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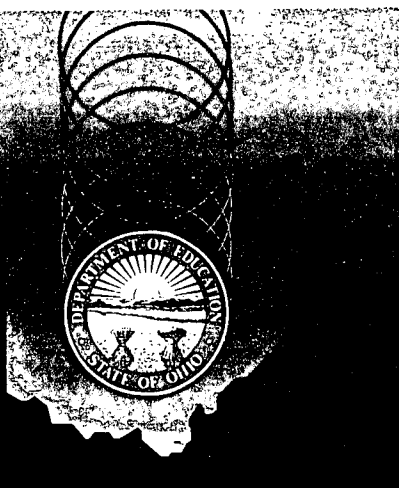
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IDENTIFIERS *Ohio

ABSTRACT

This publication presents data on the supply and demand of teachers, principals, and superintendents in Ohio for 1999. A collection of 23 tables present data on: teacher salaries; teaching experience; degree status; teacher profiles; teacher licensure; full-time teacher retention; teaching conditions; Ohio's population; enrollment projections; number of educators in public schools; teacher age and experience profile; number of superintendents by age and gender; number of superintendents by experience and gender; numbers of elementary and secondary school principals by age and gender and by years of experience and gender; number of elementary and secondary school teachers by age and gender and by years of experience and gender; Ohio educator staffing trends; and projected numbers of Ohio educators to be employed, 2000-04. The publication discusses Ohio educator supply and demand and examines teacher supply and demand policy issues (e.g., mentoring for beginning teachers, targeted teacher recruitment, rewards and incentives to encourage practitioners to expand their teacher licensure areas to meet state needs, and encouraging and rewarding teacher knowledge and skill). (SM)

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OHIO Teacher, Principal, and Superintendents 1999

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Ohio Teacher, Principal, and Superintendent 1999 Supply and Demand Information



Competent, Caring, and Qualified Teachers in Every Classroom

Ohio Educator Supply and Demand

High quality educators are essential elements in high performance schools. One of the most important responsibilities of the State Board of Education is to assure an adequate supply of highly qualified educators for prekindergarten through grade 12 schools. As a part of this work, the Ohio Department of Education collects data about the current and projected needs for licensed personnel in the various teaching fields and areas of specialization.

Educator supply and demand in the public schools depends on many factors, such as enrollment trends, subject selection patterns, employment practices, turnover rate, the number of teachers entering and leaving the profession and the overall condition of the nation's economy.

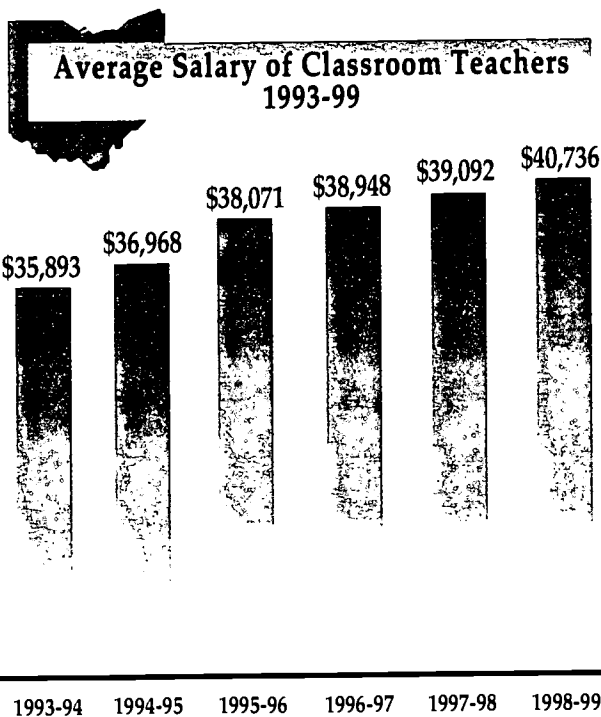


Figure 1

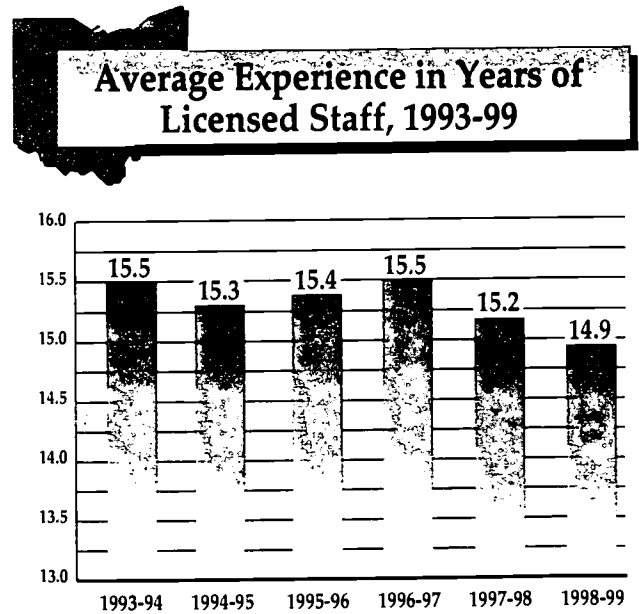


Figure 2

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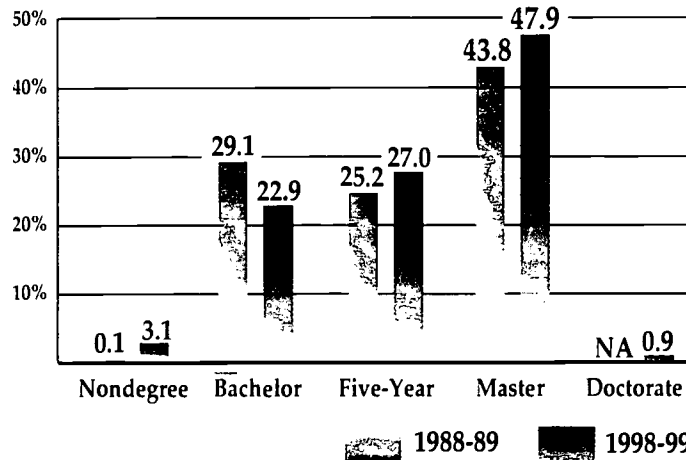


1999 Supply and Demand Information

Competent, Caring, and Qualified Teachers in Every Classroom

Figure 3

Comparison of Degree Status in Ohio of Licensed Staff, 1988-89 to 1998-99



Ohio Teacher Profiles, 1995-99

Figure 4

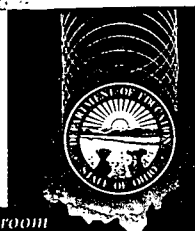
Type of Information	YEAR				
	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999
Avg. Teacher Experience in Years	14.80	14.80	15.00	14.60	13.80
Minority Percent	9.42	9.11	8.78	9.16	9.17
% Teachers w. No Degree	2.6	2.7	2.6	2.6	3.1
% Teachers w. Bachelors Degree	24.81	24.35	24.21	24.11	22.9
% Teachers w. Bachelors + 15 yrs.	29.32	29.66	29.48	29.92	27.0
% Teachers w. Masters Degree	45.17	45.37	45.62	45.25	47.9
Average Teacher Salary	\$36,973	\$38,064	\$38,913	\$39,139	\$40,736

