

CRITICAL TEACHER SHORTAGE AREAS

2009-2010

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**METHODOLOGY FOR THE IDENTIFICATION OF
TEACHER SHORTAGE AREAS
2009-10**

Section 1012.07, Florida Statutes, requires that the State Board of Education annually identify critical teacher shortage areas. This list of shortage areas is used in implementing the Critical Teacher Shortage Tuition Reimbursement Program and the Critical Teacher Shortage Student Loan Forgiveness Program. State Board of Education Rule 6A-20.0131(2) further provides that:

(1) On or before December 1 of each year, the Commissioner shall recommend to the State Board for approval the specific teaching areas and high priority locations in which critical teacher shortages are projected for the public schools during the year following the academic year in which approval is made.

(2) In accordance with procedures approved by the Commissioner, a list of critical teacher shortage areas shall be prepared based on consideration of current supply and demand information related to Florida public school instructional personnel including but not limited to:

(a) The number and percentage of vacant positions in each teaching discipline;

(b) The number and percentage of positions filled by teachers not certified in the appropriate field;

(c) The projected annual supply of graduates of state approved Florida teacher education programs for each discipline.

Based on the information outlined above, the following subject fields have been designated by the State Board of Education as critical teacher shortage areas for 2009-10.¹

- **middle and high school level mathematics;**
- **middle and high school level science;**
- **middle and high school level English/language arts;**
- **reading;**
- **exceptional student education programs (ESE);**
- **English for speakers of other languages (ESOL);**
- **foreign languages; and**
- **technology education/industrial arts.**

Shortages During Fall 2007

The Department of Education surveys the school districts each fall to determine the number of teaching positions filled from July 1st to November 1st.² Survey results provide two indicators of fields currently facing critical shortages which include: (1) the number of new hires as a percentage of teachers in each field and (2) the number of positions filled by teachers who lack appropriate certification.³

¹See page 14 for a list of critical teacher shortage areas for 1984-85 through 2009-10.

²For the first time this year's survey covered only through September 30.

³New hires are new to the district, but may have taught in another district in prior years and, therefore, may not be new to Florida public schools.

Number of New Hires

The Fall 2007 New Hires Survey indicates that districts hired 19,204 classroom teachers and 896 other instructional personnel between July 1st and October 1st. These numbers are lower than the prior year, but that may have been because the survey covered three months rather than four. The new hires represent 11.1 percent of all classroom teachers teaching in fall 2007, compared to 12.6 percent the prior year. (See Table 1.)

	2002	2003	2004	2005	2006	2007
Fall New Hires	15,388	19,317	20,010	21,919	21,143	19,204
Classroom Teachers	141,004	147,957	158,625	164,570	168,181	172,215
As a Percentage of Teachers	10.9	13.1	12.6	13.3	12.6	11.2

Table 2 shows the number of new hires as a percentage of the estimated number of teachers for all of the critical teacher shortage areas. New hires in the fields of gifted, reading, autism, English/language arts, and foreign languages, represented 13 percent or more of the total number of teachers in these fields. Subjects that represented 10 to 13 percent of the teachers included science, ESOL, math, and ESE. (See Table 2.)

Subject Field	New Hires	Estimated Number of Teachers	New Hires as a Percentage of Teachers
English./Lang. Arts	1,412	10,404	13.6
Math	1,295	11,662	11.1
Science	1,154	9,502	12.1
Reading	844	5,911	14.3
Foreign Languages	387	2,854	13.6
ESOL	345	2,893	11.9
Technology Educ./Industrial Arts	57	652	8.7
ESE (Varying Excep., etc.)	1,814	17,413	10.4
Speech/Language Impaired	250	2,586	9.7
Deaf or Hard of Hearing	34	419	8.1
Visually Impaired	11	234	4.7
Autism Spectrum Disorder	138	981	14.1
Occupational/Physical Therapy	28	498	5.6
PreK Handicapped	120	2,282	5.3
Gifted	175	1,217	14.4
Exceptional Other	112	596	18.8
Total Exceptional	2,682	26,226	10.2

Newly-Hired Out-of-Field Teachers

A second indicator of teacher shortages used to identify critical teacher shortage fields is the percentage of newly hired teachers who were not certified in the field that they were assigned to teach. Overall, 9.8 percent of the new hires in fall 2007 were not appropriately certified, the second lowest in the last 10 years, and considerably lower than five years ago or so. (See Table 3.)

