



An Overview of Georgia's Educator Workforce

**Georgia Professional Standards Commission
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An Overview of Georgia's Educator Workforce

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Summary

This report provides information on the growth of and changes in the Georgia Public School Pre-kindergarten through grade twelve educator workforce. The overall Georgia educator workforce increased by 3.7% from FY07 to FY08, while Georgia public school enrollment increased by one percent from FY07 to FY08.

Although Georgia's teachers as a whole have been getting older over the past decade, average teacher age remained at 42.04 years as in FY07. The gender balance of the teacher workforce is changing: The percentage of men in the teacher workforce continues to increase annually, reaching 19.3% in FY08. While the percentage of minority teachers continues to gradually increase – and has increased for the past five years, the percentage of minority students remains greater than that of minority teachers.

The number of administrators in Georgia public schools increased by 5.7% from FY07 to FY08. Trend data show that the number of female administrators may double that of male administrators within the next few years. Females, also dominate the student services personnel group (89.1%).

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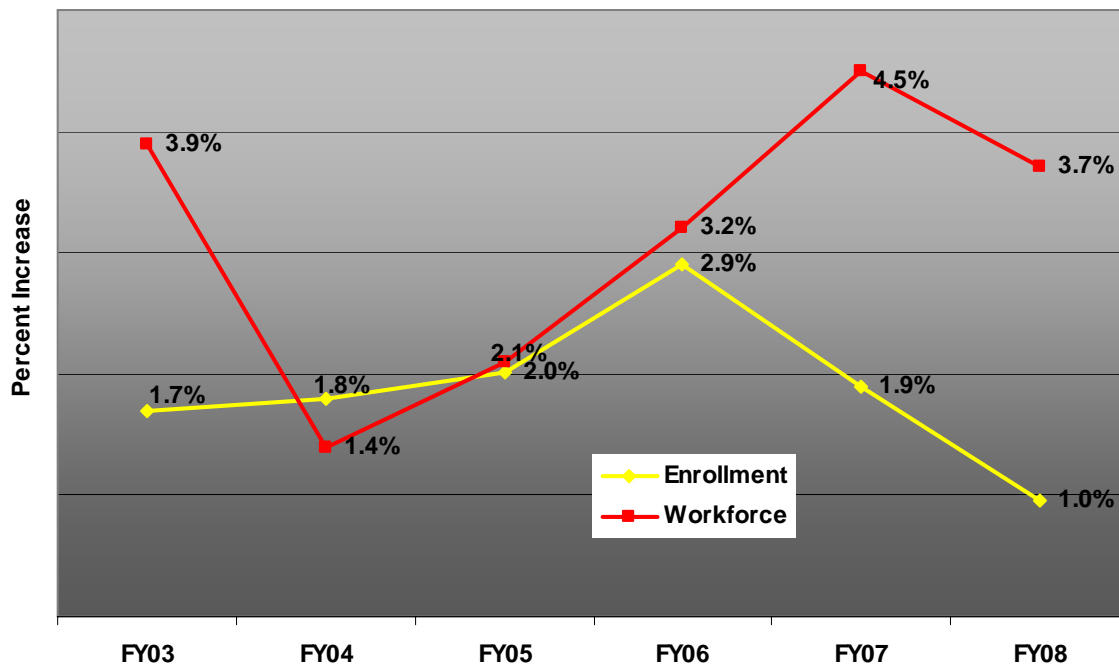
The Georgia educator workforce continues to increase. In FY08, the Georgia educator workforce increased by 3.7% from 134,841 in FY07 to 139,866. This percentage increase of 3.7% was however, a lower percentage increase compared to the 4.5% increase from FY06 to FY07. Table 1 shows the number and percentage increase in the Georgia educator workforce for the last seven years.

Table 1. Georgia Educators, School Years 2002-2008

Category	FY02	FY03	FY04	FY05	FY06	FY07	FY08
Total Educator Workforce	116,292	120,773	122,439	124,979	129,032	134,841	139,866
Annual # Change from Previous Year	5,508	4,481	1,666	2,540	4,053	5,809	5,025
Annual % Change from Previous Year	5.00%	3.90%	1.40%	2.10%	3.20%	4.50%	3.73%

The percentage increase in the number of educators declined after maintaining an upward trend for the last three consecutive years. The percentage increase in student enrollment declined for the second consecutive year. Figure 1 shows the percentage of growth in each group over the past six years.

Figure 1. Comparison of Growth in the Georgia Public School Educator Workforce and Public School Enrollment, School Years 2003-2008



The number of teachers continues to increase annually (See Figure 2), and accounts for the majority (85.1%) of the Georgia educator workforce in FY08. This percentage has, however, continued a slow decline over the years, decreasing from 85.8% in FY98 to 85.1% in FY08. The proportion of the student services workforce has grown each year since 1998 with the exception of 2003 and 2004 when the schools were responding to policy changes requiring significant reductions in class size, rising from 7.5% in FY98 to 8.3% in FY08. The Administrative group also maintains a slow decline, dropping from 6.8% in FY98 to 6.6% in FY08, but the 2006-2007 school year saw the beginning of increases in the proportion of administrative personnel. Figure 3 shows the percentage of teaching, student services and administrative personnel in the Georgia public school workforce.

Figure 2. Georgia P-12 Public School Educator Workforce, School Years 2002-2008

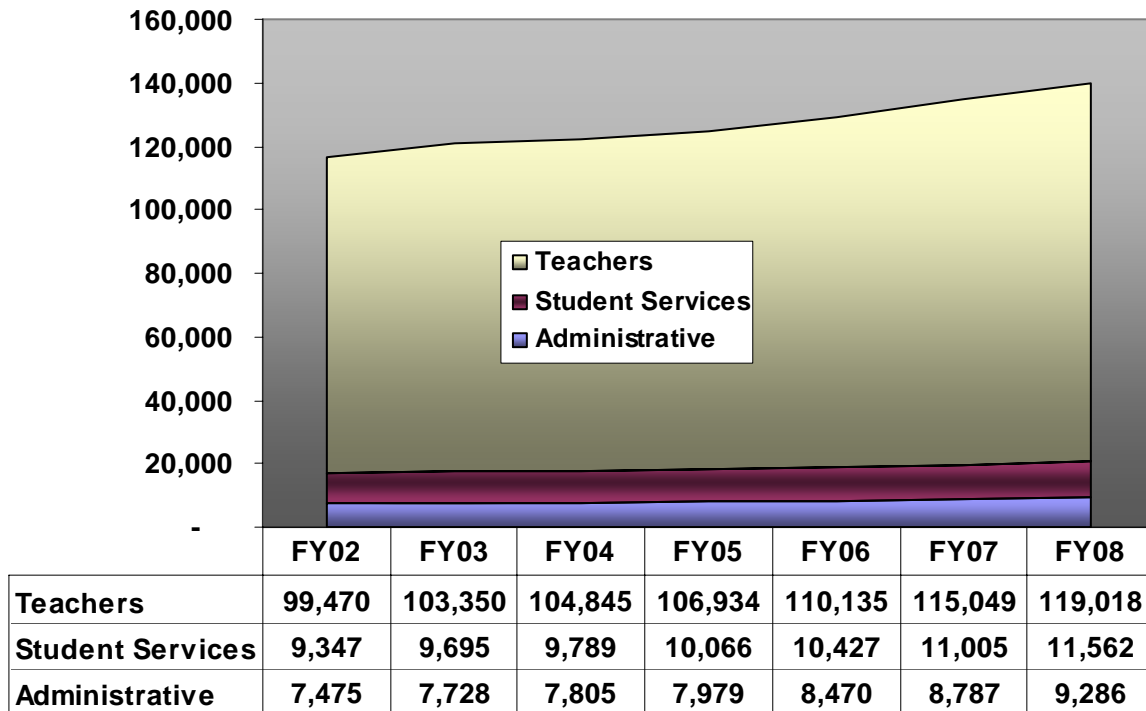


Figure 3. Percentage of Teaching, Student Services and Administrative Personnel in the Georgia Public School Workforce