Figure 5

Ohio Educators Licensure Information, 1999

Total Number of Educators with Active Ohio Licenses	289,253
Total Number of Educators Currently Employed in Ohio	111,519
Temporary Licenses	
Total Number of Adult Education Temporary Licenses	5,500
Total Number of Full-Time Temporary Licenses in Ohio	3,090
Total Number of Substitute Teacher Temporary Licenses	8,228

Ohio Teacher, Principal, and Superintendent
1999 Supply and Demand Information



Competent, Caring, and Qualified Teachers in Every Classroom



Competent, Caring and Qualified Teachers in Every Classroom

Teacher Supply and Demand Policy Issues

Beginning Teachers Need Mentoring and Support

Teachers often have a very short tenure, that threatens to undermine the schools' best efforts to fill their classrooms with qualified teachers. As Figure 6 indicates, the profession loses approximately 20 percent of its teachers by the fifth year of teaching and nearly 35 percent by the tenth year in the classroom. Beginning teachers are often assigned the most extra duties, largest class loads, and most challenging assignments at a time in their profession when they need the most support and encouragement. Investing in strong mentor programs for beginning teachers could help to stem the tide of teachers leaving the profession.

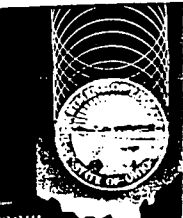
Figure 6

Ohio Full-Time Teacher Retention, 1987-97

Year	Percent of Ohio Teachers Retained after Each Year									
	1	2	3	4	5	6	7	8	9	10
1987	99.9%	93.0%	85.8%	81.2%	77.9%	75.5%	73.2%	70.8%	68.4%	66.1%
1988	100%	93.8%	87.6%	83.0%	79.5%	76.2%	73.8%	71.2%	68.8%	65.9%
1989	99.9%	95.0%	88.9%	84.6%	81.3%	78.2%	75.6%	72.8%	69.6%	
1990	99.9%	94.9%	89.5%	85.0%	81.3%	77.9%	74.0%	70.8%		
1991	99.9%	94.0%	87.1%	82.3%	78.4%	75.2%	71.4%			
1992	99.9%	95.9%	88.4%	82.6%	78.2%	73.2%				
1993	100%	95.7%	88.1%	83.2%	78.3%					
1994	100%	93.9%	86.4%	79.9%						
1995	99.9%	93.1%	84.1%							
1996	99.9%	92.5%								
1997	100%									

Source: State Teachers Retirement System, March 1999

Ohio Teacher, Principal, and Superintendent
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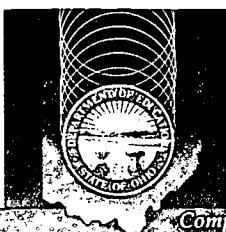


Competent, Caring, and Qualified Teachers in Every Classroom



Targeted Teacher Recruitment and Strong Teacher Data Base Could Help Expand the Pool and Improve the Pipeline

There is a surplus of teachers in some geographic areas and shortages in others. Wealthy school districts that pay high salaries and offer pleasant working conditions rarely experience teacher shortages. Districts that serve low-income students tend to pay teachers less and offer larger class sizes and pupil load, fewer materials, and less desirable working conditions, including less professional autonomy. Thus, the challenge for recruiting quality teachers remains in the urban areas and rural communities, where working conditions are poor and teaching demands are high.



1999 Supply and Demand Information

*Competent, Caring, and Qualified Teachers in Every Classroom**

**Profile of Ohio Teaching and Learning Conditions
by District Type, Fiscal Year 1998**

Figure 7

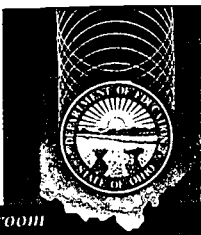
	Average Income	ADC* Percent	Expenditure Per Pupil	Average Teacher Salary	ADM/** Regional Teacher
State	\$35,958	15.13%	\$5,340.61	\$39,193	20.21
Big 8 Cities	27,710	46.19	6,004.91	38,873	19.33
Large District	29,005	27.61	5,356.56	38,371	19.39
Suburb	37,240	7.65	5,422.43	42,052	20.42
Rural	35,019	5.15	4,427.13	36,460	20.35
Rural Poor	26,307	16.25	4,301.87	33,259	19.92
Wealthy District	57,213	3.73	6,714.06	44,700	18.86

	Average Teaching Experience	Teachers with No Degrees	Teachers with Bachelors Degrees	Teachers with Masters Degrees
State	14.6	.71	24.11	45.25
Big 8 Cities	14.0	1.02	29.57	46.53
Large District	14.5	1.33	28.78	40.42
Suburbs	14.7	.93	20.91	48.18
Rural	14.7	.23	25.09	41.03
Rural Poor	14.6	.33	22.72	40.70
Wealthy District	14.3	1.06	19.91	51.30

* Aid to Dependent Children

** Average Daily Membership

Ohio Teacher, Principal, and Superintendent
1999 Supply and Demand Information



Competent, Caring, and Qualified Teachers in Every Classroom

Rewards and Incentives May Be Needed to Encourage Practitioners to Expand their Teaching Licensure Areas to Meet the Changing Needs of Teacher Assignments as a Result of Increased Graduation Requirements

Senate Bill 55 (effective 11/97) increased the high school graduation requirements by three units from 18 units to 21 units in

- English language arts from three to four for the graduating class of 2002;
- Mathematics from two to three units for the graduating class of 2002;
- Science from one unit to two units for the graduating class of 2003 and three units in 2004; and
- Social studies from two to three units for the graduating class of 2002.

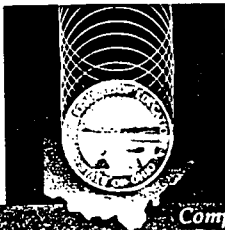
The elective units were decreased by one unit for the graduating classes of 2002 and 2003 and reduced by an additional unit for the class of 2004. After September 2001, one unit or two half-units must include: business/technology, fine arts or foreign language.

However, few shortages are expected to be generated by the increased course requirements of Senate Bill 55. Based on recent survey data, many Ohio high schools currently offer three units of mathematics and three units of science and there would be a sufficient supply of currently licensed teachers in the teaching force and in existing staff positions who could be encouraged to fill the additional offerings that might occur.

Tuition assistance and professional development experiences for practitioners could help ease the burden of transition from teaching one subject to teaching another.



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Steady Enrollment Trends Indicate that the Number of Teaching Positions Will Remain Relatively Constant, but Projected Retirements Will Bring about Substantial Turnover in the Teaching Force

A slight increase in demand for elementary teachers is expected over the next five years as a result of an increase in the number of school-age children. Ohio's population projections indicate that the children born in the baby boomlet between 1990 and 1995 will be in the 5-9 years of age group in the year 2000, 10-14 years of age group in the year 2005, and 15-19 years of age group in 2010. There will be a temporary surge in teacher demand as this group passes through the school system. The pattern is expected to be reflected in the number of mathematics and science teachers as well as in other areas.