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Basic Fields	10.2	12.8	10.2	13.1	12.3	8.9	8.9	8.6	10.1	9.0
Exceptional Student Educ.	27.1	27.3	30.0	31.8	29.9	22.1	19.8	15.1	16.7	14.5
Career Education	11.6	15.0	15.3	20.6	9.9	15.3	10.0	7.8	10.8	8.7
Total Classroom	13.5	15.6	14.2	16.9	15.8	11.5	10.7	9.6	11.1	9.8

Although the effect of the change in the time span of the New Hires Survey on this measure is unknown, districts have reported that the lower percentages since 2002 were due to:

- the emphasis on hiring only “highly qualified teachers,” as defined by the federal No Child Left Behind Act of 2001. Districts are making a special effort to locate appropriately certified teachers. Some districts did not permit their Title 1 schools to hire any out-of-field teachers.
- the focus on smaller classes in grades K-3, resulting in districts hiring significantly more teachers certified in elementary education. Teachers with this certification are typically easier to find than teachers certified in critical teacher shortage areas.
- the collapsing of such certification areas as mentally handicapped, specific learning disabled, emotionally handicapped, varying exceptionalities, and related fields into one category, *exceptional student education* (ESE), making it easier to find appropriately certified teachers for these areas. Similarly, the change in elementary certification coverage from grades 1-6 to grades K -6 has made it easier to recruit kindergarten teachers in field.
- statutes enabling teacher applicants to document mastery of subject area knowledge, required for issuance of a Temporary or Professional Certificate, by achieving a passing score on a subject area examination. This has expanded certification options to those with academic degrees who have not completed an approved teacher education program. (See section on Teacher Supply beginning with page 11.)

Despite recent decreases in out-of-field teachers in exceptional student education (ESE), the percentage continues to be higher than other areas. Nearly 15 percent of ESE teachers hired in fall 2007 were not certified in the appropriate field.

Table 4 displays information on the number of new hires in fall 2007 for each of the fields designated as critical teacher shortage areas. As shown in Column 3:

- Sixty-one percent of the teachers hired to teach reading were not appropriately certified. Most of these teachers were hired to teach reading at the middle or high school level. Teachers are considered in-field for teaching reading at the elementary level if they are certified in either elementary education or reading. Thus it is easier to fill positions in elementary reading than positions in reading at the middle or high school level.
- Fifty-nine percent of the teachers hired to teach the gifted were not appropriately certified. Principals sometimes fill such positions with experienced subject area teachers who lack course work in gifted, but who may later satisfy requirements for endorsement in this field, thus qualifying for tuition reimbursement.
- Thirty-seven percent of the new hires in ESOL did not have appropriate certification.
- Thirteen to eighteen percent of the new hires in visually impaired, technology education, and the broad field of ESE, were hired out of field.
- From 7 to 9 percent of the teachers hired to teach foreign languages, autism, pre-K-handicapped, English/language arts, and science were hired out of field.
- Typically, few out-of-field teachers are hired in the areas of speech pathology and occupational and physical therapy because of the highly specialized nature of these areas.

