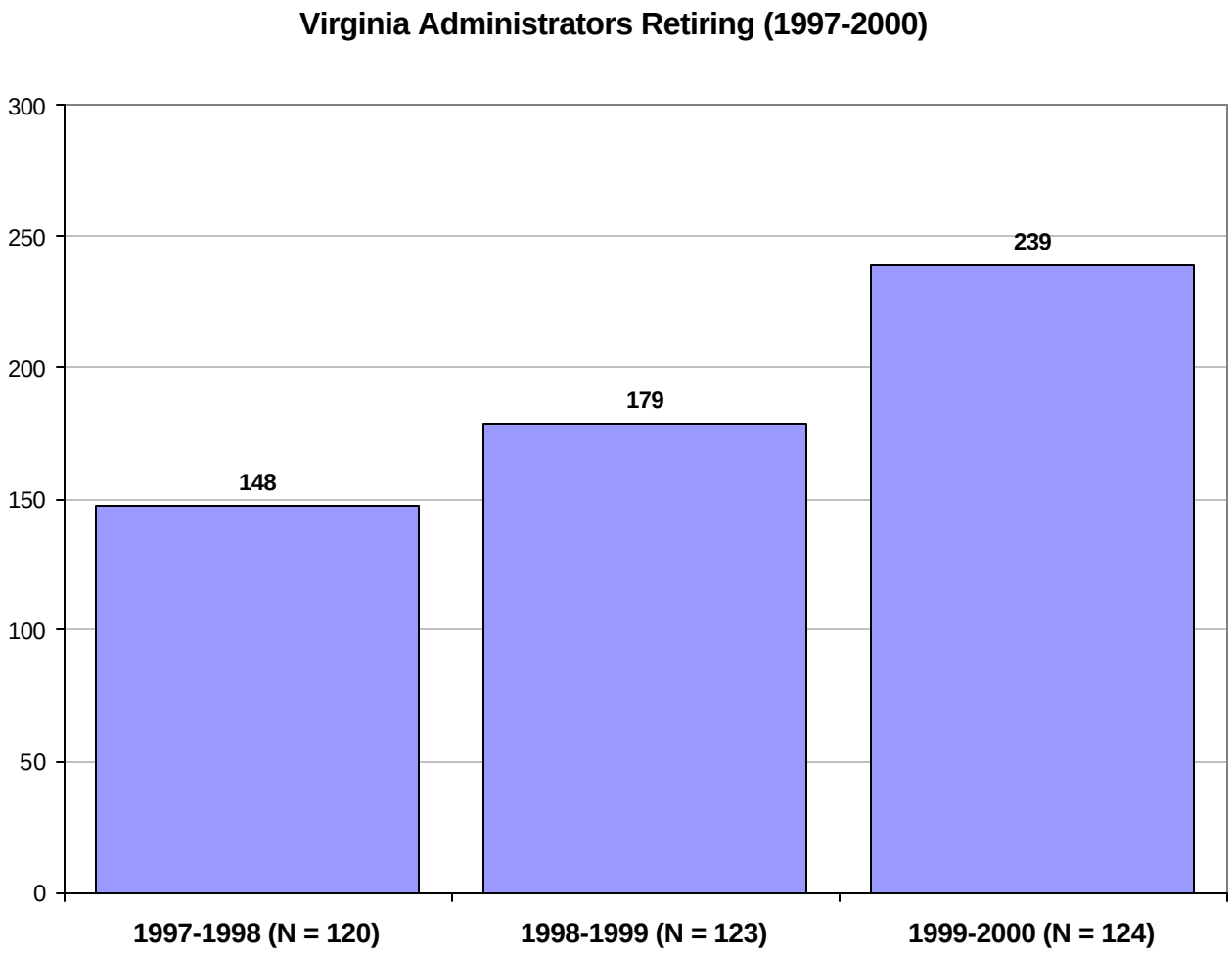
Virginia Administrators Retiring (1997-2000)
300
250
200
150
100
50
0
148
179
239
1997-1998 (N = 120)
1998-1999 (N = 123)
1999-2000 (N = 124)

Figure 14

Demographic, Societal, and Political Factors Impacting Demand

School divisions were asked to rate several factors affecting the impact on the demand for teachers for the 1999-2000 school year. The response categories and the values respectively assigned are GI= Greatly increased demand (5), SI= Somewhat increased demand (4), N= No impact on demand (3), SD= Somewhat decreased demand (2), GD= Greatly decreased demand (1).