After 2005, population projections suggest that the number of elementary children will be roughly the same for about the next ten years.

About a third of the current elementary and secondary teachers are expected to retire in the next eight years.

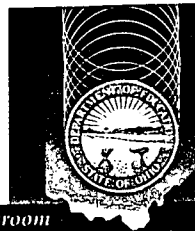
Ohio teacher preparation programs have traditionally prepared more teachers than were needed to help fill positions that result from retirement turnover, especially at the elementary level.

Figure 8 Ohio's Population and Population Projections 1980-2015 by Age

Age in Years	YEAR						
	1980	1990	1995	2000	2005	2010	2015
0-4	787,150	785,100	822,200*	796,000	792,800	820,000	861,600
5-9	821,480	795,100	780,900	817,600*	792,800	789,300	818,700
10-14	886,625	766,800	792,000	779,700	819,700*	793,900	800,200
15-19	1,007,679	793,900	815,100	841,600	844,800	886,700*	882,900

*Age group that is larger than the others, indicating a slight increase in school age population
 Sources: 1980 and 1990 population, Census of Population (General Population Characteristics). 1995 mid-decade estimates and 2000, 2005, 2010, and 2015 projections, Population Projections, Ohio and Counties by age and sex, Ohio Department of Development, Office of Strategic Research, May 1997.

Ohio Teacher, Principal, and Superintendent
1999 Supply and Demand Information



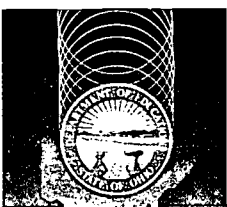
Competent, Caring, and Qualified Teachers in Every Classroom

Figure 9

**Enrollment in Ohio's Public Schools, Actual for
 School Years 1993-1999 and Projected for School Years 1999-2009**

Grade	ACTUAL ENROLLMENT					
	YEAR					
	<u>1993-94</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>
Kdg	141,176	143,691	144,381	142,487	140,719	138,663
1st	144,232	145,785	148,473	149,391	148,820	145,742
2nd	141,066	138,720	140,170	142,298	143,616	142,642
3rd	141,330	139,593	138,196	139,260	141,817	142,845
4th	136,792	140,730	138,937	137,602	138,177	140,169
5th	138,496	136,666	140,461	138,966	137,582	137,937
6th	141,245	138,831	137,772	141,267	140,307	138,974
7th	146,322	144,963	142,020	139,881	143,709	142,660
8th	142,038	143,070	142,561	140,125	138,461	141,558
9th	151,761	156,473	159,904	160,339	156,746	152,722
10th	132,025	135,448	138,798	140,448	140,495	137,408
11th	122,690	122,155	125,167	127,671	130,156	129,709
12th	112,197	116,009	114,853	117,066	119,983	120,577
Ungraded	<u>4,028</u>	<u>4,518</u>	<u>5,299</u>	<u>4,848</u>	<u>3,863</u>	<u>4,169</u>
TOTAL	1,795,398	1,806,652	1,816,992	1,821,649	1,824,451	1,815,775

Grade	PROJECTED ENROLLMENT									
	YEAR									
	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
Kdg	145,419	142,754	139,971	137,756	137,391	137,039	136,696	136,359	136,040	135,732
1st	155,136	153,663	150,807	147,876	145,520	145,142	144,783	144,432	144,111	143,785
2nd	139,924	148,911	147,387	144,691	141,889	139,650	139,301	138,972	138,657	138,358
3rd	142,189	139,560	148,451	146,920	144,252	141,469	139,211	138,871	138,552	138,232
4th	141,631	141,103	138,590	147,289	145,796	143,164	140,382	138,190	137,854	137,539
5th	140,126	141,611	141,172	138,756	147,376	145,884	143,251	140,495	138,330	137,995
6th	139,765	141,992	143,553	143,243	140,892	149,528	148,035	145,390	142,586	140,395
7th	141,932	142,830	145,116	146,740	146,482	144,168	152,990	151,372	148,672	145,810
8th	140,200	139,496	140,427	142,693	144,384	144,189	141,975	150,577	149,007	146,360
9th	157,160	155,729	155,129	156,146	158,737	160,740	160,535	157,948	167,390	165,822
10th	135,525	139,537	138,445	137,519	138,591	140,813	142,727	142,717	140,529	148,989
11th	127,417	125,686	129,428	128,628	127,779	128,871	130,963	132,849	132,982	131,154
12th	120,675	118,572	116,917	120,486	119,739	118,896	119,897	121,814	123,482	123,697
Ungraded	<u>4,017</u>	<u>4,027</u>	<u>4,036</u>	<u>4,030</u>	<u>4,014</u>	<u>4,019</u>	<u>4,024</u>	<u>4,027</u>	<u>4,033</u>	<u>4,034</u>
TOTAL	1,831,116	1,835,471	1,839,429	1,842,773	1,842,842	1,843,572	1,844,770	1,844,013	1,842,225	1,837,902



1999 Supply and Demand Information

Competent, Caring, and Qualified Teachers in Every Classroom

Number of Educators in Public Education in Ohio, 1999

Figure 10

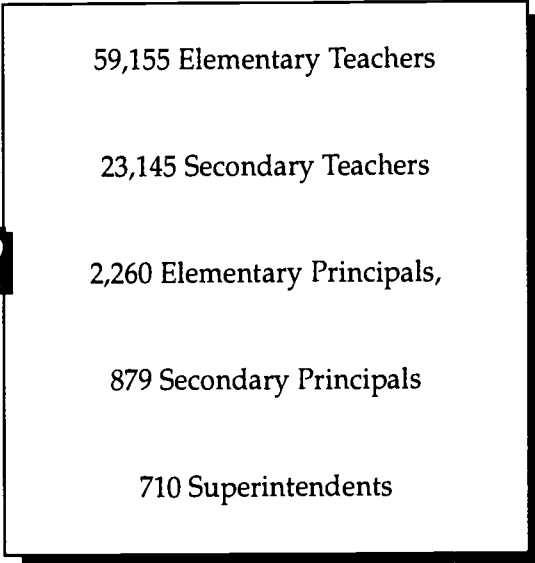
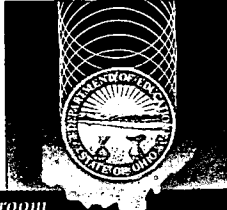


Figure 11

Ohio Educator Age and Experience Profile, 1999

	AGE			YEARS OF EXPERIENCE		
	Average Age	Average Age Male	Average Age Female	Average Years of Experience	Average Years of Experience Male	Average Years of Experience Female
Superintendent	51.8	51.8	52.1	23.6	23.8	20.7
Secondary Principal	48.8	48.8	48.8	20.2	20.5	18.8
Elementary Principal	48.4	48.1	48.7	19.9	20.8	19.0
Secondary Teacher	41.7	40.4	42.9	14.3	15.0	13.7
Elementary Teacher	42.7	41.6	42.9	13.8	14.2	13.8

Ohio Teacher, Principal, and Superintendent
1999 Supply and Demand Information



Competent, Caring, and Qualified Teachers in Every Classroom

Figure 12.

