

Supply and Demand for Texas Educators

Over the next decade, there will be an increasing demand for new teachers due in part to high attrition rates. This would be attributed to an aging teacher workforce that becomes eligible for retirement and the impact of the COVID-19 pandemic.

In the State of Texas, there continues to be a shortage of teachers. The US Department of Education has released the statewide teacher shortages areas. The certification areas that have been identified are: Bilingual/English as a Second Language – Elementary and Secondary Levels, Special Education – Elementary and Secondary Levels, Career and Technical Education - Secondary Level, Technology Applications and Computer Science – Elementary and Secondary Levels, English Language Arts and Reading – Elementary and Secondary Levels, Mathematics - Secondary Level and Science – Secondary Level. For more information, please go to <https://tea.texas.gov/texas-educators/educator-initiatives-and-performance/student-loan-forgiveness-for-teachers>.

Additionally, the Texas Workforce Commission anticipates elementary school teaching positions will add the second-highest number of jobs among all occupations in the state through the end of the decade assuming the economy returns to long-term growth patterns. This could yield up to 68,000 new jobs. While middle schools are expected to add an additional 65,000 teaching jobs during the same time-period.

Typically, teachers are in demand in urban and rural areas. Urban communities will have the greatest need for teachers with more than 700,000 additional teachers needed in the next decade. Urban communities also face the added challenge of retaining their teachers, who may be attracted to the higher salaries offered in suburban school districts. It should be noted that some urban schools typically begin the school year with substitutes in the classroom because of the lack of available certified teachers. One way to help mitigate this issue, some school districts will pay a signing bonus or extra stipend as an incentive if the teacher agrees to teach in an under-served school or in a shortage area. Finally, rural areas typically have difficulty attracting teachers because of their remoteness and at times sparse resources.

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