Subjects	1 New Hires	New Hires Who Were Not Certified in the Appropriate Field	
		2 Number	3 Percentage
Eng./Lang. Arts	1,412	113	8.0
Math	1,295	76	5.9
Science	1,154	83	7.2
Reading	844	511	60.5
Foreign Language	387	36	9.3
ESOL	345	129	37.4
Industrial Arts/Technology Educ	52	9	17.3
ESE (Varying Excep, etc.)	1,814	248	13.7
Speech Impaired	250	6	2.4
Hearing Impaired	34	1	2.9
Visually Impaired	11	2	18.2
Autistic	138	12	8.7
Occupational/Physical Therapy	28	0	0.0
PreK Handicapped	120	10	8.3
Gifted	175	104	59.4
Exceptional Other	112	7	6.3
Total Exceptional	2,682	390	14.5

Teachers Currently Teaching in Areas in Which They Are Not Certified

A third indicator of teacher shortage is the number of teachers currently teaching courses in subjects in which they are not certified. As shown in Table 5, the percentage of inappropriately certified teachers in these critical areas includes approximately 30 percent in middle and high school reading, 24 percent in ESOL, 22 percent in gifted, 18 percent in pre-K handicapped and 7 to 9 percent in foreign languages, and hearing impaired.

Data on out-of-field status may not be available for several fields where teachers qualify outside the usual certification process. For instance, a number of physical, occupational, and speech therapists are considered in field by virtue of satisfying licensure requirements rather than through state certification. Similarly, in career education fields, such as technology education, districts may hire individuals with expertise in that field, thus bypassing certification based on course requirements.

Subject Field	1 Number Teachers	2 Est. Number Teachers Not Approp. Certified	3 % Not Approp. Certified
Language Arts*	10,404	500	4.8
Math*	11,662	515	4.4
Science*	9,502	575	6.1
Foreign Languages	2,854	263	9.2
Reading *	5,911	1,755	29.7
ESOL	2,893	699	24.2
Indust. Arts/Techology Educ.	637	NA	NA
Intellectual Disabilities	2,031	51	2.5
Specific Learning Disabilities	1,374	29	2.1
Emotionally Handicapped	1,876	113	6.0
Varying Exceptionalities	11,992	576	4.8
Physically Impaired	140	5	3.6
Speech/Language Impaired	2,586	NA	NA
Deaf or Hard of Hearing	419	29	6.9
Visually Impaired	234	0	0.0
Autism Spectrum Disorder	981	32	3.3
Occupational/Physical Therapy	498	NA	NA
PreK Handicapped	1,217	218	17.9
Gifted	2,282	505	22.1

*Middle and high school grades.

Critical Teacher Shortage Area Financial Assistance Programs

The Florida Department of Education’s Office of Student Financial Assistance administers two financial assistance programs designed to increase the number of qualified teachers in designated critical teacher shortage areas: the Critical Teacher Shortage Tuition Reimbursement Program and the Critical Teacher Shortage Student Loan Forgiveness Program.

The Critical Teacher Shortage Tuition Reimbursement Program provides financial support to qualified teachers by assisting them with the repayment of undergraduate and graduate education courses that will lead to certification in a critical teacher shortage subject area. Eligible applicants may receive payments for up to \$78 per credit hour, for a maximum 9 hours per award year or \$702. The maximum amount eligible applicants may receive is up to \$2,808 for up to 36 credit hours. Awards are prorated based upon the number of eligible applicants and the appropriation provided by the Legislature. The average amount awarded in 2007-08 was \$110, which is an award of \$15 per credit hour or 19 percent of the maximum award.

As shown by Table 6, the proportion of awards to teachers in ESE programs under the Tuition Reimbursement Program has dropped from 42 percent in 2003-04 to 30 percent in 2007-08. At the same time the proportion of awards to teachers seeking certification or an endorsement in reading now absorbs 33 percent of the awards.

