

Board of Governors for Higher Education  
Department of Higher Education  
State of Connecticut



## **PUBLIC SCHOOL ADMINISTRATOR SUPPLY AND DEMAND IN CONNECTICUT**

Given the recent concerns over school administrator shortages in Connecticut, the Department of Higher Education has undertaken a supply and demand analysis of school administrators across the state. In this brief, the Department compares its data on degrees and certificates awarded by the state's school administrator preparation programs (supply) against statistics on workforce need (demand) compiled by the Connecticut State Department of Education. This review confirms that although Connecticut has produced ample school administrator candidates, they have not applied for appropriate administrator positions.

Connecticut public school districts are expected to hire an average of 171 new administrators annually between 1998 and 2003. Historical data have indicated that more than half of the state's annual new administrative hires have been continuing educators who worked in other public school assignment areas during the previous year. Therefore, the actual demand, in reality, is for about 85 new administrators per year and about 85 continuing educators who migrate into administrative positions from other assignment areas.<sup>1</sup>

Connecticut public schools employ almost 2,400 educators who hold administrative certification but who are working in non-administrative roles. Of those, 1,700 are between the ages of 35 and 54, and 309 chair various departments. In addition, 1,275 former educators, who left public school positions since 1992, are younger than age 60, are certified to hold administrative assignments, and may be part of a 'reserve pool'. There are 144 educators who hold superintendent endorsements but are working in different positions. The majority of individuals who hold the superintendent certificate but are employed in other assignments are white (136) and male (99). The largest numbers of these educators are employed in principal (55), assistant superintendent (40), and pupil personnel assignments.<sup>2</sup>

In its review of the administrator shortage, the Connecticut State Department of Education (CSDE) concluded that "[t]he number of educators who hold administrative certification in the state suggests that there is more than an adequate number of individuals who are eligible to fill current and future public school positions."<sup>3</sup> These observations were affirmed by the Committee on the Future of School Leadership in Connecticut. Chaired by Harry J. Hartley, President Emeritus of the University of

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<sup>1</sup> Connecticut State Department of Education (2000). *Public school educator supply and demand in Connecticut: A look toward the 21<sup>st</sup> century*. Hartford, CT: Author. 11-12.

<sup>2</sup> Ibid. 11-12.

<sup>3</sup> Ibid. 12.

Connecticut, the Committee has considered necessary steps to address the current and anticipated shortage of educational leaders in Connecticut’s K-12 schools and school systems. The Committee made several findings, and in its report to the Governor in September 2000 indicated that specific issues must be addressed to increase the number of individuals interested in pursuing a career in educational administration. These include changing the design of the jobs, increasing compensation, and improving various recruitment, training, and retention strategies, particularly in respect to aspirant programs and field-based degrees.<sup>4</sup>

The Magnitude of Administrator Supply and Demand in 2001 and 2002<sup>5</sup>

*In 2000-2001*

- A total of 216 administrative vacancies existed (Department Chairperson vacancies were not reported);
- A total of 876 first Connecticut administrator certificates were issued;
- Connecticut institutions of higher education awarded 339 degrees or post-graduate certificates in school administrator preparation programs;
- Among the degrees/certificates awarded, 8.26% were to minorities.

*In 2001-2002*

- A total of 223 administrative vacancies existed (Department Chairpersons were included);
- A total of 413 first Connecticut administrator certificates were issued;
- Connecticut institutions of higher education awarded 670 degrees or post-graduate certificates in school administrator preparation programs<sup>6</sup>;
- Among the degrees/certificates awarded, 3.43% were to minorities.

Table 1. Connecticut Public school administrator vacancies in October 2001 and October 2002

Positions	Years	Total Positions to Fill	Vacancy: No Qualified Person Found	Durational Shortage Area Permit	Minor Assignment	Minimum Qualified Hire	Median Applications	1 <sup>st</sup> CT Certificate	Median Applicant Quality Rating
Department Chairperson	2001	N/R*	N/R	N/R	N/R	N/R	N/R	N/R	N/R
	2002	11	2	4	0	4	6	26	2
Intermediate Administrator	2001	208	15	5	0	0	19.0	793**	4.0
	2002	187	13	2	0	4	23	240	4
Business Administrator	2001	3	0	0	0	0	19.0	36	2.0
	2002	11	1	0	0	0	10	85	4
Superintendent	2001	5	0	0	0	0	20.0	47	4.0
	2002	14	1	0	0	0	11	62	3

\* N/R: Not reported

\*\* The high number of the first intermediate administrator certificates may be caused by the rush before the implementation of the state’s new assessment requirements, effective on July 1, 2002.

