

# Status of ESL & SPED Certified Teaching Staff: School Year 2021-2022

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# Overview

- The U.S. Department of Education releases a [Teacher Shortage Areas Listing](#) annually for each State.
- Teacher shortage area means “there is an inadequate supply of elementary or secondary school teachers.”
- The percentage of the proposed areas may not exceed five percent of all unduplicated FTE elementary and secondary teaching position in the State.
- The Federal designation enables Oklahoma to receive federal funding to enhance the educator talent pool, i.e., student financial aid programs.

# USDE Approved Teacher Shortage Areas: 2021-2022

Academic Achievement PK-8	English Language Arts 9-12
Academic Achievement 9-12	Fine Arts PK-8
Advanced Placement 9-12	Health/PE PK-8
Business Education 9-12	Math PK-8
Career Technology	Science
Counselor	Social Studies PK-8
Early Childhood	<b>Special Education</b>
<b>English as a Second Language PK-8</b>	Technology & Computer Science PK-8
English Language Arts PK-8	World Languages PK-8

# Points to Note Regarding ESL Certification

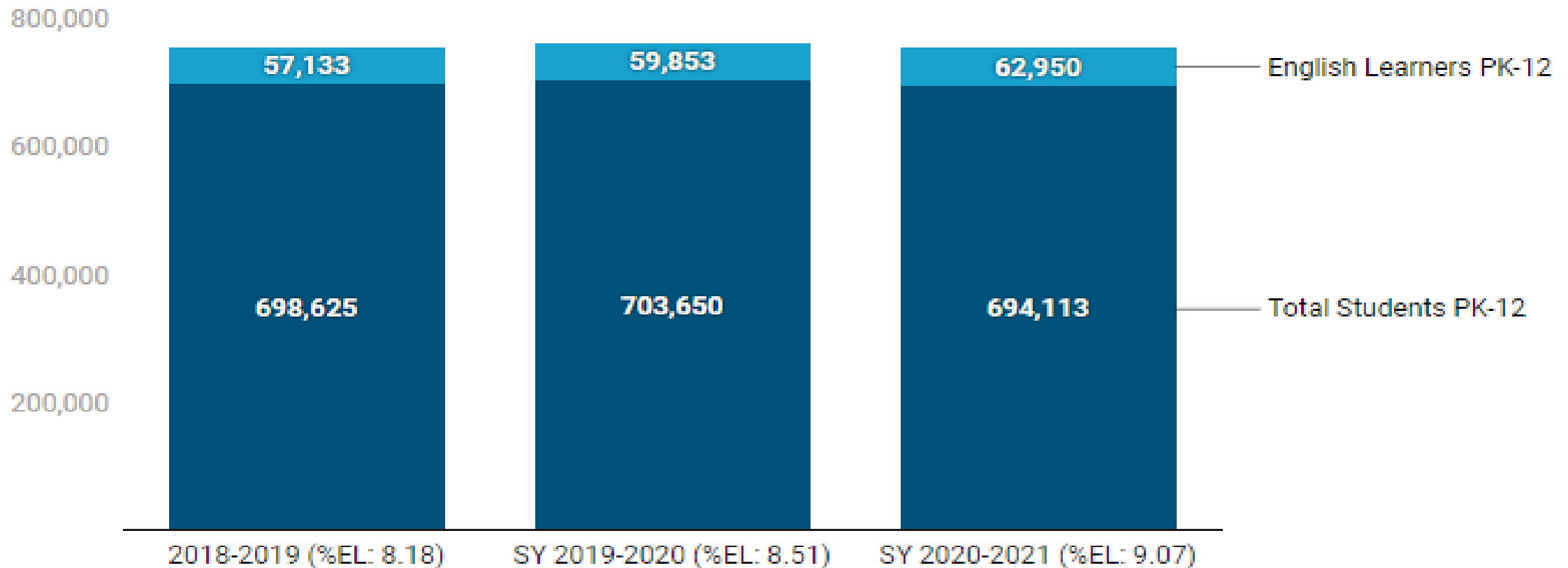
- Before reviewing data related to ESL-endorsed teaching staff, it is important to note the following points:
- There exists no statutory requirement at either the state or federal levels mandating that:
  - A teacher carry an ESL endorsement
  - A specific type of class (e.g., newcomer) be taught by a teacher carrying an ESL endorsement
  - The LIEP selected by a district (i.e., the specific intervention model(s) chosen to address learning needs of ELs) be staffed with one or more teachers carrying an ESL endorsement

