\* The following information has been provided in accordance with the Texas Education Agency for compliance purposes only. No endorsement of the information or sources is implied.

**Supply and Demand for Educators in Texas**

Currently, there is an increasing demand for new teachers in the State of Texas due in part to growing numbers in the PK-12 student population, teacher attrition rates, and an aging workforce. As these tendencies continue and hiring trends increase, the need for high quality educators to meet the changing demographics in Texas continues to rise. Additionally, an increased need exists to recruit Culturally and Linguistically Diverse (CLD) teachers into the field of education to meet the goals of the State Board of Education for the teacher workforce to reflect the diverse racial-ethnic composition of the PK-12 students within Texas schools.

With continual shortages in STEM programs of secondary math and science teachers along with the changing linguistic needs of the state, Texas will see a vastly increased need for Bilingual teachers and educators with ESL certifications. The Texas Education Agency has determined the statewide teacher shortage areas in Bilingual Education/English as a Second Language, Foreign Languages (LOTE), Mathematics (STEM), Science, and Special Education certification areas.

The Texas Workforce Commission anticipates elementary school teaching positions will add the second-highest number of jobs among all occupations in the state; including almost 68,000 new jobs within the next ten years. Middle schools are expected to add an additional 65,000 jobs during this same time period.

Being in the heart of the Texas Panhandle, West Texas A&M University has the unique position of being located in a rural region with over 60 districts many that are Title I, rural schools. Rural school districts face the added challenge of recruiting teachers into their districts as many other larger, wealthier districts offer larger starting salaries, more cultural opportunities, and positions that may focus on one specialized area with fewer lesson preparations. Many of these rural districts are unable to offer incentives or stipends and thus face teacher shortages in the high need areas in STEM, Bilingual/ESL Education, and Special Education.

Many districts in Region 16 have been forced to hire teachers without certifications as part of district innovation initiatives or have teachers instructing students in areas outside of their certification areas. Several local districts have begun new academic years with long-term substitute teachers in high needs classrooms due to not being able to hire a teacher for the beginning of the school year.

Due to districts being forced to hire teachers without certifications and shortages in high needs areas, preference is given to teachers with a Master of Arts in Teaching degree or a Master’s degree in the content areas. Obtaining a professional degree or Master’s degree may equate to higher salaries and more leadership opportunities for educators as will holding certificates in multiple or high needs areas.

The following charts will display hiring trends for the largest six partnering districts for the 2019-2020 academic year. Trends over time will be added in additional academic years.

