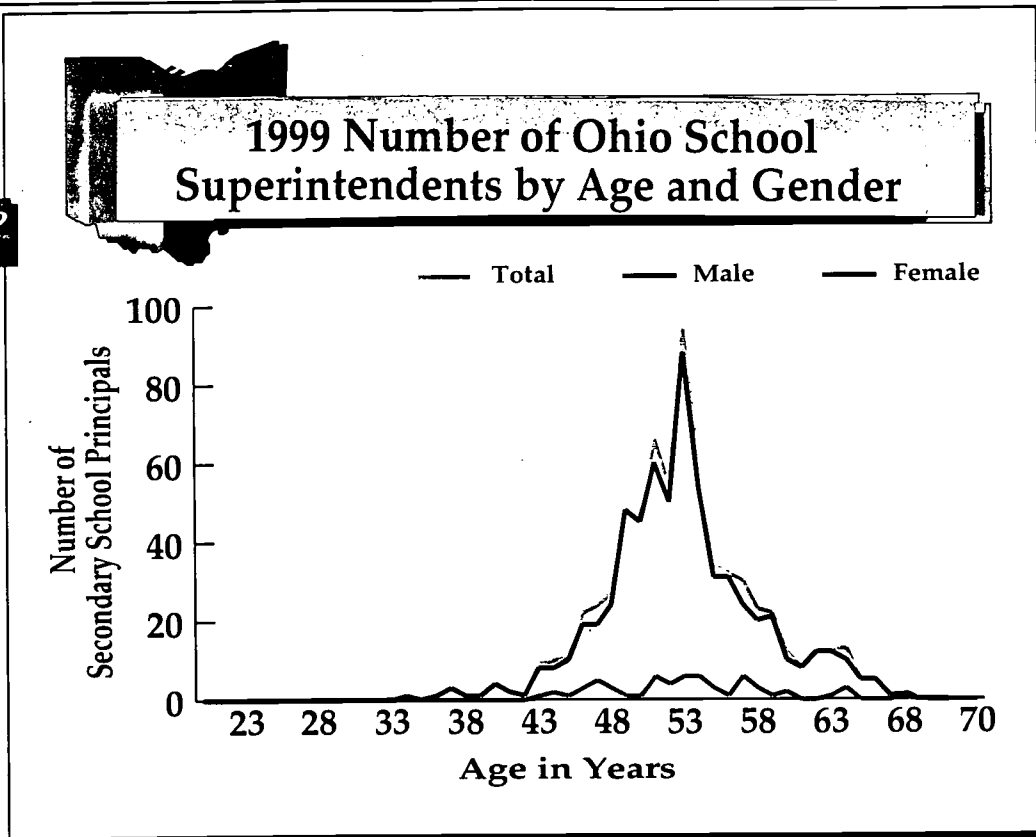
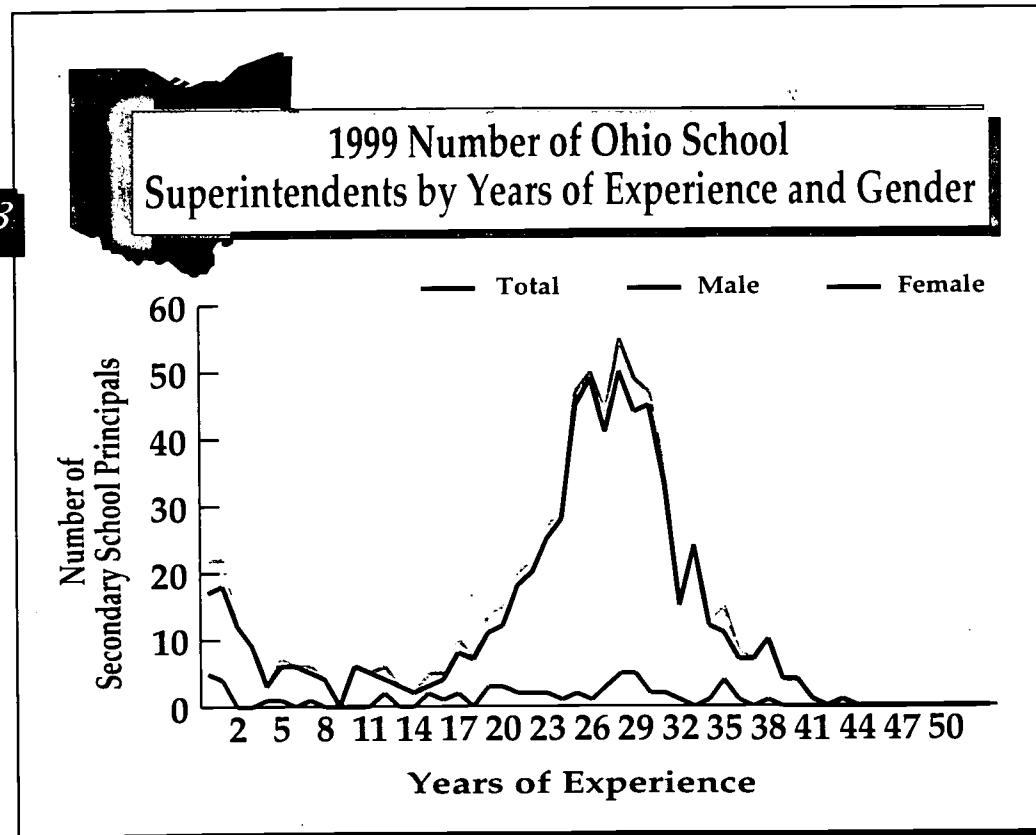


Figure 13.