Table 6
Tuition Reimbursement Awards By Category*

Critical Teacher Shortage Area	Number					Percentage				
	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
Math	64	63	99	125	117	12.1%	11.1%	14.0%	13.3%	13.8%
Science	53	54	60	94	86	10.0%	9.5%	8.5%	10.0%	10.1%
Reading	129	175	239	333	277	24.4%	30.8%	33.7%	35.5%	32.6%
Foreign Languages	13	17	24	31	28	2.5%	3.0%	3.4%	3.3%	3.3%
ESOL	22	16	29	45	46	4.2%	2.8%	4.1%	4.8%	5.4%
Total Exceptional Student Educ.	220	210	219	255	257	41.6%	36.9%	30.9%	27.2%	30.2%
Industrial Arts/Technology Educ.	19	17	21	22	19	3.6%	3.0%	3.0%	2.3%	2.2%
School Psychologist	9	17	18	32	20	1.7%	3.0%	2.5%	3.4%	2.4%
Other	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Total Disbursed Count	529	569	709	937	850	100%	100%	100%	100%	100%

*Based on statistics compiled by the Office of Student Financial Assistance

The Critical Teacher Shortage Student Loan Forgiveness Program provides financial assistance to eligible Florida teachers by assisting them in the repayment of undergraduate and graduate educational loans that led to certification in a critical teacher shortage subject area. Eligible applicants may receive an annual award of up to \$2,500 to repay undergraduate loans and \$5,000 for two years to repay graduate loans for support of postsecondary education study. Participants may receive up to a maximum of \$10,000 for the duration of the program.

For the 2007-08 award year, full-time teachers who were certified or licensed in, and taught in, a critical teacher shortage area at least 180 days during the 2006-07 academic year and who had educational loans and undergraduate degrees, received a maximum of \$475, 19 percent of the maximum award. Those with graduate degrees received a maximum of \$950, 19 percent of the maximum award.

Table 7 shows the numbers of Loan Forgiveness awards over the last five years. Most of the awards have gone to ESE teachers, ranging from 77 percent in 2002-03 to 58 percent in 2007-08. The numbers of awards to teachers of math and science have increased to 17 percent and 15 percent of the total, respectively.

Table 7
Loan Forgiveness Awards By Category*

Critical Teacher Shortage Area	Number					Percentage				
	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
Math	171	269	392	561	677	8.1%	11.1%	13.0%	15.3%	16.8%
Science	210	273	366	496	598	10.0%	11.3%	12.1%	13.6%	14.9%
Reading	7	15	34	80	110	0.3%	0.6%	1.1%	2.2%	2.7%
Foreign Languages	14	30	48	69	78	0.7%	1.2%	1.6%	1.9%	1.9%
ESOL	47	54	50	53	56	2.2%	2.2%	1.7%	1.4%	1.4%
Total Exceptional Student Educ.	1,624	1,723	2,032	2,258	2,320	77.1%	71.3%	67.1%	61.8%	57.7%
Industrial Arts/Technology Educ.	11	13	17	17	20	0.5%	0.5%	0.6%	0.5%	0.5%
School Psychologist	21	38	88	120	157	1.0%	1.6%	2.9%	3.3%	3.9%
Other	1	0	0	2	4	0.0%	0.0%	0.0%	0.1%	0.1%
Total Disbursed Count	2,106	2,415	3,027	3,656	4,020	100%	100%	100%	100%	100%

Table 8 provides additional information on awards in both programs. Data indicate the following trends:

- Most of the science teachers receiving awards seek certification in middle grades science or biology, while fewer are in areas of the physical sciences—earth science, chemistry, or physics.
- Most awardees in reading are seeking full certification in reading rather than an endorsement in reading. The same is true for ESOL awardees.
- As might be expected, most of the awards to ESE teachers go to those teaching in the large programs now being collapsed into ESE. These programs include: mentally handicapped (intellectually disabled), emotionally handicapped, specific learning disabled, and varying exceptionalities.
- Critical teacher awards are particularly important to speech therapists, many of whom enter the classroom without a master’s degree, a requirement for full certification in that field. Most of the awards to speech therapists are for loan forgiveness, as opposed to tuition reimbursement.