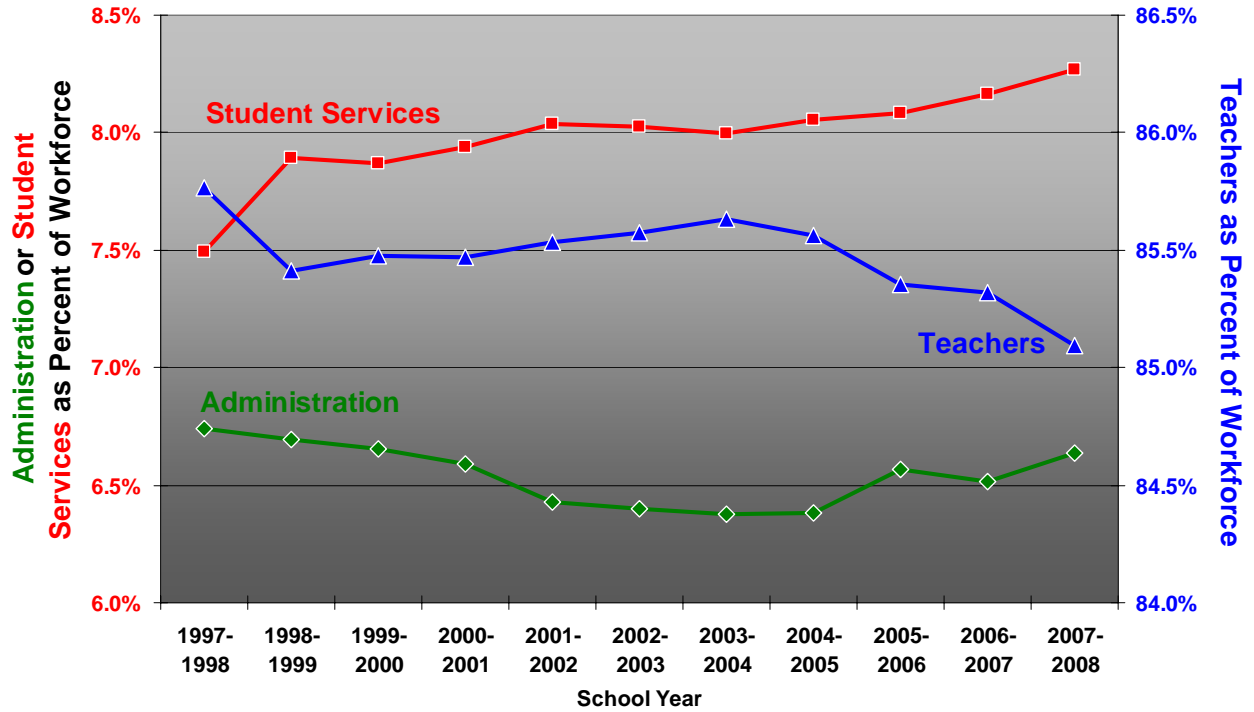
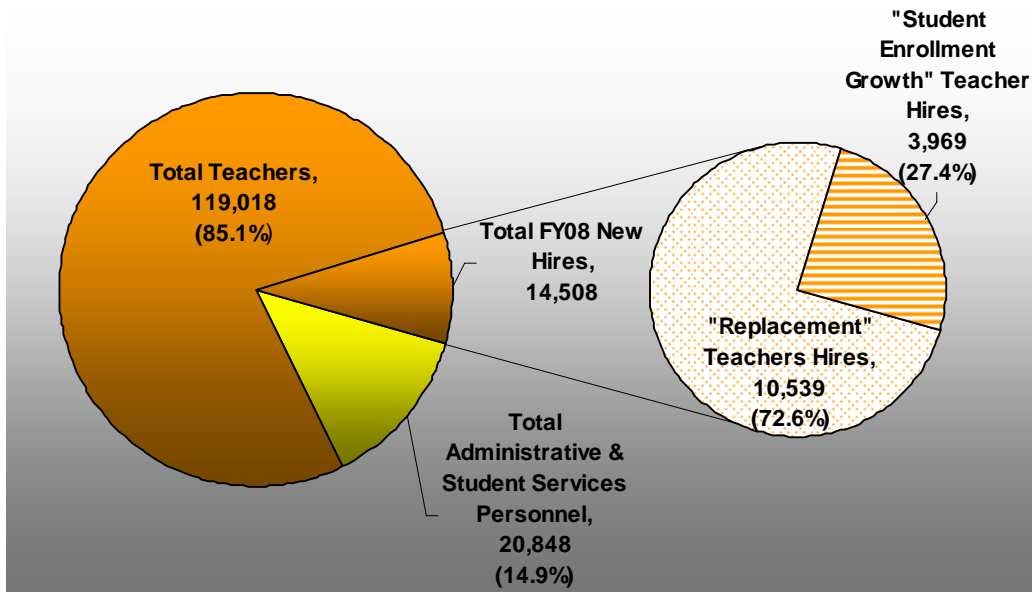


Figure 4 shows the 2008 school year (FY08) total educator workforce by personnel category (teachers, administrators and student services groups). The extracted slice represents the FY08 new teacher hires. The smaller pie chart splits FY08 newly hired teachers into replacement and student enrollment growth hires.

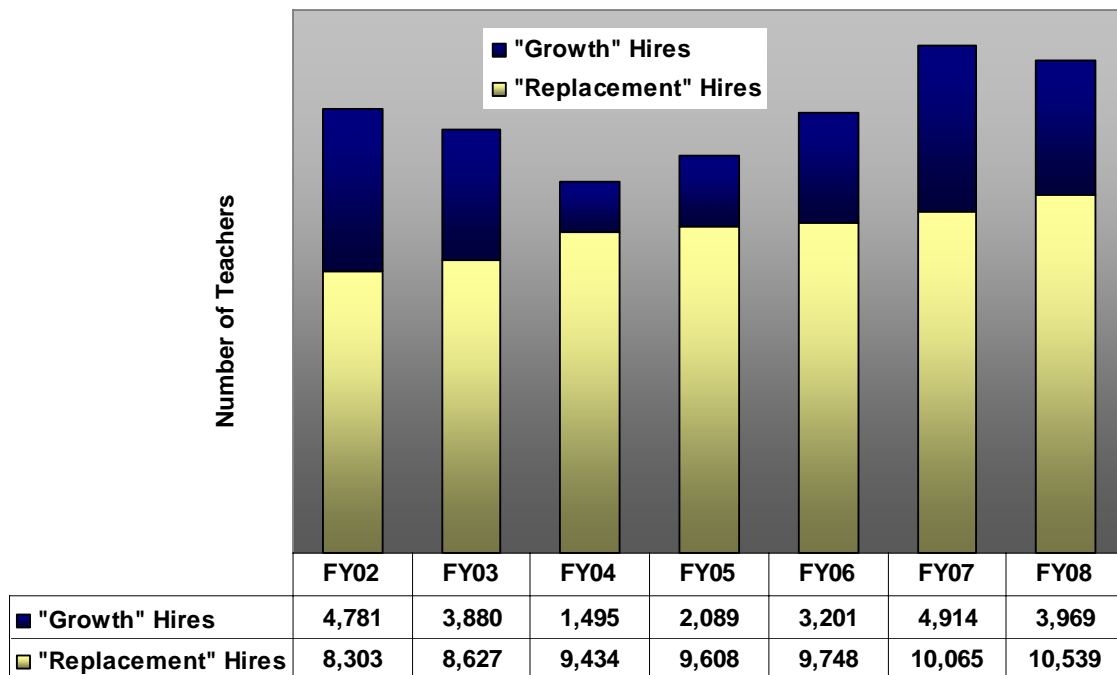
Figure 4. Georgia's Educator Workforce and New Teacher Hires, School Year 2008



Teachers

A total of 14,508 new teachers were hired in FY08. This was a decrease from the 14,979 new hires in FY07. Newly hired teachers accounted for 12.2% of the entire FY08 teacher workforce. Consistent with previous years, the majority (72.6%, n=10,539) of newly hired teachers in FY08 replaced teachers who left the Georgia public school system after the FY07 school year. Although the number of replacement teachers continues to rise, there appears to be a reversal of a downward trend in the percentage of replacement teachers that started in FY04 in FY08. The data show that the percentage of replacement new hires declined from 86.3% in FY04 to 67.2% in FY07. Figure 5 shows the newly hired teachers as a composite of replacement and growth new hires.

