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The research reported here was supported by Grant No. R306F60175 from the U.S. Department of

Education, Office of Educational Research and Improvement's Field Initiated Studies Grant Program. Teacher supply and demand issues are of critical importance as our society enters the 21st century. Over the next decade, we will need about two million new teachers, largely because of a dramatic increase in enrollments and high attrition rates as an aging teacher workforce becomes eligible for retirement. It is important to understand where these teachers will come from and where they will teach as our society faces increasing racial, ethnic, and linguistic diversity. Amidst this diversity is a continuing concern that some racial/ethnic groups are disproportionately placed at risk. The larger project focuses on teachers of at-risk children, with special emphasis on the supply and demand patterns of minority teachers, who tend to be the ones primarily teaching in high-risk districts. This report analyzes longitudinal data on teachers from Texas between 1979 and 1996 to address this issue. Our results show that although Texas has been successful in attracting minority teachers, it has a long way to go in attaining the goal of the Texas State Board of Education: to have a teacher workforce that reflects the racial/ethnic composition of the state. These results should be of interest to researchers and policymakers dealing with issues of teacher supply and demand, particularly with respect to minority teachers. There have been widespread reports of an impending teacher

shortage crisis in the U.S. for more than 30 years. In the U.S., there are claims of a widespread national shortage while research indicates teacher shortages are specific to certain subjects and schools. Part of the reason for the conflicting accounts is how shortage is identified and what information is used to assess it. In this study, I test whether a uniform teacher shortage exists across the state of Arkansas. I hypothesize that, rather than a universal shortage, teacher shortages are more likely to occur in certain regions and subjects. I examine the characteristics of districts with the most favorable teaching supply and those with the greatest teaching need using descriptive and multivariate analysis of data collected from district surveys along with administrative data. In this study, "supply" is defined as the ratio of applications to vacancies and "need" is defined as the ratio of vacancies to full-time equivalent (FTE) certified classroom teachers. This is the third study to use applicants to identify teacher supply, and the first to assess teacher need or shortages in this way. Results indicate teacher supply and need are unequally distributed across the state; there is no uniform teacher shortage statewide. Regarding teacher supply, I find district size, region, and urbanicity appear to drive supply. Teacher supply is most favorable for large districts with student enrollments greater than 3,500, districts in the Northwest, and suburban and city

districts. Regarding teacher need, I find urbanicity and region contribute most to need and the need appears greatest for districts in cities, and districts in the Central and Southeast regions. Teacher need does not appear to be significantly influenced by district educational success, teacher salary, or district growth. Looking at the relationship between teacher supply and need, I find three clear relationships. In the Central and Southeast regions, there is lower teacher supply and greater teacher need. In urban districts, there is both greater teacher supply and need. In higher poverty districts, there is significantly less teacher supply and more teacher need. This report summarizes findings of the 1990-91 Schools and Staffing Survey (SASS) with regard to schools that serve American Indian and Alaska Native students. The Bureau of Indian Affairs (BIA) and federally recognized tribal organizations under BIA grants and contracts operate 149 elementary and secondary schools. In addition, 1,260 public schools are considered to have high Indian student enrollment (over 25 percent). These two types of schools are located mainly in rural areas and small towns. However, of the 445,425 American Indian and Alaska Native students enrolled in grades K-12, 56 percent attend public schools with low Indian enrollment. Chapters contain many data tables and figures and provide information for the three school types on the following: (1) school and student profiles

(school size, rurality, region, student sex and race/ethnicity, bilingual education and remedial programs, free or reduced-price lunch, and college preparation); (2) demographic characteristics and qualifications of principals and teachers (percentage that are American Indian/Alaska Native, degrees earned, and administrative or teaching experience), schools with formal evaluation and mentoring programs for teachers, and percentage of full-time noninstructional staff; (3) principal and teacher salaries and benefits; (4) principal ratings of educational objectives, principal and teacher ratings of school problems, teacher and student absenteeism rates, principal beliefs about influence of various stakeholders on school practices, and principal career plans; and (5) teacher supply and demand, certification, and shortages, as well as teacher recruitment strategies. Appendices contain technical notes on the SASS and tables of variance estimates. Contains an index and a list of additional resources on the SASS. (SV) When Sir Claus Moser said in his Presidential Address to the British Association (1990) that central to all school problems is the state of the teaching profession, he was expressing a widely held view. The decade of the 1980s in many English-speaking countries has done little to improve the morale and work conditions of teachers in publicly provided education. The gap between the public rhetoric which acknowledge the importance of teachers and



the realities which teachers experience remains very great. With reference to England and Wales this timely and critically stimulating book examines the issues which have to be addressed in the 1990s. It provides an agenda for educational policies and practices which take seriously the importance of teachers as key agents for realizing equal educational opportunities for all. The authors use a systematic analysis to examine the key issues of teacher's pay. Supply teachers are increasingly essential to the education system, yet they all too rarely receive adequate support or specific training. Here experienced supply teacher Glen Segall provides a practical handbook covering all those things that he wished he'd been told and has had to learn for himself. This constructive book should make life more enjoyable for supply teachers and their work more effective. Recent reports have documented inadequacies in the mathematical and scientific understanding of American school-children and insufficient numbers of college students preparing for mathematics- and science-related careers. Imbalances in the supply and qualifications of sciences and mathematics teachers both contribute to and result from these larger problems: With fewer individuals pursuing post-secondary study in mathematics and science, the supply of qualified mathematics and science teachers is declining. Fewer well-qualified teachers, in turn, limits the range and caliber of educational opportunities available to