1999 Supply and Demand Information

Competent, Caring, and Qualified Teachers in Every Classroom

Figure 14

1999 Number of Ohio Secondary School Principals by Age and Gender

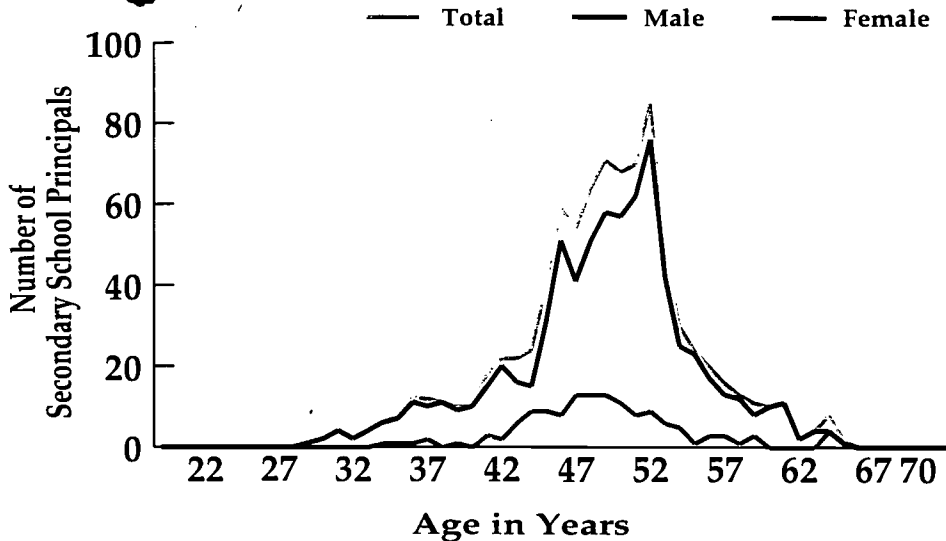
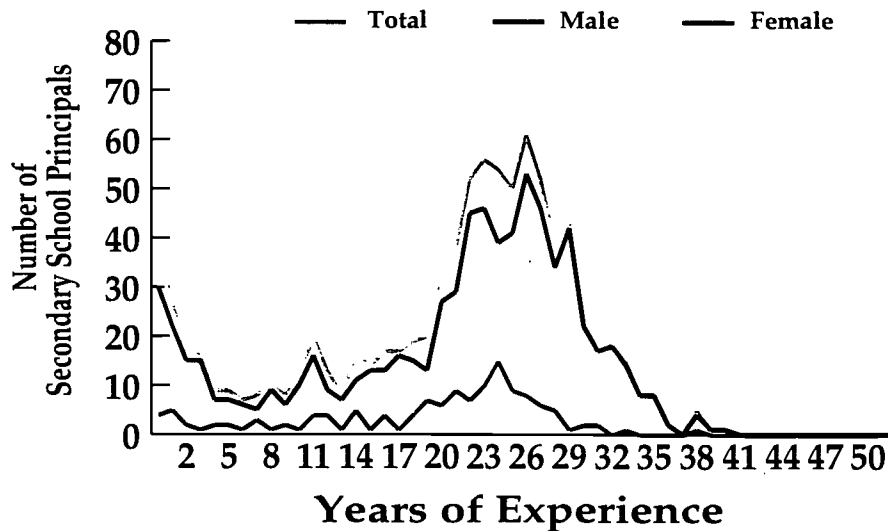


Figure 15

1999 Number of Ohio Secondary School Principals by Years of Experience and Gender



Ohio Teacher, Principal, and Superintendent
1999 Supply and Demand Information

Competent, Caring, and Qualified Teachers in Every Classroom

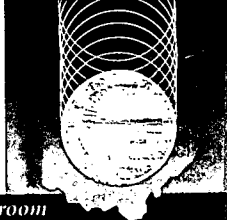


Figure 16

1999 Number of Ohio Elementary School Principals by Years by Age and Gender

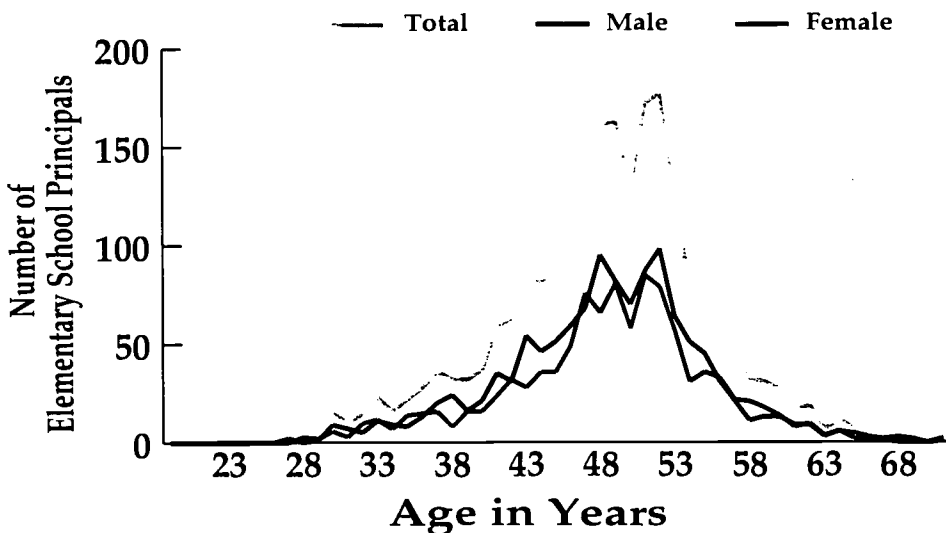
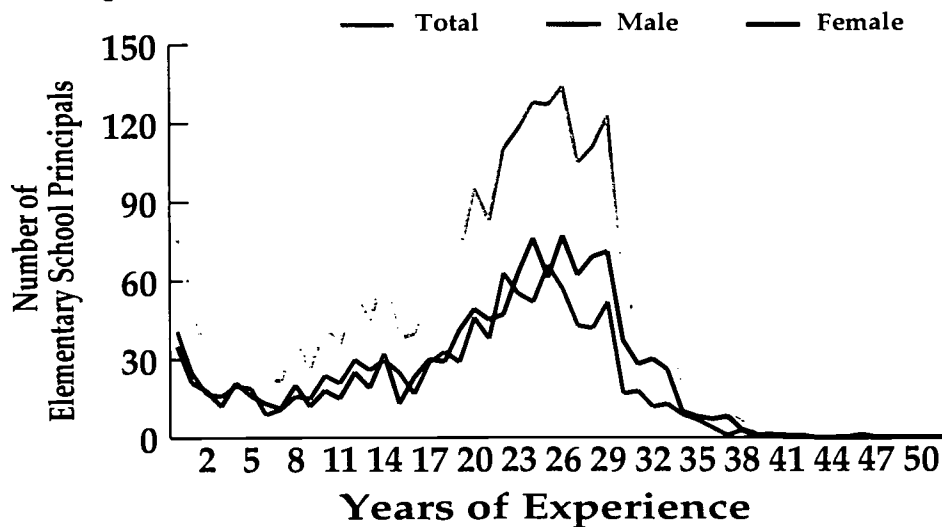


