

**STATE BOARD OF EDUCATION**  
**Action Item**  
February 9, 2022

**SUBJECT:** Critical Teacher Shortage Areas for 2022-23

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**PROPOSED BOARD ACTION**

For Approval

**AUTHORITY FOR STATE BOARD ACTION**

Section 1012.07, F.S., and Rule 6A-20.0131(2), F.A.C.

**EXECUTIVE SUMMARY**

Section 1012.07, F.S., require the State Board of Education to approve areas of critical teacher shortage. State Board Rule 6A-20.0131, F.A.C., requires the Commissioner of Education to recommend specific projected public school teacher shortage areas for the next academic year.

This report identifies which certification areas are facing an unmet need of certified teachers using current data on teacher supply and demand.

Each fall the Department of Education surveys school districts to determine the number of teaching positions filled that fall, the number of vacancies, and the number of courses being taught by teacher not certified in the appropriate content area based on their teaching assignment. In addition, teacher preparation programs provide the number of new completers and their certification areas. The survey results and information from teacher preparation programs provide three indicators of certification areas currently facing critical shortages. The department ranks each indicator and then averages them across three types of shortage data to provide a final ranking.

Based on these indicators, the Commissioner of Education recommends that the State Board approve the identification of the following fields as critical shortage areas for 2022-2023:

- English
- Exceptional Student Education (ESE)
- Science-General
- Reading
- English for Speakers of Other Languages (ESOL)
- Math
- Science-Physical

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**Supporting Documentation Included:** Critical Teacher Shortage Areas for 2022-23 and Rule 6A-20.0131, F.A.C.

**Facilitator/Presenter:** Juan Copa, Deputy Commissioner, Division of Accountability, Research, and Measurement