Figure 5. Newly Hired Teachers as a Composite of Replacement and Growth Hires, School Years 2002-2008

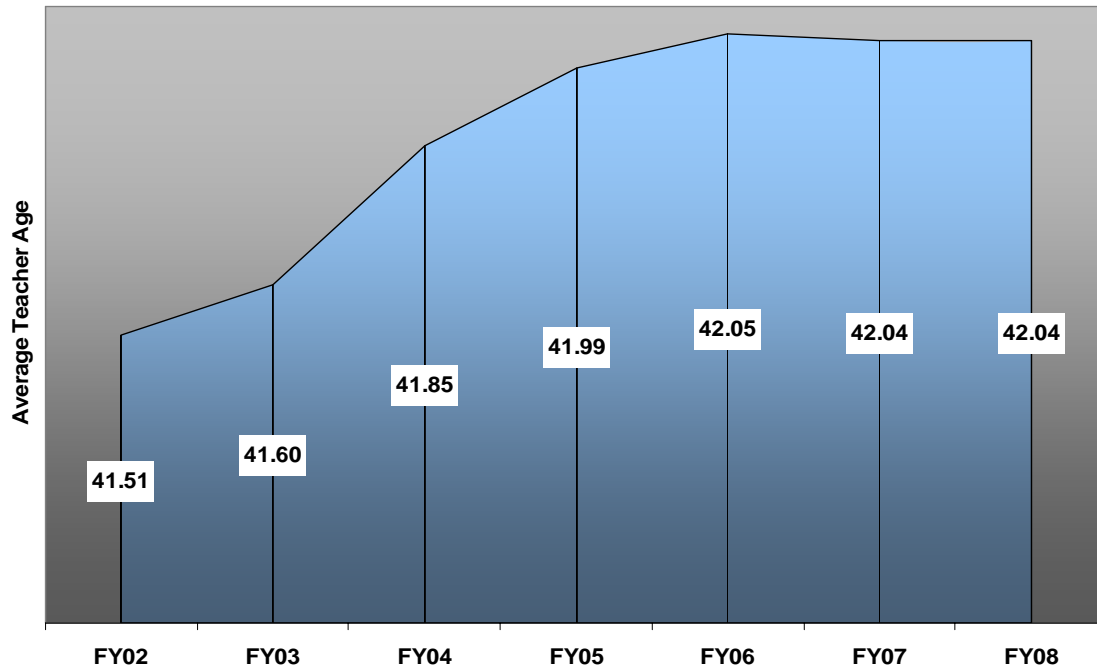


Demographic Distribution of Teachers

Teacher Age and Experience

The average age of teachers remained at 42.04 years in FY08 as in FY07, after a slight decrease from 42.05 in FY06. The general increase in the average age of teachers over the years may indicate that more teachers are remaining in their teaching career longer or that older new teachers are being brought into the teaching workforce. Figure 6 shows the increase in the average age of Georgia teachers.

Figure 6. Average Age of School Teachers, School Years 2002-2008



There has been a consistent increase in the percentage of teachers and new teachers who were reported as being over 61 years old. Figure 7 shows that the percentages of all Georgia teachers and new hires who were reported as 61 years and older have continued to increase annually. There may be an increase in teacher attrition over the next several years as the older teachers continue to reach retirement age, which will further increase the demand for new teachers. Furthermore, their rate of departure may accelerate when the economy rebounds.

Figure 7. Percent of Teachers and New Teachers Aged 61 years and Above, 2004 - 2008

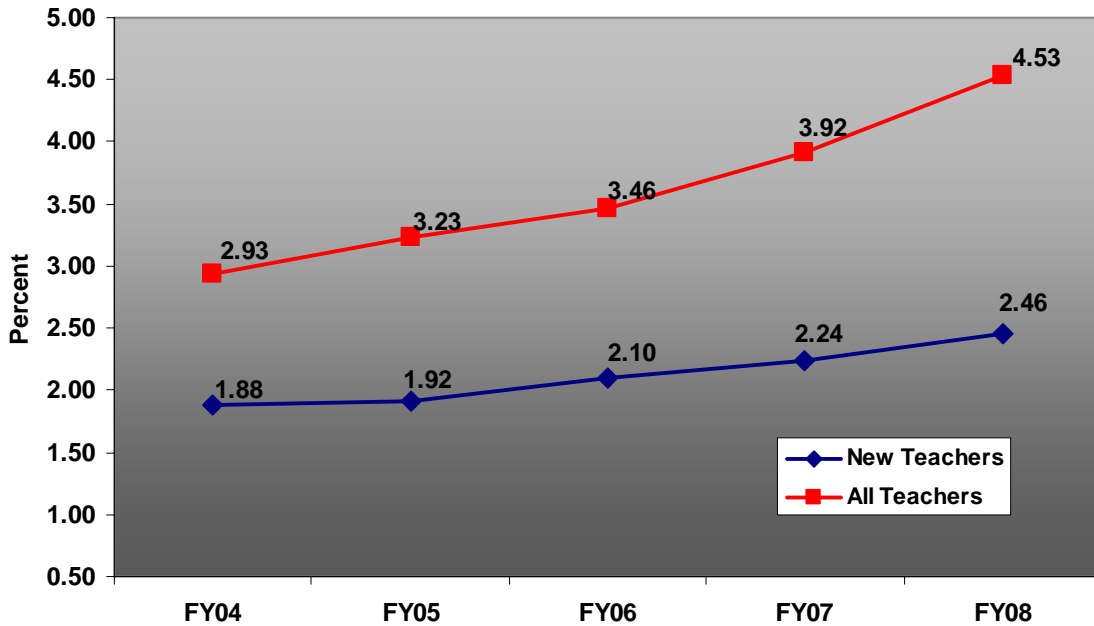
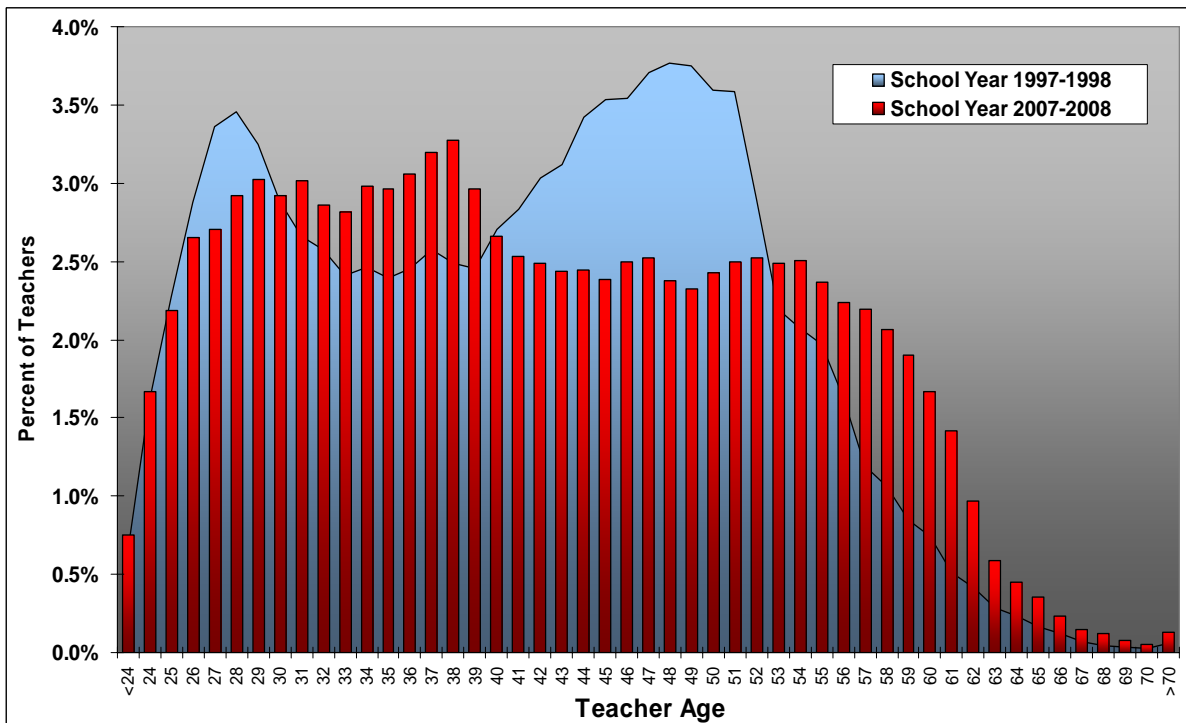