Figure 17

1999 Number of Ohio Elementary School Principals by Years of Experience and Gender



1999 Supply and Demand Information

Competent, Caring, and Qualified Teachers in Every Classroom

Figure 18

1999 Number of Ohio Secondary School Teachers by Age and Gender

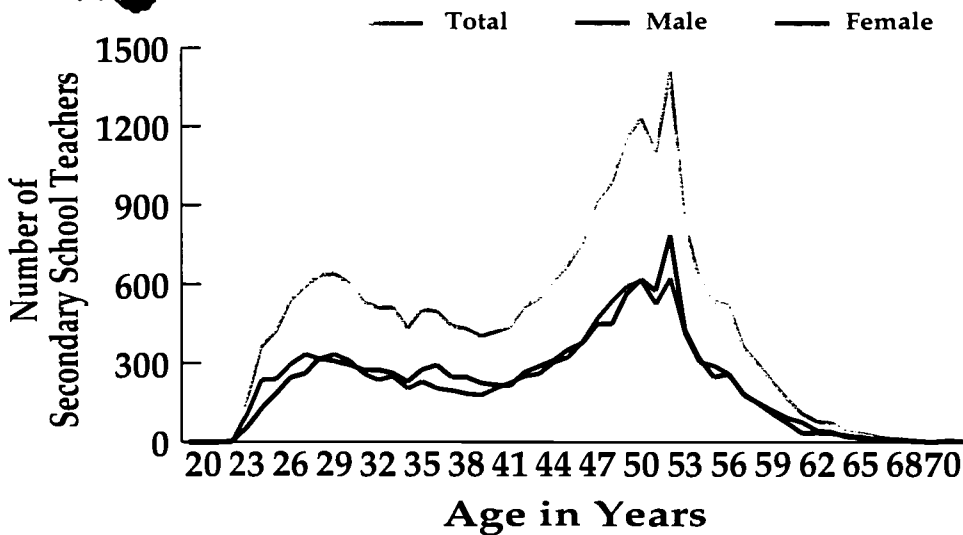
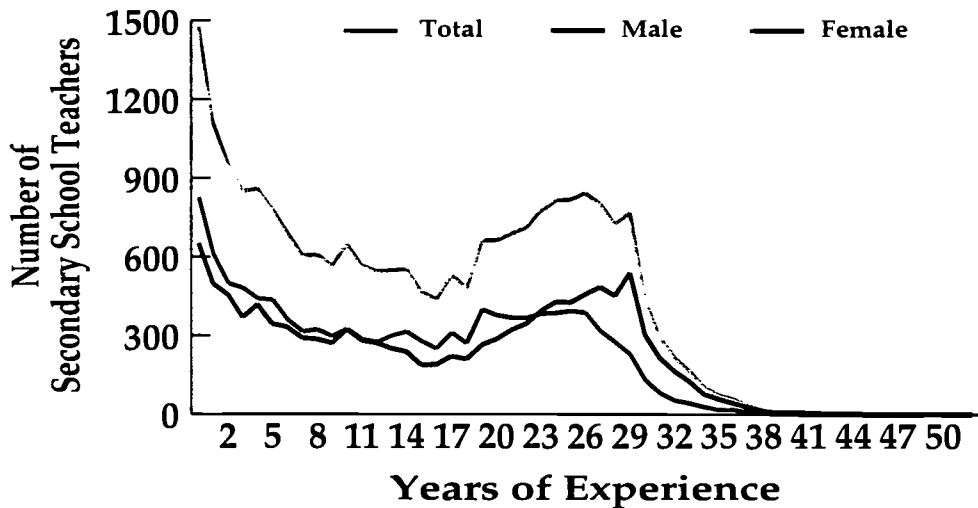


Figure 19

1999 Number of Ohio Secondary School Teachers by Years of Experience and Gender



Ohio Teacher, Principal, and Superintendent
1999 Supply and Demand Information

Competent, Caring, and Qualified Teachers in Every Classroom

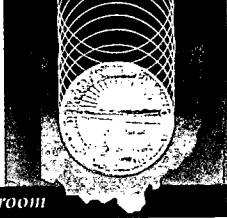


Figure 20

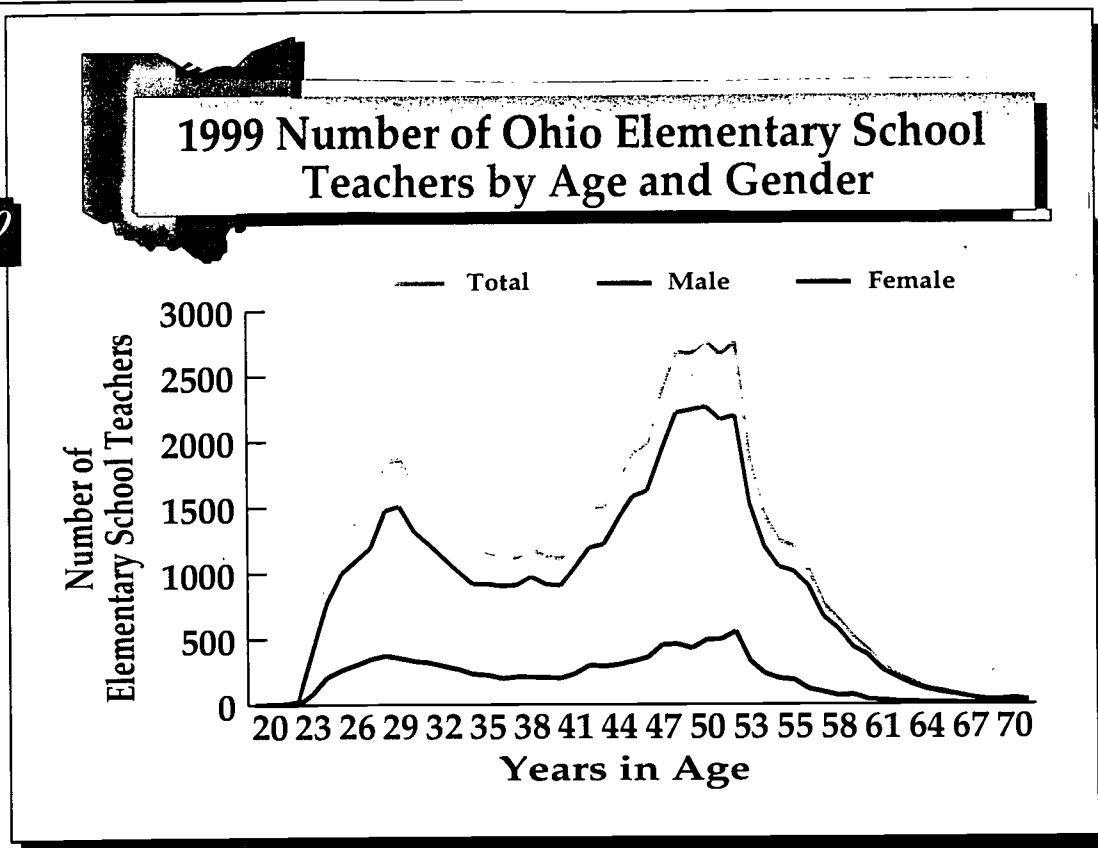
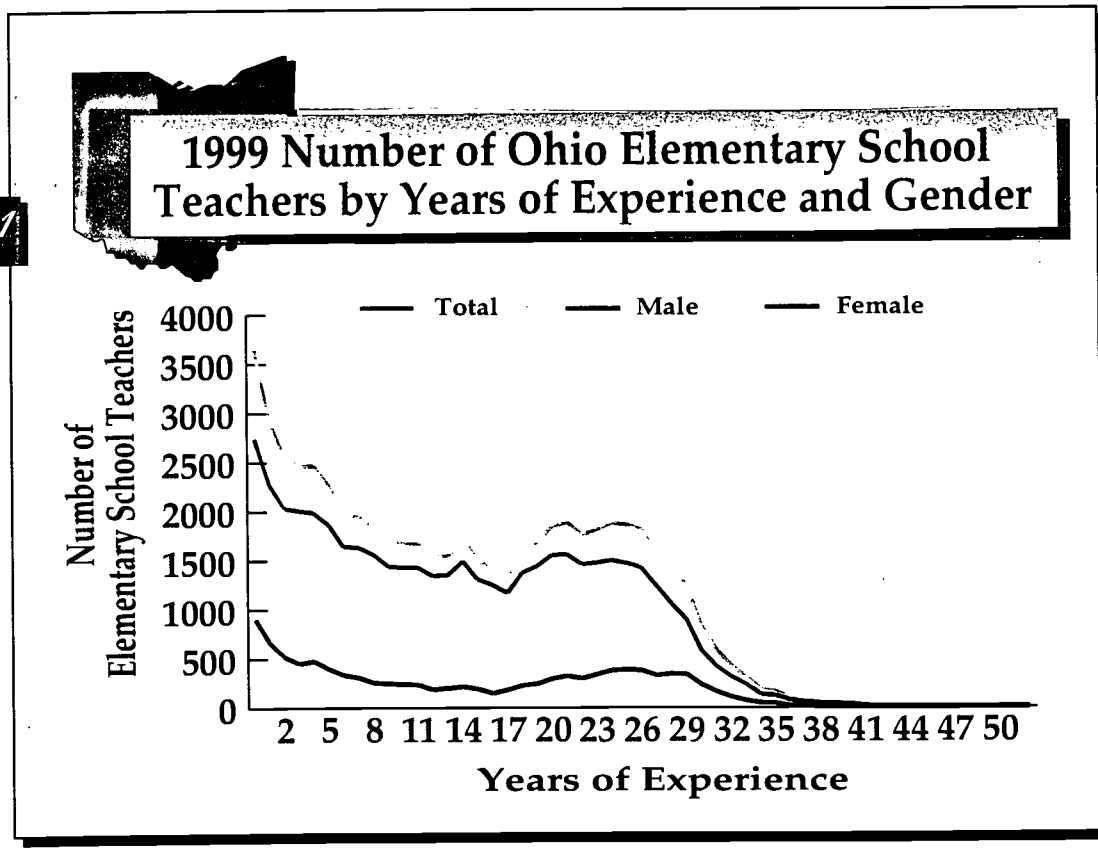