Table 8
Critical Teacher Shortage Awards By Certification Area*

Critical Teacher Shortage Area	2003-04		2004-05		2005-06		2006-07		2007-08	
	Loan Forgive	Tuition Reimb	Loan Forgive	Tuition Reimb	Loan Forgive	Tuition Reimb	Loan Forgive	Tuition Reimb	Loan Forgive	Tuition Reimb
Math - Middle Grades	61	21	113	23	180	41	248	49	301	48
Math - 6-12	109	43	156	40	212	58	313	76	376	69
Total Math	170	64	269	63	392	99	561	125	677	117
Science - Biology	94	18	111	22	155	27	203	41	260	37
Science - Middle Grades	73	20	114	22	147	23	197	37	209	37
Science - Chemistry	24	8	25	6	33	4	46	13	73	9
Science - Earth Science	4	4	9	3	12	4	25	1	32	3
Science - Physics	15	3	14	1	19	2	25	2	24	0
Total Science	210	53	273	54	366	60	496	94	598	86
Reading	7	121	15	149	34	205	80	290	110	243
Reading Endorsement	0	8	0	26	0	34	0	43	0	34
Total Reading	7	129	15	175	34	239	80	333	110	277
Spanish	10	11	20	13	36	20	52	24	63	18
French	3	1	8	3	10	4	13	4	12	2
Other Languages	1	1	2	1	2	0	4	3	3	8
Total Foreign Lang.	14	13	30	17	48	24	69	31	78	28
ESOL	47	14	54	15	50	17	53	32	56	26
ESOL Endorsement	0	8	0	1	0	12	0	13	0	20
Total ESOL	47	22	54	16	50	29	53	45	56	46
Middle Gr. Integ. Curr	0	0	0	0	0	0	2	0	4	0
Mentally Handicapped	83	2	83	1	59	2	90	2	84	2
Specific Learn. Disabled	162	7	165	4	171	2	172	5	109	5
Emotionally Handicapped	170	6	174	1	128	2	150	2	151	4
Varying Exceptionalities	649	55	630	26	804	24	832	22	913	15
Orthopedically Impaired	2	1	2	0	4	1	5	0	8	0
Exceptional Student Educ.	265	70	365	98	543	137	604	156	624	155
Speech - Lang. Impaired	262	46	250	41	252	26	298	43	290	33
Hearing Impaired	20	3	18	3	23	1	28	2	32	0
Visually Impaired	10	0	10	1	8	0	12	4	13	1
Orientation & Mobility	0	0	0	0	0	0	0	0	0	1
Autistic	1	0	26	0	40	2	67	3	96	9
Severe or Profound Handi.	0	1	0	0	0	0	0	0	0	2
Pre-K Handicapped	0	4	0	0	0	3	0	3	0	6
Gifted	0	25	0	35	0	19	0	13	0	24
Total ESE	1,624	220	1,723	210	2,032	219	2,258	255	2,320	257
Industrial Arts/Tech. Educ.	11	19	13	17	17	21	17	22	20	19
School Psychologist	21	9	38	17	88	18	120	32	157	20
Total Disbursed Count	2,104	529	2,415	569	3,027	709	3,656	937	4,020	850

*Based on statistics compiled by the Office of Student Financial Assistance

Teacher Supply – Teacher Education Completers by Sector

For many years statistics on teacher education completers have been based exclusively on a survey completed each year by the education deans and chairpersons of the Florida institutions with approved teacher education programs. The report now also includes information on completers of district alternative certification programs, community college baccalaureate programs in education, and community college and university Educator Preparation Institutes (EPI). EPI programs are alternative certification programs specifically designed for non-education baccalaureate degree holders to enable them to meet educator certification requirements.