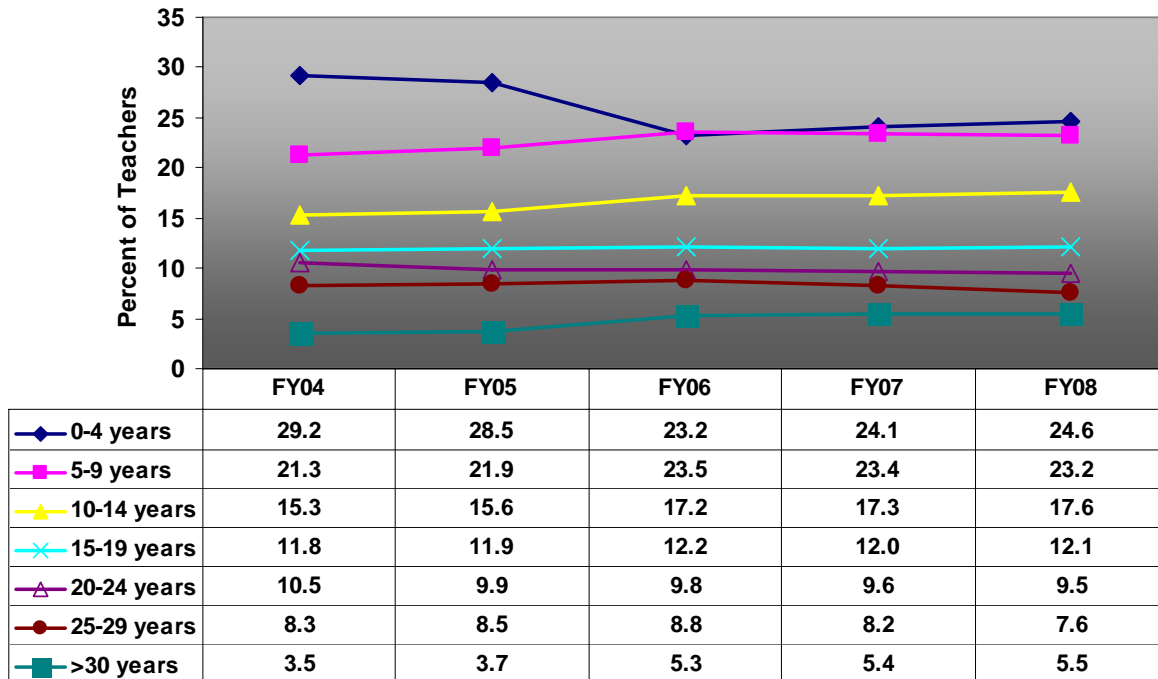
Figure 8 shows the percentage of Georgia teachers by age in FY98 and FY08. While there is a pronounced bimodal (two-part) distribution of teachers' age in FY98 – a younger group with a mode of 28 years and an older group with a mode of 48 years, there is only really only one for teachers in FY08 (38 years). Some of the change in ages is due to the increase in alternative route preparation that tends to bring older individuals into the workforce.

Figure 8. Comparison of Teacher Ages, 1997-1998 and 2007-2008 School Years



The median experience for teachers in FY08 remained the same at ten years as reported since 2002. However, as shown in Figure 9, there has been a steady increase in the percentage of teachers who were reported as having over thirty years of teaching experience, rising from 3.5% in FY04 to 5.5% in FY08. The chart also displays a decline in the percentage of teachers in the 0-4 experience group from 29.2% in FY04 to 24.6% in FY08.

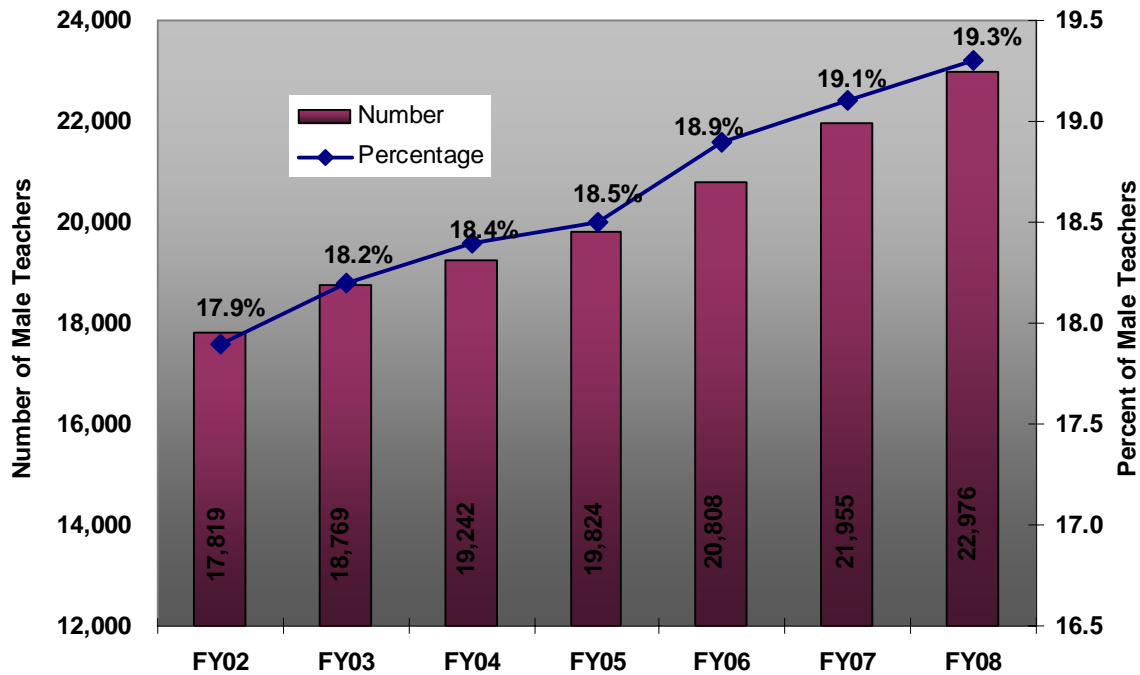
Figure 9. Experience Distribution of Georgia Teachers, School Years 2004-2008



Teacher Gender

The number and percentage of male teachers continues its gradual increase, rising from 17.9% in FY02 to 19.3% in FY08, with an addition of slightly over 1,000 male teachers from FY07 to FY08. Figure 10 shows both the numerical and percentage increases of the male portion of the teaching force over the past seven years.

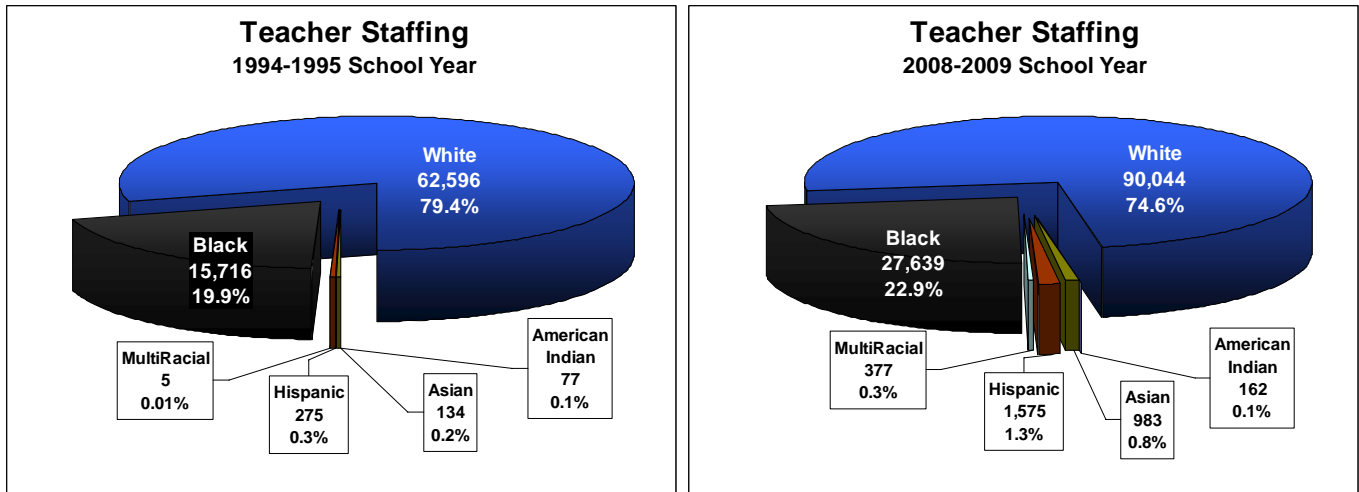
Figure 10. Increasing Trend in Number and Percent of Males in the Teacher Workforce, School Years 2002-2008