<sup>4</sup> Committee on the Future of School Leadership in Connecticut (2000). *The future of school leadership in Connecticut*. Hartford, CT: Author.

<sup>5</sup> Connecticut State Department of Education (2001). *Data bulletin: Fall hiring report, 2001*. Hartford, CT: Author; Connecticut State Department of Education (2002). *Data bulletin: Fall hiring report, 2002*. Hartford, CT: Author; and Connecticut Department of Higher Education *Degree awards data*.

<sup>6</sup> The increase of degrees or certificates awarded was caused by a one-time branch program at the Sacred Heart University.

Table 2. Degrees or post-graduate certificates in administrator preparation programs awarded by the four Connecticut program providers in 2000-2001 and 2001-2002 academic years (by race and ethnicity)

Institution	Academic Year	Black Non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	White Non-Hispanic	Race/Ethnicity Unknown	Total
CCSU	2000-2001	4	0	1	6	125	15	151
	2001-2002	2	0	2	6	220	21	251
Sacred Heart	2000-2001	0	0	0	0	0	0	0
	2001-2002	0	1	0	0	277	0	278
SCSU	2000-2001	13	0	0	3	165	4	185
	2001-2002	7	0	0	4	104	18	133
U. Bridgeport	2000-2001	1	0	0	0	2	0	3
	2001-2002	0	0	0	1	7	0	8
<b>Total</b>	<b>2000-2001</b>	<b>18</b>	<b>0</b>	<b>1</b>	<b>9</b>	<b>292</b>	<b>19</b>	<b>339</b>
	<b>2001-2002</b>	<b>9</b>	<b>1</b>	<b>2</b>	<b>11</b>	<b>608</b>	<b>39</b>	<b>670</b>

Abbreviations: CCSU: Central Connecticut State University; Sacred Heart: Sacred Heart University; SCSU: Southern Connecticut State University; U. Bridgeport: University of Bridgeport.

### Projections of Supply

According to the projected enrollments for the newly approved Doctor of Education (Ed.D.) programs in Educational Leadership submitted to the Department of Higher Education by Central Connecticut State University (CCSU), Southern Connecticut State University (SCSU), the University of Connecticut (UConn) in Stamford and Storrs, and in Instructional Leadership by Western Connecticut State University (WCSU)<sup>7</sup>, the state's public institutions will produce an additional 400 graduates between the 2002-2003 and 2006-2007 academic years. In order to do so, CCSU, SCSU, and WCSU anticipate hiring a total of 11 full-time faculty members<sup>8</sup>. No new staffing is projected at UConn.

Table 3. Projected annual new enrollments and faculty staffing for the new Ed.D. programs in educational leadership in Connecticut

Institution	New Enrollments in Academic Year					Total Enrollments	Anticipated New Full-Time Faculty to Be Hired
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007		
CCSU	25	25	25	25	25	125	3
SCSU	25	25	25	25	25	125	4
WCSU	25	0	25	0	25	75	4
UConn-Storrs	15	0	15	0	15	45	0
UConn-Stamford	0	0	15	0	15	30	0
<b>Total</b>						<b>400</b>	<b>11</b>

Abbreviation: CCSU: Central Connecticut State University; Sacred Heart: Sacred Heart University; SCSU: Southern Connecticut State University; U. Bridgeport: University of Bridgeport. UConn: University of Connecticut; WCSU: Western Connecticut State University.

<sup>7</sup> Per Academic Affairs, Connecticut Department of Higher Education, 61 Woodland Street, Hartford, CT 06105-2326. Telephone: (860) 947-1822.

<sup>8</sup> This does not include possible adjunct hiring to teach undergraduate courses or master-level courses potentially made necessary by faculty load adjustments in the Ed.D. programs in the CCSU, SCSU, and WCSU. It also does not include the anticipated hiring of "methodologists and other consultants" at WCSU.

Figure 1. Degrees and post-graduate certificates in administrator preparation programs awarded by Connecticut institutions of higher education in 2000-2001 academic year (Percentage by race/ethnicity)