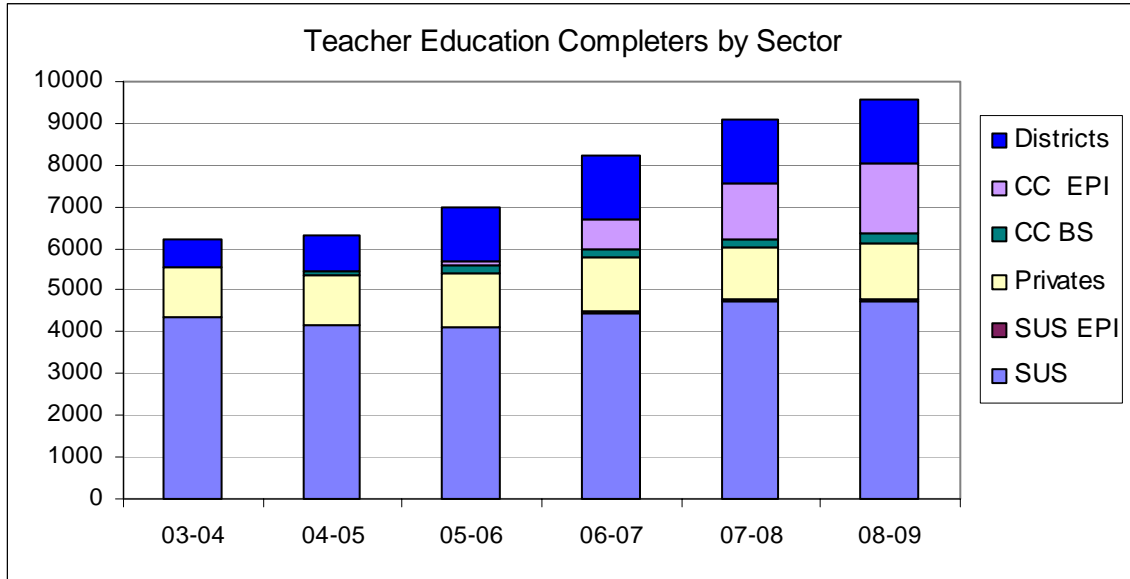
Table 9 summarizes the number of teacher education completers in each of these programs. In 2006-07 the traditional teacher education programs supplied 70 percent of the total number of completers, down from 89% in 2003-04. It is projected that by 2008-09 only 64 percent of the completers will come from these traditional programs. At the same time, 20 percent will come from community college programs and 16 percent from district alternative certification programs. Altogether, the number of completers has increased from 6,200 in 2003-04 to 8,200 in 2006-07. Projections for 2008-09 total 9,600.

Sector	Actual				2007-08	Projected* 2008-09
	2003-04	2004-05	2005-06	2006-07		
State Universities	4,351	4,168	4,106	4,453	4,727	4,748
SUS EPI				24	40	45
Private Colleges/Univ	1,218	1,170	1,313	1,305	1,282	1,342
Total	5,569	5,338	5,419	5,782	6,049	6,135
Com. Colleges BS		102	178	215	190	217
Com. Colleges EPI			86	715	1,325	1,672
Total	0	102	264	930	1,515	1,889
District Alt. Cert.	666	887	1,314	1,508	1,514	1,550
Total	6,235	6,327	6,997	8,220	9,078	9,574

Sector	Percentages					
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
State Universities	69.8%	65.9%	58.7%	54.2%	52.1%	49.6%
SUS EPI				0.3%	0.4%	0.5%
Private Colleges/Univ	19.5%	18.5%	18.8%	15.9%	14.1%	14.0%
Total	89.3%	84.4%	77.4%	70.3%	66.6%	64.1%
Com. Colleges BS		1.6%	2.5%	2.6%	2.1%	2.3%
Com. Colleges EPI					14.6%	17.5%
Total		1.5%	1.5%	1.5%	16.7%	19.7%
District Alt. Cert.	10.7%	14.0%	18.8%	18.3%	16.7%	16.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SUS=State Universities
Priv=Private Colleges and Universities
Com Colleges BS=Community College Baccalaureate Programs
EPI=Community College Educator Preparation Institutes
Alt. Cert - School District Alternative Certification Programs

*The 2007-08 and 2008-09 numbers shown for state universities, private colleges and universities, and community college programs are projections made by the institutions. EPI numbers for 2007-08 are based on final actual reports, while the 2007-08 Alt Cert numbers are the preliminary actual number. In absence of official projections, the Alt Cert number shown for 2008-09 is a place-holder. Note that the totals may be slightly different than reported elsewhere in that (1) this report is based on unduplicated counts and (2) the numbers shown include completers of speech pathology programs, not typically reported by university colleges of education, the source of the numbers of completers in other teacher education programs.