Teacher Ethnicity

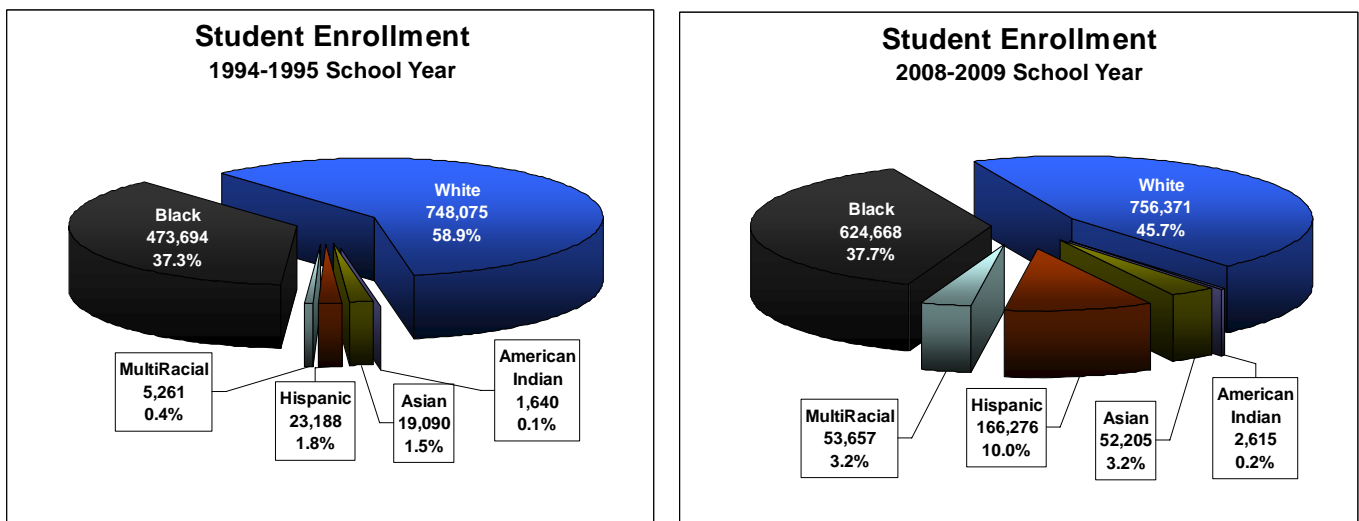
From FY95 to FY08, the racial balance of the teacher workforce has changed slightly. The proportion of White teachers has declined almost 5%, while the proportions of Black and Hispanic teachers have increased 3% and 1%, respectively. See Figure 11.

Figure 11. Comparison of Racial Composition of Georgia's Teaching Workforce, FY95 and FY08



The percentage of minority students remains greater than that of minority teachers. Continuing the trend from previous years, the percentage of minority students more than doubles the percentage of minority teachers in FY08 (See Figure 12).

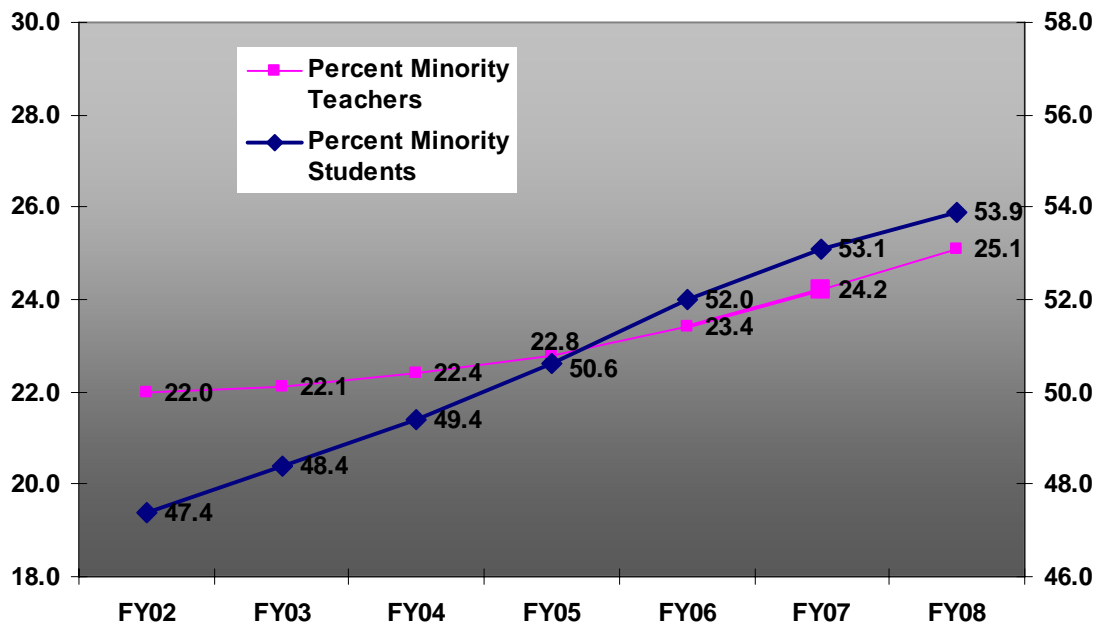
Figure 12. Comparison of Racial Composition of Georgia's Public School Enrollment, FY95 and FY08



Although the percentage of minority teachers continues to steadily increase annually, a steeper upward trend is seen in the number and percentage of minority students. As shown in Figure 12, white students are now in the minority statewide.

Figure 13 compares the growth of the teacher and student minority groups, the two groups are shown together to highlight both the change and difference in growth. The graph depicts that from FY02 to FY08, there was a 6.5% increase in the percentage of enrolled minority student compared to 3.1% increase in the percentage of minority teachers. The proportion of minority teachers has been steadily expanding over the past decade. However, within this timeframe, the proportion of minority students has grown substantially in the public schools.

Figure 13. Comparison of Teacher Workforce and Student Body Minority Composition, School Years 2002-2008



Teacher Certification Level

A teachers' certification level is determined by his or her highest academic degree. The number and percentage of teachers with advanced degrees (Masters, Education Specialist and Doctorate) continues to surpass those of teachers with only Bachelor's degrees. Figure 14 shows the growth in the percentage of degreed teachers who possess graduate degrees, with the concurrent decline in the percentage of those who are at the Bachelor's degree level. Further analysis revealed that the percentage of new hires with advanced degrees has increased annually, rising from 32% in FY04 to 35% in FY08.