# Continued...

- While there are no state or federal requirements to obtain an ESL endorsement, a district may require the certification as a condition of employment at local discretion

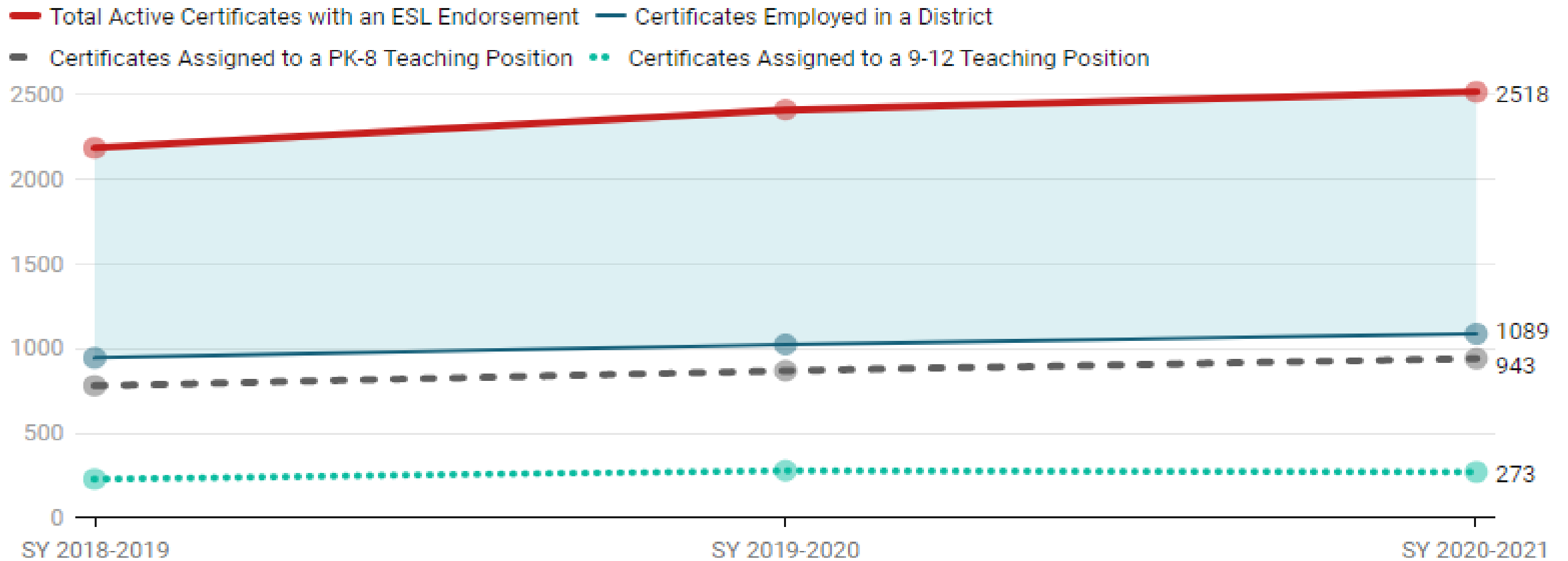
# State English Learners

The state EL population has remained relatively stable in terms of overall number and percentage of total PK-12 students over the past three years:



# ESL-Endorsed Teachers

Similar to the state EL population, the number of teachers with an ESL endorsement has remained relatively stable over the past three years:



# Alignment of ELs and ESL-Endorsed Teachers

- OSDE performed a preliminary analysis to determine the percentage of EL students statewide served by ESL-endorsed teachers in the 2020-2021 school year
- Although there are limitations to the data due to variations in how districts report teacher assignments and student courses to the state, OSDE feels confident in stating that no more than 30% of EL students were served by one or more ESL-endorsed teachers-of-record in in the 2020-2021 school year