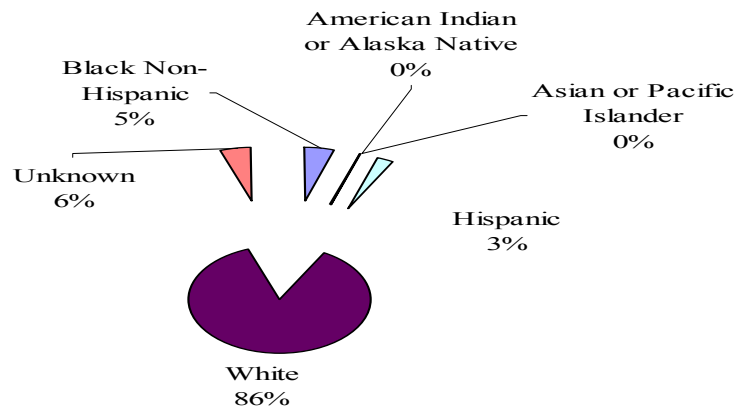
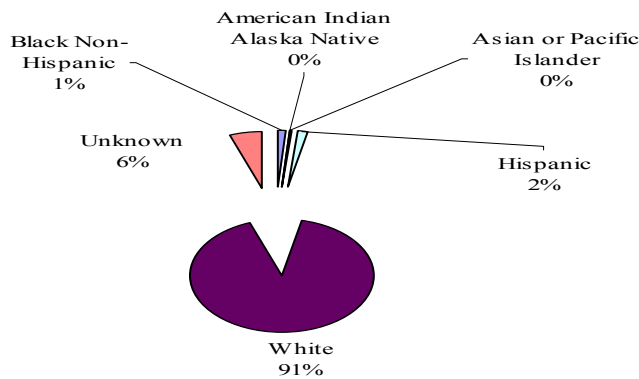


Figure 2. Degrees and post-graduate certificates in administrator preparation programs awarded by Connecticut institutions of higher education in 2001-2002 academic year (Percentage by race/ethnicity)



## Findings

While in the 2001-2002 academic year, the number of degrees awarded in school administrator preparation programs has increased dramatically (608 in comparison to 292 in the previous year), the number of first Connecticut administrator certificates has fallen considerably (240 in comparison to 793 in the previous year). Apparently, the program graduates have not applied for certification, are not seeking administrator positions, or may have not taken or passed the assessment test.

It is important to note the fact that the state's minority student population in Pre-K-12 public schools was 23.02% of the total student population in 2000-2001 academic year,<sup>9</sup> but the Connecticut school administrator preparation programs produced only 8.26% and 3.43% minority graduates in 2000-

<sup>9</sup> Per Alison Zhou, Ed.D., Education Consultant, Connecticut State Department of Education, P. O. Box 2219, Hartford, CT 06145-2219. Telephone: (860) 713-6893.

2001, and 2001-2002 academic years, respectively. The administrator programs must intensify their minority candidates recruitment efforts.

### Considerations

The CSDE cited a report prepared by the National Association of Elementary and Secondary School Principals on the issues of potential administrative shortages. "Discouragers" were identified, including insufficient compensation compared to responsibilities, time required on the job, and stress. A recent report on *The New York Times*<sup>10</sup> concurs that the "increased hours and responsibility combined with 'salary compression,' in which pay for school officials is not much higher than upper-level teachers" are the contributing factors to the school administrator shortage. The article also suggests the non-portability of pension, differences in cost of living, and the reluctance of relocating the entire family have discouraged qualified candidates from accepting Connecticut positions.

At the November meeting of the Connecticut Department of Higher Education Advisory Committee on Accreditation on November 20, 2002, the Acting Superintendent of Danbury Public Schools testified that many certified teachers enroll themselves in school administrator programs not to become principals or superintendents, but to enable them to obtain a higher teaching salary or to become department chairpersons.<sup>11</sup>

The findings in Connecticut are consistent with those in a report issued by the Center on Reinventing Public Education<sup>12</sup>, which reveals that the perceptions of school administrator shortage are "largely anecdotal," and "[t]he real problem is that [school administrators] are unevenly distributed among schools and districts." The report suggests that policymakers "should create financial incentive to attract candidates to less desirable districts and schools." The report further argues that "a strategy of expanding training programs is not a sensible solution."

It appears that the current administrative shortages in Connecticut public school districts are not the result of too few certified or qualified professionals. Rather, the shortage is more likely the result of the other reported factors. The one area of true shortage appears to be minority professionals. Immediate steps should be taken to identify potential candidates within the current teaching force and graduate schools, and provide incentives and support for their completion of the credentialing process.

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<sup>10</sup> Weizel, R. (2002). Wanted: Someone to run the schools. *The New York Times*. December 1. Connecticut Section. 14-1.

<sup>11</sup> Testimony by William R. Glass, Ed.D., Acting Superintendent, Danbury Public Schools, 63 Beaver Brook Road, Danbury, CT 06810-6211. Telephone: (203) 797-4701.

<sup>12</sup> Roza, M. (2003). *Policy brief: A shortage of school principals: fact or fiction?* Seattle: University of Washington Center on Reinventing Public Education. 1 and 2. Roza M. (2003). *A matter of definition: Is there truly a shortage of school principals (Executive summary)?* Seattle, Washington: University of Washington Center on Reinventing Public Education.