Figure 14. Georgia Teacher Certification Level, School Years 2002-2008

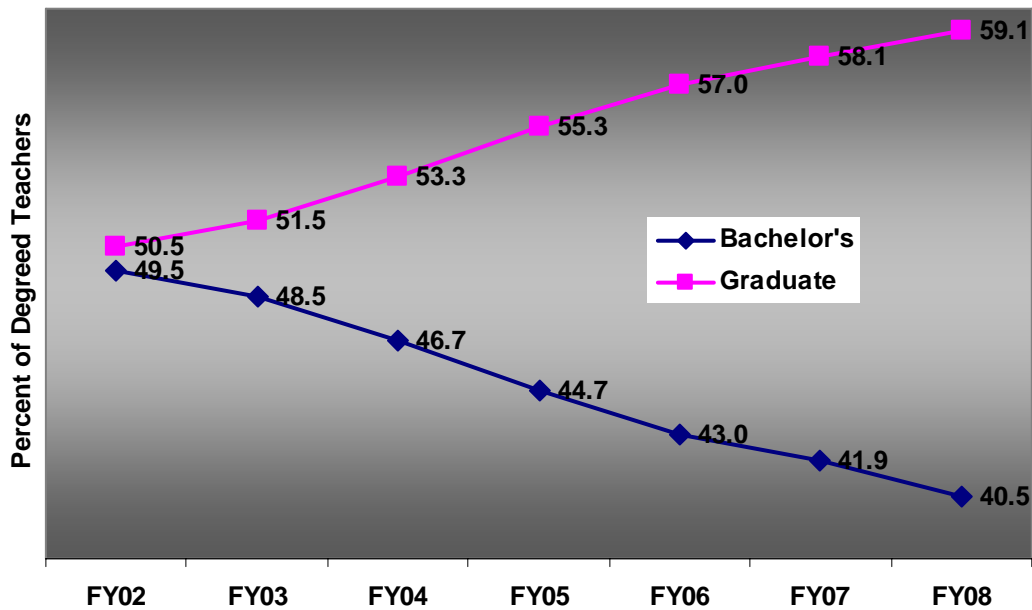


Table 2 provides a demographic profile of Georgia teachers for the past four years, from school years 2004 through 2008.

Table 2. Demographic Summary of the Teaching Workforce in Georgia, School Years 2004-2008

Characteristics	FY04		FY05		FY06		FY07		FY08	
Gender	#	%	#	%	#	%	#	%	#	%
Female	85,603	81.6	87,110	81.5	89,327	81.1	93,094	80.9	96,042	80.7
Male	19,242	18.4	19,824	18.5	20,808	18.9	21,955	19.1	22,976	19.3
Total	104,845	100	106,934	100	110,135	100	115,049	100	119,018	100
Age Groups	#	%	#	%	#	%	#	%	#	%
20 and under	1	0	1	0	4	0	5	0	1	0.0
21-30	19,962	19	19,921	18.6	20,610	18.7	21,669	18.8	22,397	18.8
31-40	29,396	28	30,549	28.6	31,804	28.9	33,767	29.4	35,435	29.8
41-50	27,706	26.4	27,522	25.7	27,629	25.1	28,254	24.6	29,068	24.4
51-60	24,704	23.6	25,480	23.8	26,267	23.8	26,846	23.3	26,727	22.5
61+	3,072	2.9	3,452	3.2	3,807	3.5	4,505	3.9	5,390	4.5
Not Defined	4	0	9	0	14	0	3	0	0	0.0
Total	104,845	100	106,934	100	110,135	100	115,049	100	119,018	100
Ethnic Groups	#	%	#	%	#	%	#	%	#	%
American Indian	119	0.1	128	0.1	143	0.1	153	0.1	166	0.1
Asian	493	0.5	554	0.5	600	0.5	702	0.6	870	0.7
Black	21,671	20.7	22,432	21	23,657	21.5	25,496	22.2	27,002	22.7
Hispanic	982	0.9	1,063	1	1,159	1.1	1,322	1.1	1,494	1.3
Multiracial	169	0.2	198	0.2	182	0.2	210	0.2	358	0.3
White	81,411	77.6	82,559	77.2	84,394	76.6	87,166	75.8	89,128	74.9
Total	104,845	100	106,934	100	110,135	100	115,049	100	119,018	100
Experience	#	%	#	%	#	%	#	%	#	%
0-4 years	30,581	29.2	30,445	28.5	25,572	23.2	27,777	24.1	29,219	24.6
5-9 years	22,369	21.3	23,414	21.9	25,866	23.5	26,868	23.4	27,646	23.2
10-14 years	16,029	15.3	16,718	15.6	18,924	17.2	19,888	17.3	20,922	17.6
15-19 years	12,410	11.8	12,684	11.9	13,436	12.2	13,803	12	14,399	12.1
20-24 years	11,030	10.5	10,597	9.9	10,822	9.8	11,074	9.6	11,260	9.5
25-29 years	8,754	8.3	9,091	8.5	9,679	8.8	9,384	8.2	9,083	7.6
30+	3,672	3.5	3,985	3.7	5,836	5.3	6,255	5.4	6,489	5.5
Total	104,845	100	106,934	100	110,135	100	115,049	100	119,018	100
Certification	#	%	#	%	#	%	#	%	#	%
High School	119	0.1	140	0.1	154	0.1	155	0.13	160	0.1
Associate	296	0.3	318	0.3	315	0.3	328	0.29	342	0.3
Bachelor's	48,806	46.6	47,625	44.5	47,159	42.8	48,025	41.7	48,190	40.5
Master's	43,664	41.6	45,700	42.7	48,065	43.6	50,576	44	52,689	44.3
Specialist	10,873	10.4	11,926	11.2	13,124	11.9	14,442	12.6	15,917	13.4
Doctorate	1,087	1	1,225	1.1	1,318	1.2	1,522	1.32	1,719	1.4
Not Defined	0	0	0	0	0	0	1	0	1	0.0
Total	104,845	100	106,934	100	110,135	100	115,049	100	119,018	100

Source: PSC, 2008

National Board for Professional Standards (NBPTS) Certification

In FY08, the total number of National Board Certified Teachers (NBCTs) in Georgia rose to 2,249, increasing by 187 from FY07. The majority of Georgia NBCTs (82.0%) were employed as teachers; 8.6% were employed as student services personnel, and 9.3% were employed as administrators. Table 3 shows the distribution of NBCTs by personnel category and FY08 Needs Improvement classification.

Table 3. NBCTs by Personnel Category and FY08 Needs Improvement Status

Need Improvement Classification	Personnel Category			Total	Percent
	Teaching	Service	Administrative		
Unspecified	56	28	74	158	7.0
Adequate	230	15	22	267	11.9
Adequate Did Not Meet	125	14	20	159	7.1
Distinguished	1,225	117	74	1,416	63.0
Needs Improvement	139	14	14	167	7.4
Needs Improvement - Made AYP	70	6	6	82	3.6
TOTAL	1,845	194	210	2,249	100.0

Source: PSC, 2008

The percentage of NBCTs who were employed in Needs Improvement schools continues to maintain a steady decline. In FY08, the percentage of NBCTs in Needs Improvement schools dropped to 11.1% from 17.4% in FY05.

Demographic Characteristics of National Board Certified Teachers

In FY08, the average age of NBCTs in Georgia public classrooms was 48.2 years, while their average experience was 19.7 years. These were both higher than the overall teacher population averages of 42.0 years and 12.1 years respectively. NBCTS were predominantly White (89.2%) and female (90.3%) and the vast majority (92.9%) possessed advanced degrees.

Master Teacher Program

The Master Teacher (MT) designation was enacted into law in 2005 by Georgia Code 20-2-205. The law authorized the Professional Standards Commission to establish the Georgia Master Teacher certificate to be recognition for teachers' excellence in the classroom through student achievement and student progress.

To be eligible to apply for Master Teacher recognition, a teacher must have taught full time with a Georgia Clear-renewable teaching certificate for three years or more in Georgia Public Schools. To qualify as a Master Teacher in Georgia, an eligible teacher must, at a minimum, show evidence of student achievement and progress based on a value-added evaluation model. For CRCT-tested subjects or grades, this is determined by comparing the applicant's student cohort's performance in relation to the school, school system and state in one year to the same cohort's corresponding performance the previous year. For non-CRCT application, pre- and post-test model is used to determine cohort's progress. Table 4 shows a three year summary of the participation and success rates of Master Teachers in Georgia public school systems.

Table 4. Three-Year Summary of the Master Teacher Program: Participation and Success Rates

Year	Number of Applicants	Number of Achievers	Percent Success	Number of Participating Systems
2006	897	200	22.3	91
2007	381	97	25.5	75
2008	166	57	34.3	58

Source: Master Teacher Program, PSC, 2008

Almost 900 applications were received the first year, with a success rate of 22.3%. In 2008, only 166 applied and 57 achieved the MT designation, a success rate of 34.3%. Strategic objectives of the Master Teacher program aim at reversing the declining trend by increasing the number of participating systems to 100% , the number of applicants by 20%, and having at least one Master Teacher in every school in Georgia by 2011.