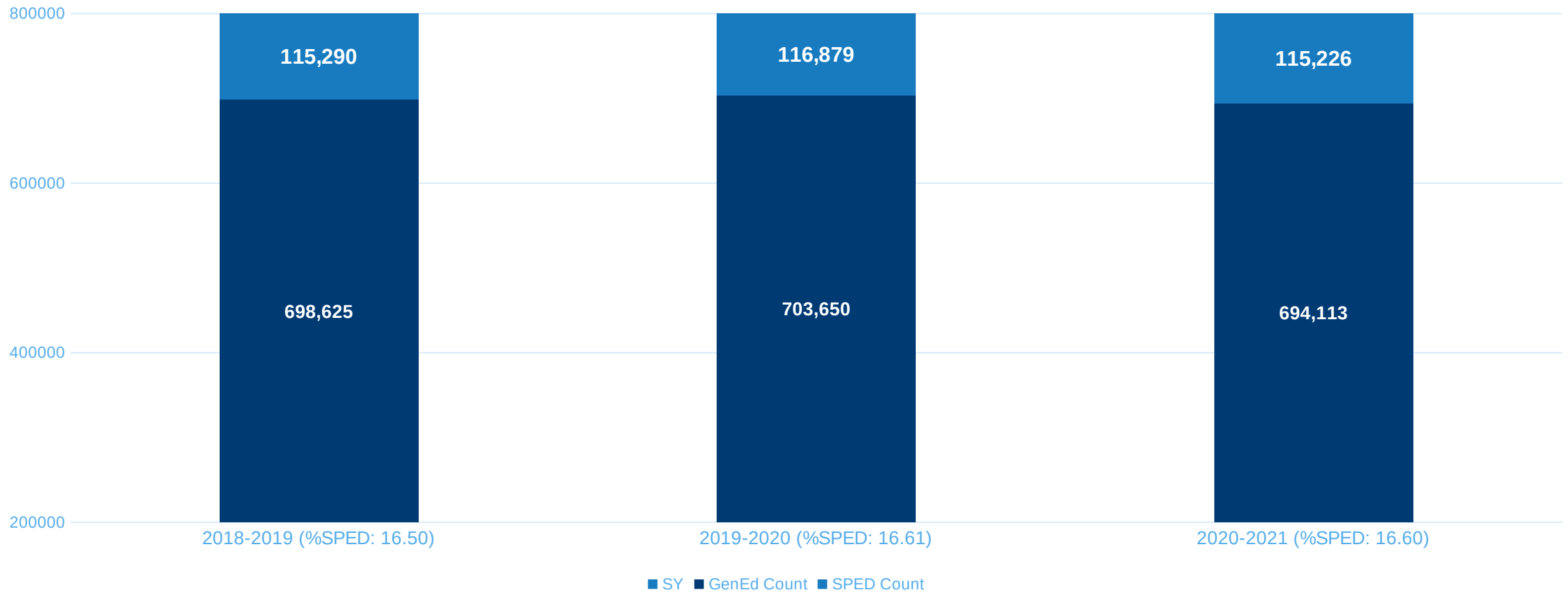
# Challenges

- Given the challenges many districts face in hiring a range of teaching staff, there is a concern that creating an additional state-level certification requirement could further limit the number of employable teaching staff.
- While districts themselves may require staff to obtain an ESL endorsement, many are reluctant to do so for reasons similar to those noted above.
- State teacher preparatory programs have expressed hesitation in making EL instruction a more formalized component of established education-related degree tracks.

# Challenges

- A limited number of districts offer teachers a financial incentive to obtain an ESL endorsement, either through reimbursement for the cost of the assessment itself and/or through ongoing supplemental compensation once the endorsement has been earned.
- Prior to this year, there was no easily accessible, statewide learning resource to assist teachers in preparing for the ESL certification exam.

# Special Education Students



# Special Education Teachers

- Numbers
  - FTE = 4745.977
  - HEADCOUNT = 5272
- Policies
  - Caseload
  - Class Size

# Special Education Certification Areas

- Mild/Moderate Disabilities
- Severe/Profound Disabilities
- Comprehensive (New)

Available through the OSDE:

- Project 616 Certification Examination Reimbursement

# Pathways to Special Education Certification

- Standard Certification
- Alternative Certification
- Non-Traditional Route (Bootcamp)
- Severe/Profound Microcredential
- Master's Degree
- Career Development Program for Paraprofessionals
- Adding Certification to Existing Standard Certification

# Factors leading to stress, burnout, and attrition for Special Education teachers

higher caseloads

lack of principal support

poor school climate

poor working conditions

role ambiguity

stress

increased paperwork

lack of resources

lack of professional development

# Factors related to the difficulties of a first year teacher

inability to transfer learning from theory to practice

lack of preparation for the difficulties and demands of teaching

reluctance to ask questions or seek help

difficulty of the teaching assignment

inadequate resources provided

behavior management

mismatch between preparation program and job assignment

lack of support and mentors

time and scheduling



# Work-related factors for increased Special Education teacher retention

assistance  
with  
procedures

clearly  
defined roles

positive work  
conditions  
and supports

professional  
development  
opportunities

support from  
principal and  
teachers

smaller class  
size

mentor  
programs

orientation  
for new  
teachers

adequate  
resources

# Questions



# Contact Information

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