Figure 21



1999 Supply and Demand Information

Competent, Caring, and Qualified Teachers in Every Classroom

Ohio Educator Staffing Trends, 1995-1999

Figure 22

Number Employed

Type of Staff	1995	1996	1997	1998	1999
Superintendent	705	707	716	709	710
Elementary Principal	2,242	2,211	2,270	2,290	2,260
Secondary Principal	843	861	888	879	879
Elementary Teacher	56,718	56,075	56,419	57,125	59,155
Secondary Teacher	22,247	22,171	22,277	22,792	23,145
Art	804	816	791	798	817
Business	1,048	1,023	1,008	966	946
English	4,673	4,684	4,681	4,744	4,752
Foreign Language — French	549	531	520	548	582
Foreign Language — German	156	168	158	167	161
Foreign Language — Spanish	1,082	1,086	1,135	1,186	1,212
Health	693	663	658	657	661
Industrial Arts	802	776	762	758	739
Mathematics	3,866	3,906	3,867	4,009	4,027
Music	572	558	600	578	607
Physical Education	900	901	853	863	859
Science — Chemistry	544	556	551	569	579
Science — Earth Science	245	261	253	267	260
Science — Life Science	1,218	1,224	1,220	1,273	1,311
Science — Physics	124	140	140	154	156
Social Studies	3,135	3,165	3,185	3,297	3,363

1999 Supply and Demand Information



Competent, Caring, and Qualified Teachers in Every Classroom

Type of Staff	1995	1996	1997	1998	1999
Special Education	12,020	12,508	13,099	13,511	13,724
Preschool	799	869	939	974	1,043
Gifted Children	602	680	846	902	899
Multi Handicapped	1,048	1,100	1,164	1,243	1,286
Hearing	257	253	251	248	233
Orthopedically	206	199	203	199	186
Severe Behavior	1,259	1,327	1,380	1,469	1,461
Developmental	3,839	3,991	4,097	4,132	4,129
Specific Learning	3,944	4,024	4,152	4,278	4,419
Visual	66	65	67	66	68
Vocational Education	6,621	6,934	6,913	7,083	6,811
Academics	681	826	705	762	764
Agriculture and Environmental	484	485	519	528	521
Business	797	741	766	770	768
Career Based Intervention*					1,155
OWA	648	634	661	650	
OWE	611	465	607	600	
Employability & Entrepreneurship	198	213	151	88	
Family and Consumer Sciences**					1,977
Home Economics	1,879	2,016	2,061	2,077	
Health Occupations***					227
Trade & Industry and Health	1,605	1,581	1,508	1,792	
Trade and Industrial***					1,544
Marketing	328	316	327	328	320
Special Needs	273	218	171	193	217

* Prior to 1999, known as OWE, OWA, and Employability and Entrepreneurship

** Prior to 1999, known as Home Economics

*** Prior to 1999, known as Trade and Industry and Health Occupations

1999 Supply and Demand Information

Competent, Caring, and Qualified Teachers in Every Classroom

Projected Numbers of Ohio Educators to be Employed, 2000-2004

Figure 22

Number Employed

Type of Staff	2000	2001	2002	2003	2004
Superintendent	714	716	717	719	719
Elementary Principal	2,276	2,281	2,282	2,280	2,276
Secondary Principal	871	869	869	874	877
Elementary Teacher	57,814	57,932	57,963	57,894	57,799
Secondary Teacher	22,540	22,487	22,504	22,623	22,709
Art	806	804	804	809	812
Business	1,000	998	999	1,004	1,008
English	4,710	4,699	4,703	4,728	4,746
Foreign Language — French	546	545	545	548	550
Foreign Language — German	162	162	162	163	163
Foreign Language — Spanish	1,141	1,138	1,139	1,145	1,150
Health	665	664	664	663	670
Industrial Arts	768	766	767	771	774
Mathematics	3,937	3,928	3,931	3,951	3,966
Music	584	583	583	586	588
Physical Education	876	874	875	879	883
Science — Chemistry	562	561	562	564	567
Science — Earth Science	260	259	259	261	262
Science — Life Science	1,249	1,246	1,247	1,254	1,259
Science — Physics	141	140	140	141	142
Social Studies	3,228	3,221	3,223	3,240	3,253

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1999 Supply and Demand Information