precollege students. Efforts to improve science and mathematics achievement and participation thus depend to a large degree on the availability of a well-qualified teaching force. Issues concerning the supply of teachers are of perennial concern to both policy-makers and researchers in the world of education. This trenchant and wide-ranging study not only provides major new research findings but also a re-interpretation of extant data. Combining qualitative and (very extensive) quantitative research, *Teacher Supply* provides a rigorous and iconoclastic treatment of issues relating to the recruitment, quality, training, and retention of teachers throughout the developed world and offers important recommendations for the future.

*Business English you can take to work today.* With a highly communicative syllabus and interactive multimedia support materials, plus expert tips and advice from one of the world's leading business schools, *Business Result* helps learners develop the skills they need, quickly and effectively. This book examines policy issues, projection models, and data bases pertaining to the supply of, demand for, and quality of teachers in the United States from kindergarten to twelfth grade. It identifies additional data needed to clarify policy issues or for use in projection models, with a long-range view of contributing to the development of a teaching force of higher quality in the United States. The book has major implications for the teacher work

force and for statisticians and researchers involved in investigating, modeling, and projecting teacher supply, demand, and quality. The report of a panel assembled by the National Research Council to evaluate the statistics on the supply and demand for science and mathematics teachers concludes that the available data are inadequate and presents recommendations for improved data and further research. No index. Acidic paper. Annotation copyrighted by Book News, Inc., Portland, OR

The Schools and Staffing Survey (SASS), initiated in 1987-88, was conducted in 1990-91 to provide data on the nation's elementary and secondary school teaching force, aspects of teacher supply and demand, teacher workplace conditions, characteristics of school administrators, and school policies and practices. The sample for the 1990-91 survey comprised 9,500 public schools and 56,000 public school teachers; and 3,000 private schools and 9,000 private school teachers. This report highlights some state-by-state statistics that can be produced from SASS data. Items selected for this publication can inform policy, funding, and program issues. Tables and graphs of this report illustrate a state's current status relative to other states. Sections include: (1) school and student characteristics by state; (2) teacher and principal characteristics by state; (3) preparation of teachers by state; and (4) conditions for teaching by state. Five appendixes contain supplemental and technical information

about survey administration and analysis. Thirty-four figures and 34 tables present survey data. (SLD) This report examines demand and supply of minority teachers in Texas. Researchers investigated what defined at-risk districts; how those districts differed from those not at risk; and what was known about the likely future demand and supply of minority teachers. Information came from a longitudinal data file on public school teachers in Texas from 1979-1996 obtained from the Texas Education Agency. Results indicate that three-quarters of all Texas full-time teachers are non-Hispanic White, whereas the student body is over half minority. Texas has done well in attracting minorities to teaching using many sources. Recently, minorities have accounted for 26 percent of new teacher cohorts. Alternative teacher certification programs are a rich source of minority teachers. Future supply looks less promising, with decreasing numbers of teachers in the pipeline and the mandated teacher entry and certification tests proving a bigger hurdle for minority than white candidates. Results suggest that minority teachers display a greater sensitivity to pay and working conditions. This report's five chapters are: (1) "Introduction"; (2) "Students and Teachers in At-Risk Settings"; (3) "Components of Teacher Supply"; (4) "Components of Teacher Demand"; and (5) "Conclusions and Policy Implications." The two appendixes present resources and working conditions in low-, medium-, and high-risk

districts and results of multivariate models based on teacher characteristics, 1980-81 to 1995-96. (Contains approximately 90 references.)

(SM) Teachers are at the heart of good education, and good teacher policies are essential to ensure adequate supply, deployment and management of teachers. Enrollment in primary education has grown rapidly in Sub-Saharan Africa. Yet teacher policy in the region has often evolved without clear planning; in the absence of an overall strategy, countries have experienced serious problems with teacher supply and deployment, as well as with the quality of teaching. Based on case studies of education systems and practices in eight English-speaking African countries, 'Teachers in Anglophone Africa: Issues in Teacher Supply, Training, and Management' closely examines issues of teacher supply, deployment, management and finance. The book suggests that these issues are closely interrelated. Low numbers of qualified teaching graduates may result in teacher shortages; these shortages may make it difficult to deploy teachers effectively. Problems with teacher deployment may result in inefficient utilization of the teachers available, and those teachers' effectiveness may be further reduced by weak teacher management and support systems. The book identifies policies and practices that are working on the ground, noting their potential pitfalls and pointing out that policies designed to address one problem may make another problem worse. 'Teachers in Anglophone

**Africa: Issues in Teacher Supply, Training, and Management'** offers a useful synthesis of the issues and draws together a series of promising practices, which can serve as positive suggestions for countries seeking to improve their teacher policies. The book should be of great assistance to education ministries and their development partners throughout the region as they address the challenges of the next phases of expansion in education.

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