Competition from other Virginia school divisions (mean = 4.39) was perceived as the factor most affecting staffing of instructional personnel. Fifty-one percent of divisions reported that this factor greatly increased demand in the region, while 39 percent indicated that it somewhat increased demand in the region. Retirement of personnel had the second greatest impact (mean =4.1), with 27 percent of divisions reporting greatly increased demand, and 57 percent of divisions reporting somewhat increased demand.

Division's salaries and division efforts to reduce teacher and pupil ratios were reported equally with means of 3.97 and 3.99 respectively. Division salaries greatly increased demand in 34% of Virginia school divisions, while efforts to reduce teacher-pupil ratios greatly increased demand in 20% of school divisions.

Division efforts to increase race/ethnic diversity (mean = 3.78) and to comply with standards of accreditation (mean = 3.76) were nearly identical. More divisions (22%) reported that efforts to increase ethnic diversity greatly increased demand than those reporting that compliance with standards of accreditation greatly increased demand (12%).

Respondents reported that the geographic location of the division (mean = 3.56), competition from out-of-state school divisions (mean = 3.63), competition from noneducational businesses or industries (mean = 3.59), increased use of technology (mean = 3.56), all had nearly equal impact on staffing instructional personnel. For all of these factors, between 10 percent and 15 percent of divisions reported that they "greatly increased demand" in the division.

Shifts in student enrollment (mean = 3.43) and cost of living in divisions' geographic areas had some impact on staffing. Shift in enrollment greatly increased demand in 11 percent of divisions, while the cost of living greatly increased demand in only 4 percent of divisions. Home schooling and nonpublic schooling student enrollment trends, with respective means of 3.05 and 3.07, had negligible impact on staffing needs and none of the divisions reported that home and nonpublic schooling trends greatly increased demand.

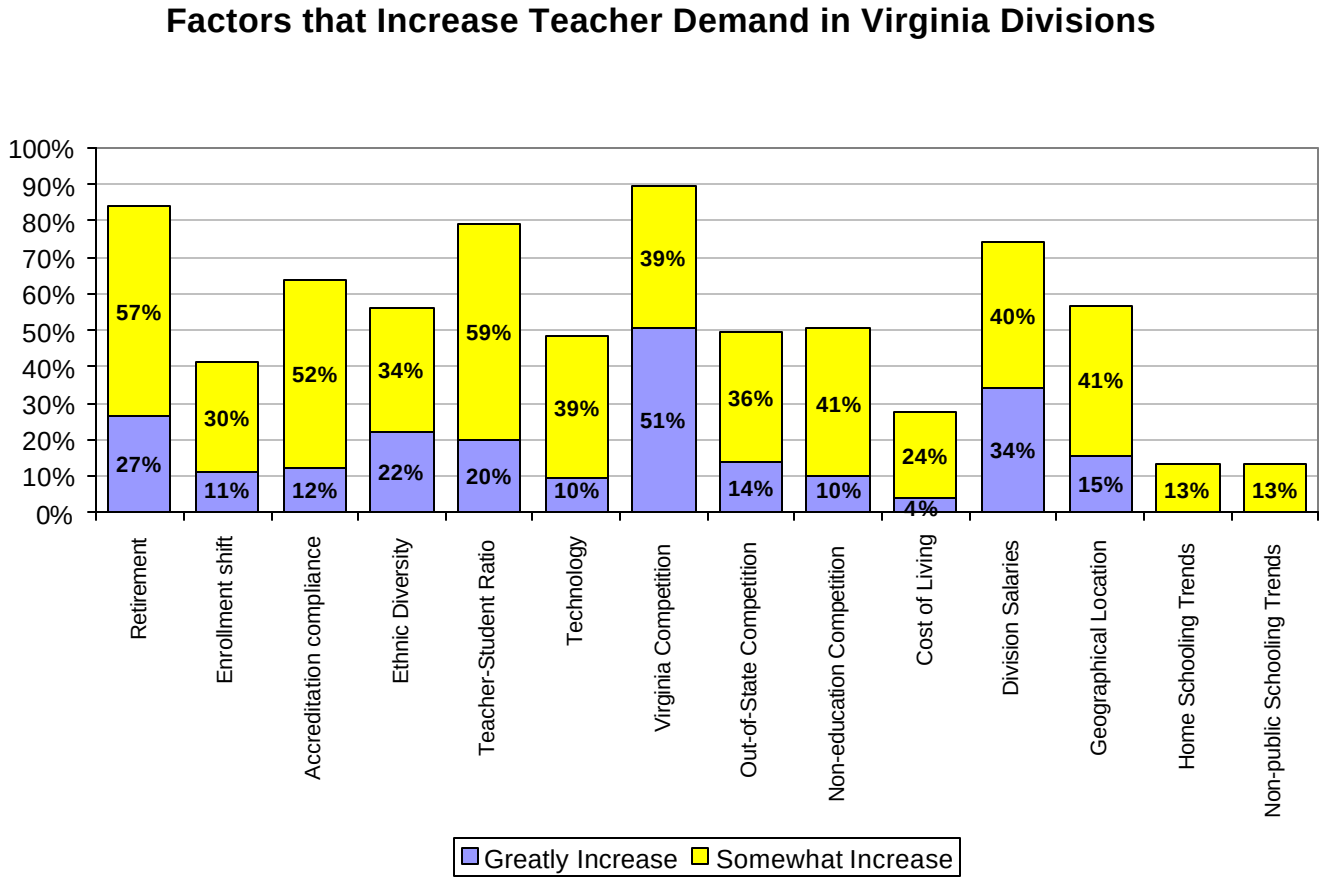
Factors that Increase Teacher Demand in Virginia Divisions
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
57%
27%
30%
11%
52%
12%
34%
22%
59%
20%
39%
10%
39%
51%
36%
14%
41%
10%
24%
4%
40%
34%
41%
15%
13%
13%
Retirement
Enrollment shift
Accreditation compliance
Ethnic Diversity
Teacher-Student Ratio
Technology
Virginia Competition
Out-of-State Competition
Non-education Competition
Cost of Living
Division Salaries
Geographical Location
Home Schooling Trends
Non-public Schooling Trends
Greatly Increase
Somewhat Increase