Competent, Caring, and Qualified Teachers in Every Classroom



Type of Staff	2000	2001	2002	2003	2004
Special Education	13,074	13,105	13,134	13,157	13,158
Preschool	947	929	911	897	894
Gifted Children	787	789	791	792	792
Multi Handicapped	1,172	1,175	1,177	1,179	1,179
Hearing	256	257	258	258	258
Orthopedically	201	202	202	203	203
Severe Behavior	1,392	1,395	1,398	1,401	1,401
Developmental	4,065	4,075	4,084	4,091	4,091
Specific Learning	4,193	4,203	4,212	4,220	4,220
Visual	73	73	74	74	74
Vocational Education	6,158	6,062	6,114	6,183	6,143
Academics	779	795	811	827	844
Agriculture and Environmental	531	542	552	563	574
Business	783	799	814	831	848
Career Based Intervention	1,178	1,202	1,226	1,250	1,275
Family and Consumer Sciences	2,017	2,057	2,098	2,140	2,183
Health Occupations	232	236	240	246	250
Trade and Industrial	1,575	1,606	1,639	1,671	1,705
Marketing	326	333	340	347	354
Special Needs	221	226	230	235	240

Data Limitations: These figures reflect the numbers of educators employed in Ohio as reported by school districts to the Ohio Department of Education. The projected numbers are based on the projected enrollment numbers presented in Figure 9 of this report. The reader is cautioned that the number of unfilled positions is not recorded in these figures. Therefore these figure should not be used as a statement of the estimated demand for educators. There is a surplus of educators in some geographic areas and shortages in other.

Encourage and Reward Educator Knowledge and Skill

The strong market economy is expected to continue to attract highly qualified professionals away from teaching and toward more profitable positions in business and industry. To attract top students to the teaching profession, the beginning salaries of classroom teachers must be comparable to the beginning salaries received by other baccalaureate degree holders. Starting salaries of college graduates with bachelors' degrees who choose to become teachers lag behind salaries for graduates entering other baccalaureate professions.

The Ohio Department of Education offers support for public and chartered nonpublic school teachers seeking National Board for Professional Teaching Standards Certification in the following ways:

- Pays \$2,000 application fee for the first 600 qualified applications in fiscal 2001.
- Awards annual \$2,500 stipends to those receiving the certification. The stipend continues for the ten-year life of the certificate, if the teacher remains in the classroom, with biennial budget approval by the Ohio General Assembly.
- Provides up to \$300,000 each fiscal year to support the connection of teacher applicants to programs including university programs that enhance applicant learning and professional development during the National Board Certification process.

As of summer 1999, 339 Ohio teachers are board certified.

Teacher Education and Licensure Standards Improve Teacher Quality

Teacher Education and Licensure Standards upgraded the requirements for licensure. The rigorous licensure requirements are expected to improve the quality of teacher performance, but will have little effect on the numbers of qualified teachers.

1999 Supply and Demand Information

Competent, Caring, and Qualified Teachers in Every Classroom.

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Unless otherwise specified, the data in this report was collected from Ohio schools by the Ohio Department of Education, Information Management Services.

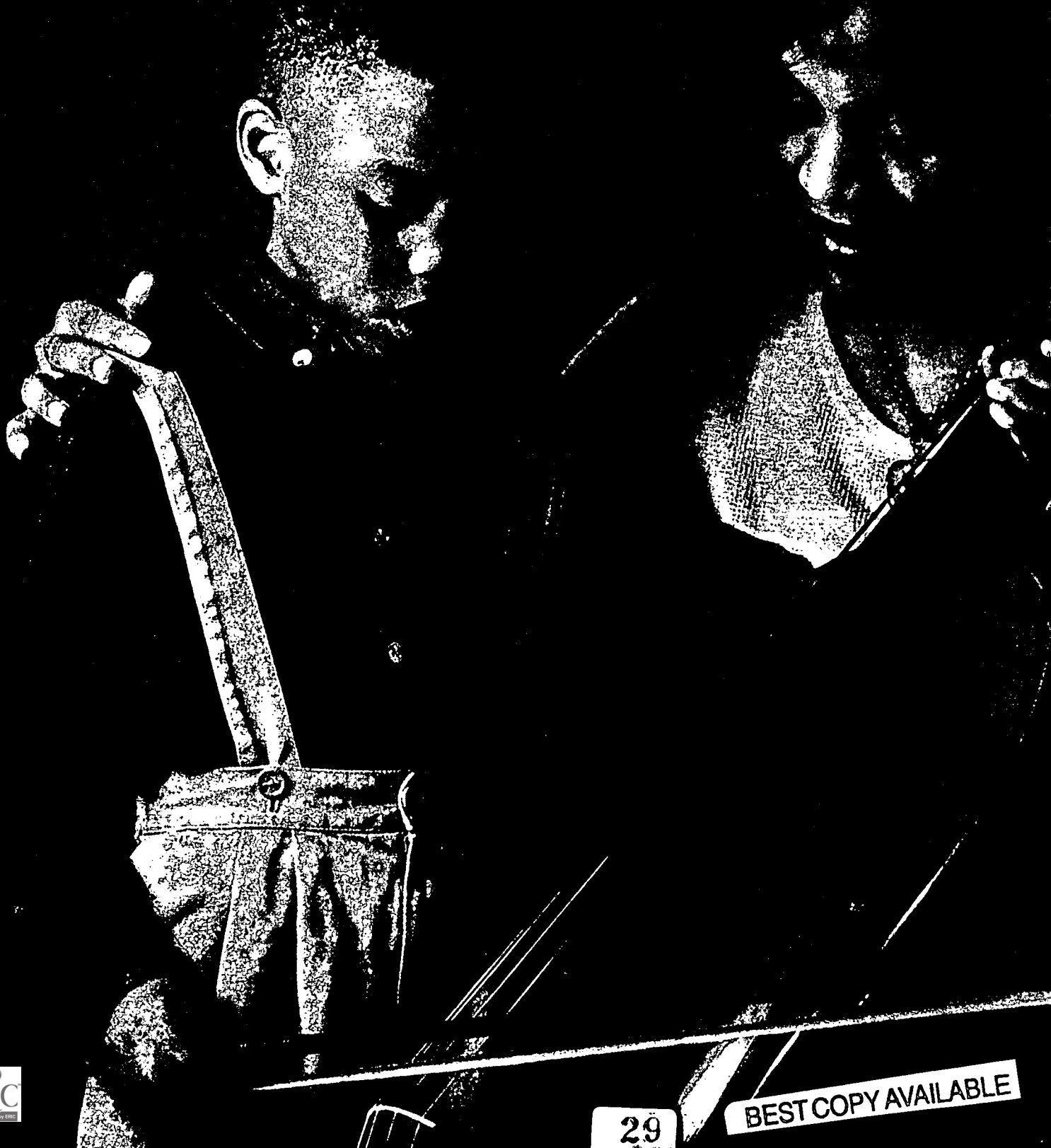
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November 1999

Einstein once commented that,

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge." In addition to bringing the intellect to life, education is the way to instill sound values, stir the imagination, renew democracy and prepare children to be contributing members of a secure society. In all these ways, education is based on faith in human potential."





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