The distribution by sector varies across subject fields. (See Table 10.) It shows that traditional teacher education programs produce two-thirds of the completers in exceptional education and almost all of the graduates in reading. On the other hand, more than half of the graduates in the core subjects of English, math, science, and foreign languages enter the classroom via district and EPI programs.

Table 10
Teacher Education Program Completers - 2006-07

Subject Field	Projected Number by Sector						Percentage Total							
	SUS	Priv.	CC BS	SUS EPI	CC EPI*	Dist.Alt Cert*	Total	SUS	Priv.	CC BS	SUS EPI	CC EPI	Dist.Alt Cert	Total
English/Lang. Arts	179	23			68	208	478	37.4%	4.8%			14.2%	43.5%	100.0%
Math	97	13	20	2	70	147	349	27.8%	3.7%	5.7%	0.6%	20.1%	42.1%	100.0%
Science	51	4	10		75	142	282	18.1%	1.4%	3.5%		26.6%	50.4%	100.0%
Reading	255	192		3	24	52	526	48.5%	36.5%		0.6%	4.6%	9.9%	100.0%
Foreign Languages	15	1			17	39	72	20.8%	1.4%			23.6%	54.2%	100.0%
ESOL	15				2	4	21					9.5%	19.0%	100.0%
Industrial Arts/Tech. Educ					5	15	20					25.0%	75.0%	100.0%
Exceptional Student Education														
ESE	312	121	77		58	152	720	43.3%	16.8%	10.7%		8.1%	21.1%	100.0%
Speech Impaired	98	1					99	99.0%	1.0%					100.0%
Hearing Impaired	7					1	8	87.5%					12.5%	100.0%
Visually Impaired	14				2		16	87.5%				12.5%		100.0%
Autism					5	13	18					27.8%	72.2%	100.0%
PreK Handicapped	24				4	1	29	82.8%				13.8%	3.4%	100.0%
Gifted	11				4	6	21	52.4%				19.0%	28.6%	100.0%
Exceptional Other	34	48				3	85	40.0%	56.5%				3.5%	100.0%
Total Exceptional	500	170	77	0	73	176	996	50.2%	17.1%	7.7%	0.0%	7.3%	17.7%	100.0%

*Distribution by subject field for Alt Cert and EPI based on the distribution for those completers who were teaching in fall 2006 (Alt Cert) or 2007 (EPI).

Teacher Supply and Projected Shortages for 2009-10

Recent completers are only one source of “new” teachers. Other sources include returning teachers and teachers moving from one district to another. Nevertheless, a comparison of the number of newly-minted teachers and projected vacancies is an important indicator of shortages. Table 11 compares (1) the number of Florida teacher education completers for 2006-07 and the projected number for 2008-09 (Columns 1 and 4), with (2) the number of new hires in fall 2007 (Column 2) and the projected number in 2009-10 (Column 5). Columns 3 and 6 show the numbers of teacher education completers as percentages of the numbers of new hires. Among the critical shortage fields, Table 11 shows:

- The number of completers in 2006-07 totaled 33 percent of the number of new hires in fall 2007. This represented one completer for every three positions that needed to be filled. Because of the new alternative programs highlighted above, this number is projected to increase to 44 percent of the overall need for critical teacher shortage areas in 2009-10.
- The percentage between the number of completers and new hires in ESE is projected to decrease slightly from 37 percent of the need to 33 percent. The ratio of teacher candidates to positions continues to be especially low in gifted (19 percent).
- On the positive side, the state will have more reading, math, science, foreign language, and English/ language arts teachers per position to be filled in 2009-10 than in past years. Projected completers in math and science represent 44 and 45 percent of the projected new hires, up from approximately 25 percent in fall 2007. The percentage of completers in foreign languages is projected to increase from 19 percent to 36 percent