Benefits of the Master Teacher Recognition Program

It is hoped that these Master Teachers would serve as teacher leaders and serve in teacher leadership roles in general school improvement programs in their schools and systems, serve as mentors and coaches for novice teachers to help reduce attrition of new teachers.

Administrators

The total number of administrators employed in Georgia public schools for school year 2008 was 9,286, an increase of 499 administrators (or, 5.7%) over last year's total (see Table 5). Although the number of administrators continues to increase annually, the annual growth rate continues to fluctuate, ranging from 1.0% in FY04 to 6.2% in FY06.

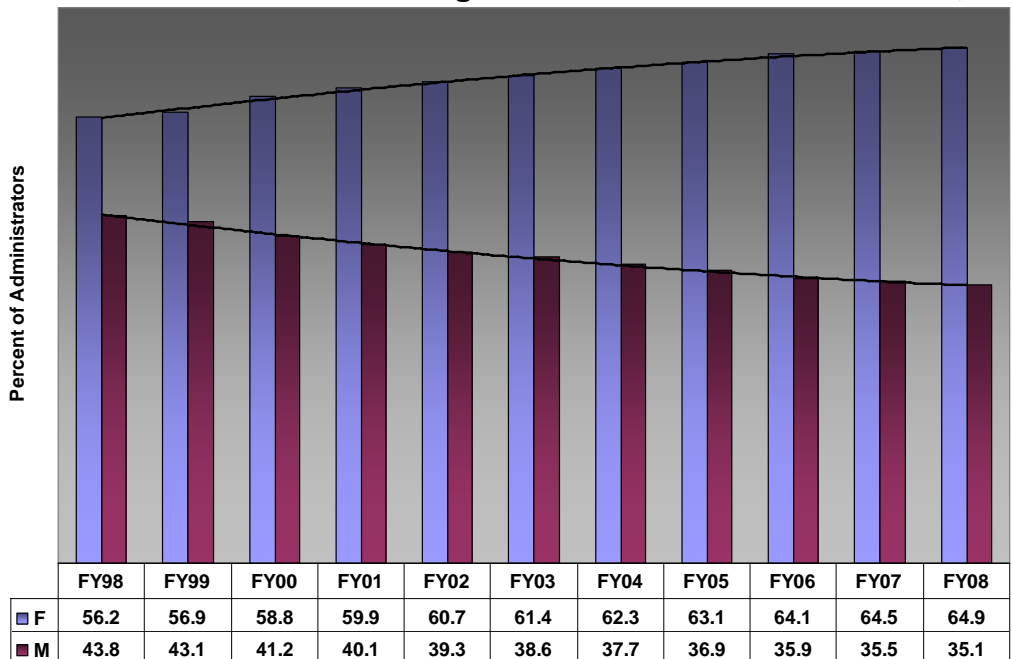
**Table 5. Administrative Personnel in Georgia,
School Years 2002-2008**

Category	FY02	FY03	FY04	FY05	FY06	FY07	FY08
RESA Director	16	16	16	16	13	13	14
Superintendent	184	181	180	180	177	180	182
Assistant Superintendent	227	242	235	234	241	244	266
Principal	2,048	2,071	2,072	2,125	2,149	2,164	2,243
Assistant Principal	2,631	2,822	2,863	2,936	3,126	3,247	3,407
Human Resources Director	55	54	51	53	58	58	62
Curriculum Director	223	221	198	212	232	208	210
Technology Director	57	54	56	60	59	64	70
Special Education Director	159	170	175	171	171	185	189
Vocational Education Director	157	164	177	150	157	202	218
Instructional Supervisor	815	767	804	830	1,005	1,082	1,147
Student Services Director	NA	NA	NA	NA	NA	NA	59
School Improvement Specialist	NA	NA	NA	NA	NA	NA	260
Kindergarten Director	2	1	1	1	1	1	0
Pre-Kindergarten Director	20	24	26	30	31	26	33
Athletic Director	41	58	49	43	39	44	72
Other Administrative Personnel	840	883	902	938	1,011	1,069	854
Total	7,475	7,728	7,805	7,979	8,470	8,787	9,286
Annual Growth Rate	2.4	3.4	1.0	2.2	6.2	3.7	5.7

Source: PSC, 2008

Females accounted for almost two-thirds (64.9%) of all Georgia administrators in FY08. Trend data shows that the number of female administrators may approximately double that of male administrators within the next few years. Figure 15 shows the trend in the gender distribution of Georgia administrators from FY98 to FY08.

Figure 15. Gender Distribution of Georgia Public School Administrators, 1998-2008



Although the majority of administrators remain White (67.5%), this percentage has continued a downward trend over the years. Figure 16 shows the decline in the percentage of White administrators from 75.3% in FY98 to 67.5% in FY08. Conversely, the percentage of Black administrators has continued to increase, rising from 23.2% in FY98 to 31.6% in FY08.

Figure 16. Ethnic Distribution of Georgia Public School Administrators, 1998-2008

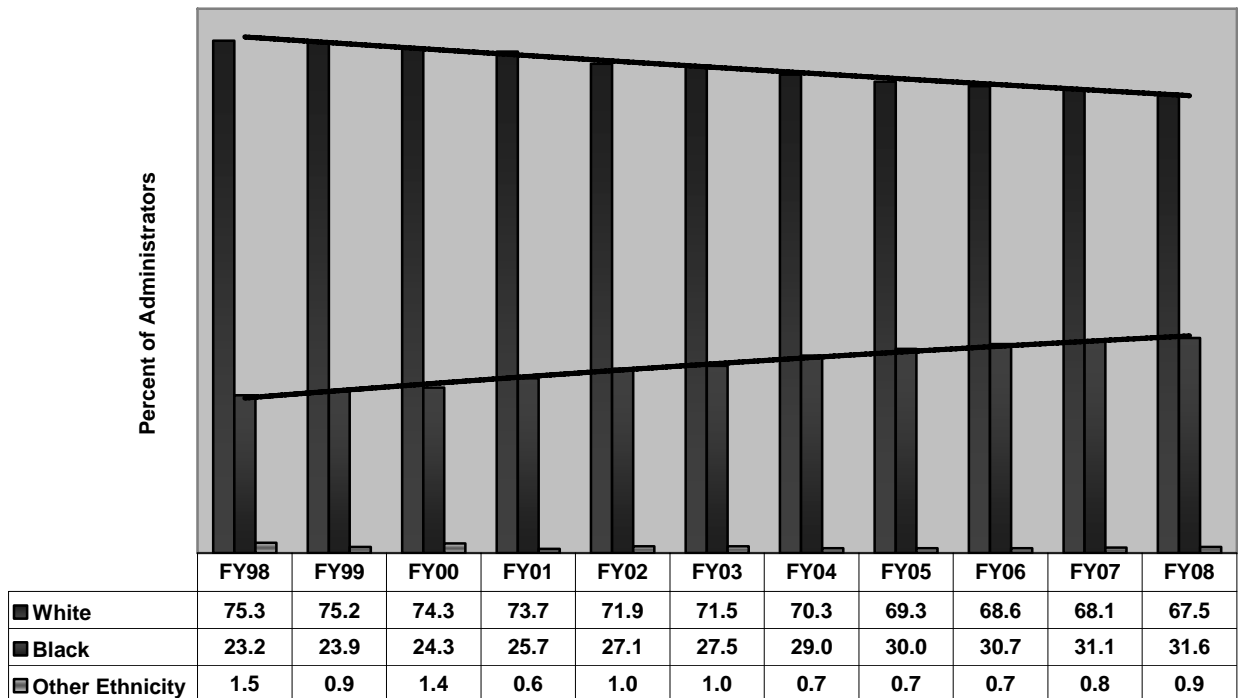
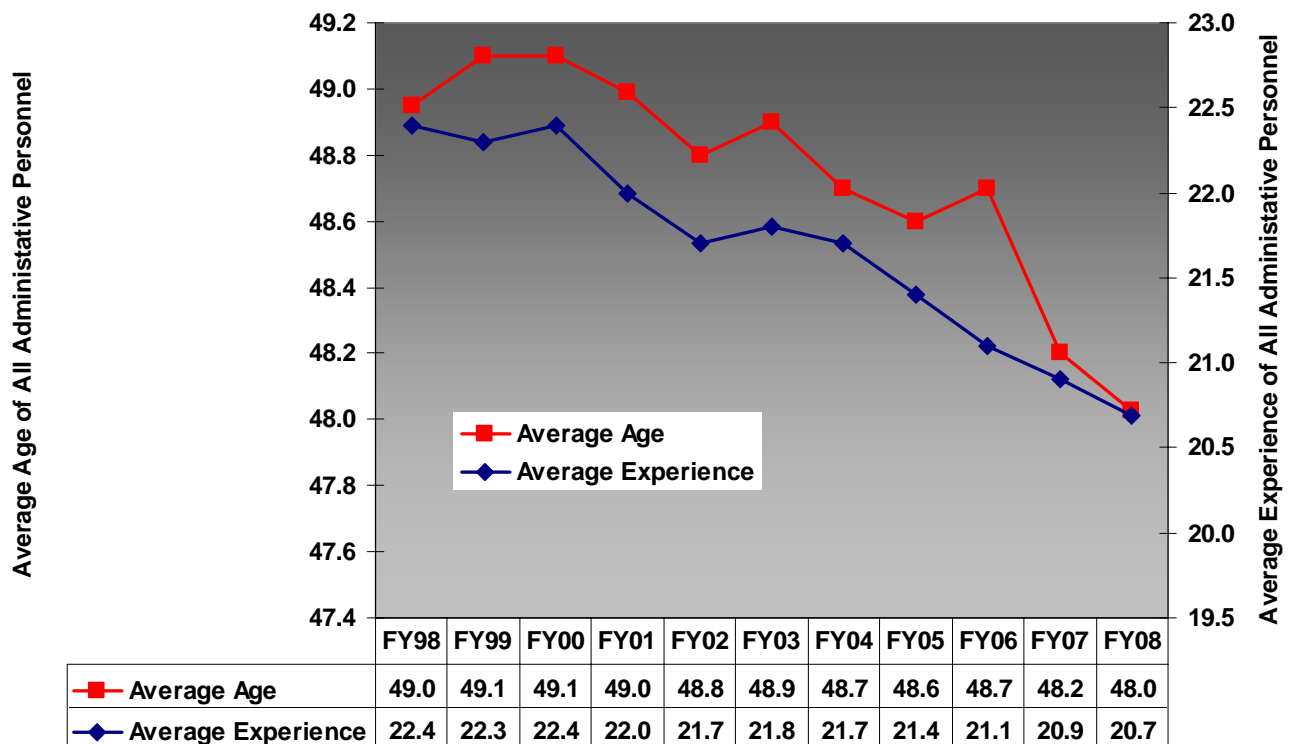