Figure 15

MEETING THE DEMAND AND ENSURING QUALITY

MEETING THE DEMAND AND ENSURING QUALITY

Current Incentive Programs in Virginia

Virginia has several incentive programs to attract individuals to the teaching profession in Virginia's public schools.

National Board Certification is a process that measures what accomplished teachers should know and be able to do based upon high and rigorous standards established by the National Board of Professional Teaching Standards (NBPTS). The process is voluntary and includes a series of examinations, portfolio development, classroom videotapes, and teacher reflection. The NBPTS is an independent, nonprofit, nonpartisan and non-governmental organization that offers certificates in 19 fields that are applicable to nearly 90 percent of the eligible teaching population. This year 4,804 National Board Certified teachers in 48 states with more than 9,000 candidates are seeking certification in 2000.

- There are 64 National Board Certified teachers in Virginia; 57 are teaching in Virginia public schools.

- The number of National Board Certified teachers in Virginia tripled from 1998 to 1999.

- A total of 144 candidates are currently certified. This is more than double the number of candidates in 1999.

- Virginia is one of 38 states offering at least one incentive for National Board Certification and one of 31 offering multiple incentives to achieve that objective.

- The Virginia General Assembly appropriated $75,000 each year of the 2000-02 biennium to support $1,000 of the $2,300 application fees for 75 candidates. This subsidy was first made available in 1998.

    - Applications for these grants have doubled each year to more than 400 applications in 2000;
    - Candidates are selected on a first-come, first-served basis and are equally distributed among the eight superintendents' regions;
    - Candidates selected for the subsidy grants are responsible for the initial $300 portion of the $2,300 application fee; and
    - Virginia also receives a grant from the NBPTS to assist in funding.

- The 1999 Virginia General Assembly passed House Bill 2710, The Education Accountability and Quality Enhancement Act, to provide a National Teacher Certification Incentive Reward to teachers in Virginia who have National Board Certification.

- To the extent that funds are available, an initial award is set at $5,000 with a subsequent annual award of $2,500 for the life of the certificate;
- In 1999, the incentive awards totaled $110,000;
- The projected disbursement of the incentive awards for 2000 is $254,5000; the appropriated amount is $262,000;
- The appropriation for the 2001 incentive awards is $157,000.