Subjects	1		3 Completers as a % of New Hires (1/2)	4		5 Projected Number Positions To Be Filled 2009-10	6		Critical Teacher Shortage Area Awards 2007-08	
	Teacher Education Completers 2006-07	New Hires Fall 2007		Projected Florida Education Completers 2008-09	Projected Number Positions To Be Filled 2009-10		Completers as a % of Positions To Be Filled (4/5)	7 Loan Forgive.	8 Tuition Reimburs.	
English/Lang. Arts	478	1,412	34%	657	1,076	61%				
Math	349	1,295	27%	519	1,184	44%	677		117	
Science	282	1,154	24%	454	1,012	45%	598		86	
Reading	526	844	62%	545	528	103%	110		277	
Foreign Languages	72	387	19%	103	286	36%	78			
ESOL	21	345	6%	37	289	13%	56		46	
Technology Educ./Industrial Arts	9	52	17%	15	63	24%	20		19	
<u>Exceptional Student Education</u>										
ESE	720	1,814	40%	791	2,459	32%	1,889		181	
Speech Impaired	99	250	40%	100	377	27%	290		33	
Hearing Impaired	8	34	24%	8	24	33%	32		0	
Visually Impaired	16	11	145%	25	14	179%	13		1	
Autistic	18	138	-	29	90	-	96		9	
Occup./Physical Therapy	-	28	-	-	38	-				
PreK Handicapped	29	120	24%	48	152	32%	0		6	
Gifted	21	175	12%	27	141	19%	0		24	
Excep. Other & Dual Programs	85	112	-	100	91	110%	0		3	
Total Exceptional	996	2,682	37%	1,128	3,386	33%	2,320		257	
Total Above Fields	2,733	8,171	33%	3,458	7,824	44%	3,859		802	

CRITICAL TEACHER SHORTAGE AREAS
FOR THE YEARS 1984-85 – 2009-10

1984-85	Math, science, speech therapy, emotionally handicapped, industrial arts, foreign languages
1985-86 1986-87	Math, science, emotionally handicapped, English, foreign languages
1987-88	Math, science, emotionally handicapped, foreign languages
1988-89	Math, science, emotionally handicapped, English, foreign languages
1989-90 1990-91 1991-92	Middle and secondary level science, math, and English; foreign languages; and exceptional education programs serving the handicapped.
1992-93	Middle and secondary level math and physical sciences; English for speakers of other languages (ESOL); exceptional education programs
1993-94 1994-95 1995-96	Exceptional education programs; ESOL
1996-97 1997-98 1998-99 1999-00	Same as 1995-96 (Exceptional education programs; ESOL), with the addition of technology education/industrial arts
2000-01	Same as 1999-2000 (Exceptional education programs; ESOL, and technology education/industrial arts), with the addition of middle and secondary mathematics and science
2001-02	Same as 2000-01 (Exceptional education programs; ESOL, technology education/industrial arts, middle and secondary mathematics and science), with the addition of foreign languages
2002-03	Same as 2001-02 (Exceptional education programs; ESOL, technology education/industrial arts, middle and secondary mathematics and science, and foreign languages) with the addition of reading and school psychologists
2003-04, 2004-05 2005-06, 2006-07 2007-08	Same as 2002-03: middle and high school level mathematics, middle and high school level science, reading, exceptional student education programs (ESE), English for speakers of other languages (ESOL), foreign languages, school psychologists, and technology education/industrial arts.
2008-09	Same as 2007-08: middle and high school level mathematics, middle and high school level science, reading, exceptional student education programs (ESE), English for speakers of other languages (ESOL), foreign languages, and technology education/industrial arts, with the addition of middle and high school level English/language arts, and the deletion of school psychologists.
2009-10	Same as 2008-09: middle and high school level mathematics, middle and high school level science, middle and high school level English/language arts, reading, exceptional student education programs (ESE), English for speakers of other languages (ESOL), foreign languages, and technology education/industrial arts