

## 1478 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

The percents of full-time teachers in 1964-65 represented by the number of beginning teachers needed in 1965-66 to replace separating teachers are within the range of 3.5 to 6.8 percent in elementary and 3.0 to 7.2 percent at the high-school level. The projected numbers of beginning teachers needed in 1966-67 based on these percents of the 1965-66 staff size and the projected staff enlargement are summarized in Table 14.

The numbers of beginning teachers at the midpoints of these estimates are greater than the earlier estimates given in Table 12 by only 1,438 elementary-school teachers (2.1 percent) and by only 741 high-school teachers (1.2 percent). The demand for beginning elementary-school teachers in this estimate represents 53.2 percent of the total demand for beginning teachers. The overlapping range of the estimates and the difference of 8,000 beginning teachers between the two levels suggest that the demand for beginning teachers is not widely different between the two levels.

TABLE 14.—An alternate estimate of the number of beginning teachers to be employed in public schools in session 1966-67, based on the trend criterion

| Source<br><br>(1)            | Estimated demand for beginning teachers |             |             |             |
|------------------------------|-----------------------------------------|-------------|-------------|-------------|
|                              | Elementary                              |             | High school |             |
|                              | Low<br>(2)                              | High<br>(3) | Low<br>(4)  | High<br>(5) |
| Replacement of teachers..... | 33,548                                  | 65,181      | 22,231      | 53,355      |
| New teaching positions.....  | 21,709                                  | 21,709      | 24,709      | 24,709      |
| Total.....                   | 55,257                                  | 86,890      | 46,940      | 78,064      |
| Midpoint.....                | 71,074                                  |             | 62,502      |             |

#### The Adjusted Trend Criterion Estimate

The trends in demand for qualified public-school teachers for a given school year may be changed as a result of changes in various factors such as the following:

- Major modification in the school program and assignment load of teachers
- Enrollment growth related to enlarged educational programs
- Reduction in the ratio of pupils per teacher to provide special programs being encouraged through federal and state legislation
- Change in the rate by which persons having substandard certification are being replaced
- Elimination of large classes.

Some of these conditions have been influencing the demand for new teachers during the past several years. The trends in staffing practices observed in the past are included in the data used to derive the estimates of teacher demand based on the Trend Criterion. For example, information in Section IV of this report shows marked improvement in the educational qualifications of elementary-school teachers during the past 10 years.

Owing to the lack of precise data, it is difficult to estimate the specific effects of new conditions influencing some of the components of teacher demand. For example, present data do not allow identification of the number of teachers being counted in regular staff turnover or attrition who have substandard certification and are encouraged to resign largely because of this condition.

*Total Demand for New and Beginning Teachers, Based on the ADJUSTED TREND CRITERION ESTIMATE*—A minimum estimate of change to be expected in the recent trends in the staffing of public schools is provided by the U.S. Office of Education. *Projections of Educational Statistics to 1974-75*, 1965 edition, shows an estimate of 34,000 additional new teachers needed for 1965-66 and 50,000 additional new teachers needed for 1966-67 as a result of the Elementary and Secondary Education Act of 1965. This estimate projects that the number of full-time and part-time teachers in public schools will rise in the fall