Figure 17. Average Age and Experience of Georgia Public School Administrators, 1998-2008

The average age and experience of the Georgia administrative personnel continue to maintain a downward trend since FY98. See Figure 17.



Student Services Personnel

The number of Student Services personnel rose to 11,562 in FY08, and increase of 5.1% from FY07. Growth was seen in all student services categories except among high grades counselors and Speech and Language Pathologists (See Table 6). The “Other Administrative” category was a new personnel category among the Student services personnel group in FY08.

**Table 6. Student Services Personnel in Georgia,
School Years 2002-2008**

Category	FY02	FY03	FY04	FY05	FY06	FY07	FY08
Elementary Grades Counselor	1,371	1,444	1,435	1,454	1,473	1,559	1,620
Graduation Specialist	N/A	N/A	N/A	N/A	N/A	290	656
High School Counselor	981	1,021	1,033	1,060	1,140	1,258	1,184
Middle Grades Counselor	967	961	968	1,005	1,034	905	975
Media Specialists	2,137	2,159	2,190	2,232	2,254	2,276	2,331
Other Student Services	1,235	1,418	1,411	1,489	1,542	1,630	1,762
Psychoeducational Counselor	N/A	N/A	N/A	N/A	N/A	4	5
School Psychologists	630	658	679	701	716	725	754
School Social Workers	483	497	503	529	577	581	594
Speech & Language Pathologists	1,543	1,537	1,570	1,596	1,691	1,777	1,681
Total	9,347	9,695	9,789	10,066	10,427	11,005	11,562
Annual Growth Rate	6.3	3.7	1.0	2.8	3.6	5.5	5.1

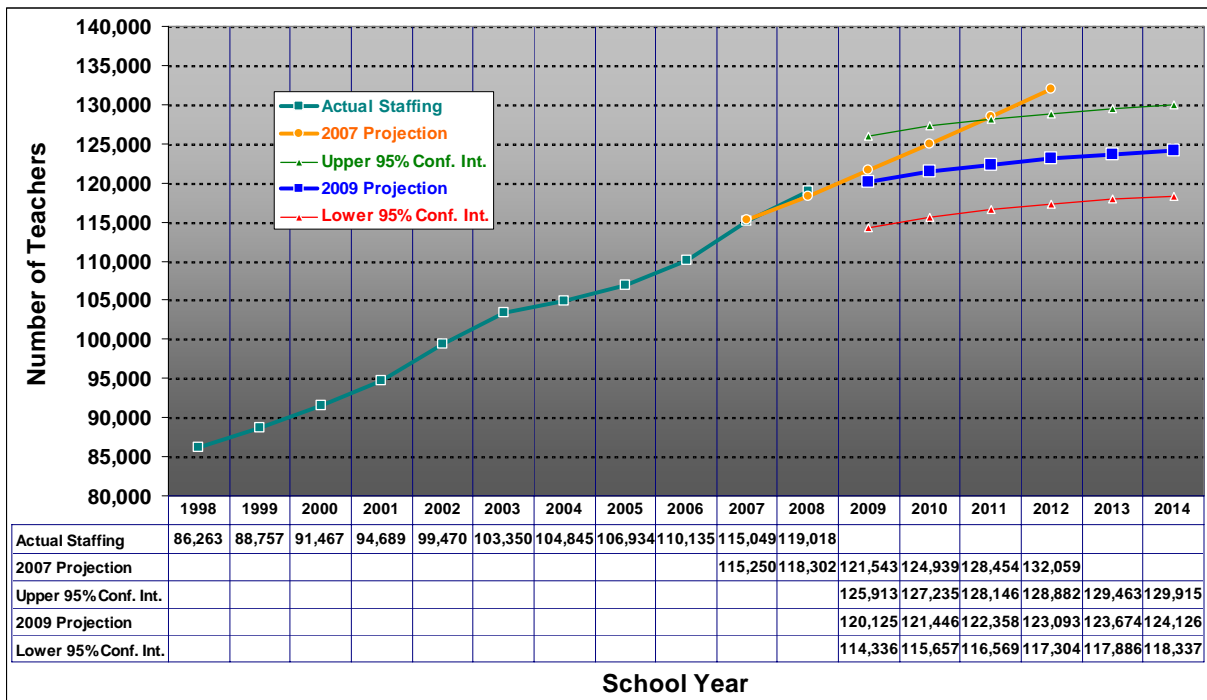
Source: PSC, 2008

Females dominate the student services personnel group, accounting for 89.1%. The percentage of Blacks continues to increase annually, rising to 26.4% from 22.3% reported in FY04. Average age and experience of the student services personnel was reported as 45.5 and 15.6 years respectively, making the personnel in this group younger and with less experience on the average than the administrative personnel.

Projections

Georgia’s teacher staffing must keep pace with student enrollment. The model used to predict future staffing is based on Georgia’s history of surges and declines in enrollment growth over time (See Figure 16). It does not attempt to predict changes in policy affecting such things as class size, curriculum or graduation requirements. The model uses the initial fall FTE student enrollment counts to project the spring final CPI teacher staffing. The upper and lower confidence intervals represent the upper and lower bounds of predicted staffing growth. It is unlikely, barring radical economic or meteorological events or significant policy change, that staffing will fall above or below the confidence intervals. The radical economic events of the recent year, however, have in fact significantly affected this mathematical projection: Both the 2007 and 2009 projections are provided to show the difference. Because of the significant decrease in enrollment growth over the last several years, the confidence intervals are much larger than they were for the 2007 projection – from about 3,000 to more than 5,000.

Figure 18. Georgia P-12 Actual and Projected Teacher Staffing 1997-1998 through 2014-2015 School Years





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