

2002 Teacher Supply and Demand Study

April 2002

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In December 2000, the State Regents contracted with the SREB to update the 1998 teacher supply and demand study. Cosponsors of the 2002 study are the Oklahoma Commission on Teacher Preparation and the Oklahoma Education Association. The Oklahoma State Department of Education and the State Regents provided data. The study presents supply and demand information by two key factors: 1) geographic area; and 2) discipline area or educator position.

Key Oklahoma Findings

Sources of Supply

- Of the 49,403 Oklahoma educators in 1999-00, 2,816 (6 percent) were new, 1,650 (3 percent) reentered teaching with previous experience, and 44,937 (91 percent) were retained from the previous year. (Table 1)
- Of the new educators, 79 percent were from Oklahoma higher education institutions and 21 percent trained in other states. (Table 1)
- Nearly 83 percent of teachers stayed in the same position in the same district from the 1998-1999 school year to the 1999-00 school year. Six percent stayed in the same district, but moved into a new position. Seven percent left Oklahoma public schools. (Table 2)

Attrition

- The largest percentage of attrition (13 percent) occurs during or immediately following the first year. (Table 3)
- Attrition rates vary by position. For example, 16 percent of high school foreign language teachers left in 1999-00; almost one-third of first-year high school foreign language teachers did not return. Twenty-five percent of high school chemistry teachers left during or immediately following their first year of teaching; 8 percent of all chemistry teachers left in 1999-00. Eight percent of special education teachers left in 1999-00; 13 percent of special education teachers left during or immediately following their first year of teaching. (Table 3)
- Alternatively certified teacher attrition is 10 percent, compared to 7 percent attrition of regularly certified teachers. (Table 4)
- Attrition of new teachers within the first three years is higher for those entering in 1995-96 (22 percent) than those entering in 1992-93 (16 percent), which was highlighted in the 1998 study. (Table 5)

- Attrition among younger teachers (ages 22 to 31) is higher (11 percent) than among older teachers (ages 32 to 53) (5 percent). (Table 6)

Retirement

- Up to 32 percent of educators will be eligible for retirement in five years. This is higher than the 25 percent reflected in the 1998 study. (Table 7)
- The percentage of educators eligible for retirement is highest in the following fields (Table 7):
 - administrators (56 percent);
 - librarians (55 percent);
 - guidance counselors (47 percent);
 - middle school vocational (43 percent);
 - high school chemistry (36 percent);
 - high school language arts (35 percent);
 - middle school language arts (34 percent);
 - high school foreign language (32 percent);
 - middle school social studies (31 percent);
 - high school vocational (30 percent);
 - high school social studies (30 percent);
 - elementary education (30 percent);
 - high school mathematics (29 percent); and
 - high school art and music (29 percent).

Supply of New Teachers by Higher Education Institutions

- From 1995-96 to 1999-00, a total of 6,173 teachers with baccalaureate degrees from Oklahoma higher education institutions entered the public schools in the following disciplines (other positions had fewer than 100 new teachers from Oklahoma higher education institutions) (Table 8):
 - 2,611 in elementary education;
 - 687 in special education;
 - 321 in high school language arts;
 - 221 in high school social studies;
 - 192 in high school math;
 - 174 in high school vocational education;
 - 144 in other high school science;
 - 127 in middle school language arts;
 - 108 in middle school math;
 - 107 in high school art and music; and
 - 101 in middle school science.
- Northeastern State University (NSU) and the University of Central Oklahoma (UCO) supplied the most new teachers - 21 and 20 percent, respectively. NSU and UCO were also the top suppliers of new teachers in the 1998 study (20 and 16 percent, respectively). (Table 9)

- Oklahoma State University (OSU) supplied 43 percent of the high school vocational education, 22 percent of the middle school foreign language, 21 percent of the middle school science, and 20 percent of the high school biology teachers. (Table 9)
- Elementary education teachers made up 42 percent of the total number of teachers supplied by Oklahoma higher education institutions, a reduction of 8 percentage points from the 1998 study (50 percent). (Table 10)
- Most (43 percent) new teachers supplied by Oklahoma higher education institutions taught in mid-size districts; 37 percent taught in urban districts and 21 percent in rural districts. (Table 11)
- Teachers supplied by the following institutions primarily taught in urban districts: the University of Oklahoma (OU) (64 percent), UCO (64 percent), Cameron University (CU) (45 percent), Langston University (LU) (59 percent), the University of Tulsa (TU) (59 percent), Southern Nazarene University (SNU) (57 percent), Oklahoma City University (OCU) (83 percent), and Oklahoma Christian University (OkCU) (65 percent). (Table 11)
- Teachers supplied by the following institutions primarily taught in mid-size districts: OSU (52 percent), East Central University (ECU) (57 percent), NSU (46 percent), Northwestern Oklahoma State University (NWOSU) (44 percent), Southwestern Oklahoma State University (SWOSU) (49 percent), the University of Science and Arts of Oklahoma (USAO) (53 percent), the OU Health Sciences Center (OUHSC) (48 percent), Oklahoma Baptist University (OBU) (47 percent), Mid-American Bible College (MABC) (60 percent), and Oklahoma Wesleyan University (OWU) (76 percent). (Table 11)
- Teachers supplied by Southeastern Oklahoma State University (SEOSU) (49 percent) and Oklahoma Panhandle State University (OPSU) (63 percent) primarily taught in rural districts. (Table 11)

Graduates Teaching in Oklahoma Public Schools

- Of the education bachelor's degree recipients, 39 percent are teaching in Oklahoma public schools compared to 35 percent in the 1998 study. (Table 12)
- The percent of education graduates teaching in Oklahoma ranges from 17 to 49 percent depending on the higher education institution. (Table 12)
- The percentage of graduates teaching in the following education majors was lower than average (39 percent): business (27 percent); health and physical education (19 percent); industrial education (14 percent); and special education for the deaf (19 percent). (Table 13)

Certified Graduates Teaching in Oklahoma Public Schools

- More than two times as many baccalaureate degree recipients earning alternative certifications are reflected in this study (267) compared to the 1998 study (102), and a higher percentage taught (76 vs. 65 percent). (Table 14)
- Of the bachelor's degree recipients who earned Oklahoma certification in 1996-97 through 1999-00, 68 percent taught in Oklahoma public schools. This compares to 56 percent from 1994-96. (Table 15)
- Certified graduates in the following majors were among those with a hire rate below 68 percent: agriculture (67 percent); foreign language (63 percent); social studies (62 percent); computer science (60 percent); biology (58 percent); health and physical education (57 percent); business (52 percent); counseling (50 percent); industrial education (43 percent); chemistry (40 percent); speech pathology (40 percent); deaf special education (38 percent); and physics (0 percent). (Table 15)

Reserve Pool

The reserve pool is an estimate of the number of Oklahoma certified teachers not currently working in Oklahoma public schools. Studies in Arkansas and Florida found that teachers in the reserve pool in those states would consider teaching if the teaching salary were \$8,000 to \$10,000 higher.

- There may be as many as 5,826 certified teachers in the reserve pool in Oklahoma, a decline of 614 teachers from the reserve pool of 6,440 reported in the 1998 study. Of these, most are in elementary education (818); social studies (766); language arts (674); science (670); math (589); business (427); special education (411); administration (346); and vocational education (323). (Table 16)