Mentor Teacher/Clinical Faculty Programs includes the mentoring of new teachers and those experiencing difficulties as part of the training continuum for all teachers. This legislation required the Board of Education to issue guidelines for mentor programs and to establish criteria for beginning and experienced teacher participation. The Superintendent of Public Instruction appointed a Mentor Teacher Task Force to develop guidelines for the implementation of mentor programs on a statewide basis. The Report of the Task Force on the Establishment of a Statewide Mentor Teacher Program was presented to the Board of Education on November 18, 1999. On June 22, 2000, the Board adopted the *Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers*.

The 2000 General Assembly appropriated $2.75 million to support Mentor Teacher and Clinical Faculty programs for the 2000-02 biennium. Each year of the biennium approximately $1 million will be allocated for Mentor Teacher programs in school divisions, and $375,000 will be awarded to institutions of higher education for Clinical Faculty programs. The process for disseminating these funds has been initiated. Distribution of funds is based on the continuation of guidelines developed within the Division of Teacher Education and Licensure. Since the mandate outlined in "The Education Accountability and Quality Enhancement Act of 1999" requires school boards to provide probationary teachers with a mentor teacher, school divisions have been asked to submit summary reports describing 1999-2000 activities rather than submitting grant proposals for funding.

Funds were allocated to school divisions on a per teacher basis after confirmation by division superintendents of the number of new teachers with no years of experience and receipt of program summary reports. A total of 106 divisions (including Virginia Schools for the Deaf and Blind in Hampton and Staunton) submitted affidavits. Twenty-nine divisions did not respond. Funds for 2000-01 are allocated at approximately $200 per teacher for a total of $1 million for 4,743 teachers. Funds for 2001-02 amount $189 per teacher for a total of $1 million for 5,470 teachers. Funds amounting to $375,000 for the Clinical Faculty program will be awarded in October 2000 through competitive grants, one in each of the eight Superintendent's study regions, to work with pre-service teachers and teachers serving as clinical faculty at these institutions.

Participation in the Mentor Teacher and Clinical Faculty programs is voluntary and requires a local resource commitment of 50 percent of the cost involved. Funds are retroactive to July 1, 2000.

The 1996 session of the Virginia General Assembly appropriated $300,000 for each year of the 1996-1998 biennium to reinstate the teaching scholarship loan program. The 1998 General Assembly supported the continuation of the teaching scholarship loan program.

The Virginia Teaching Scholarship Loan Program (VTSLP) is a scholarship loan program that was reinstated as an incentive to students interested in pursing a teaching career in critical shortage teaching areas. In Virginia, teacher shortage areas include all areas of special education, chemistry, physics, earth and space science, mathematics, foreign languages, and technology education.

Each of the 37 institutions in Virginia that have approved teacher preparation programs are invited to nominate individuals for the scholarship loans. Each institution is guaranteed one scholarship loan that is designated as the Commonwealth Scholarship in Teacher Education. To be nominated by the college or university, students must be enrolled in an approved teacher preparation program in one of the critical shortage areas, be at or beyond the sophomore year in college, possess a grade point average of at least 2.7, and be identified as a Virginia resident.

During the 2000 session of the Virginia General Assembly, the amount of the scholarship award was increased from $3,000 to $3,720 and part-time students became eligible to receive funds. For more information about the VTSLP, go to the Virginia Department of Education Web site at www.pen.k12.va.us or consult the school or department of education at a Virginia four-year college or university.

BIBLIOGRAPHY

BIBLIOGRAPHY

Cross, L.H., & Culver, S. (1986). The impact of teaching requirements on the teaching force in Virginia. Unpublished manuscript, Virginia Polytechnic Institute and State University, Blacksburg.

National Education Association. (1999). Rankings & estimates: Rankings of the states 1999 and estimates of school statistics 2000. Annapolis Junction, MD: Author.

Virginia Department of Education. (1999). Superintendent's annual report, 1997-98 [Online]. Available: http://www.pen.k12.va.us/VDOE/siteindex [2000, January 6].

Virginia Education Association. (1999). Virginia's educational disparities, 1996-1997. Richmond, VA: Author.

Virginia Tech Center For Survey Research. (1999). Virginia statistics on school personnel: 1998-1999 school year. Blacksburg: Author.