



STATE OF CONNECTICUT
BOARD OF EDUCATION



TO: Superintendents of Schools
Superintendents of Unified School Districts
Directors of Public Charter Schools
Directors of Approved Private Special Education Programs
Executive Directors of Regional Educational Service Centers

FROM: Charlene M. Russell-Tucker, Commissioner *CR*

DATE: April 20, 2022

SUBJECT: Designation of Certification Shortage Areas, 2022-23 School Year

The Connecticut State Department of Education (CSDE) identifies 10 certification shortage areas each year based on a demonstrated lack of qualified certified educators in certain subject areas reported by public school districts. Filling vacancies with certified teachers in these areas is an urgent need for Connecticut’s students, especially in the four priority shortage areas (Math, 4-12; Science, 4-12; Bilingual Education, PreK-12; and Special Education, PreK-12).

The following certification endorsements are identified as shortage areas for the 2022-23 academic year:

Certification Endorsements

Connecticut Teacher Shortage Areas for 2022-23

Certification Endorsement	Grades	Shortage Area Designation
Bilingual Education	PreK-12	Statewide
Mathematics	4-12	Statewide
Special Education*	PreK-12	Statewide
School Library and Media Specialist	PreK-12	Alliance Districts only**
School Psychologist	PreK-12	Statewide
Science	4-12	Statewide
Speech and Language Pathologist	PreK-12	Statewide
Technology Education	PreK-12	Alliance Districts only
Teaching English to Speakers of Other Languages (TESOL)	PreK-12	Statewide
World Languages	7-12	Statewide

*The Special Education shortage area designation comprises Partially Sighted, Deaf/Hard of Hearing, Blind, and Comprehensive Special Education teaching endorsement codes.

**The Alliance District program is a unique and targeted investment in Connecticut’s 33 lowest-performing districts. Connecticut General Statutes Section 10-262u establishes a process for identifying Alliance Districts and allocating increased Education Cost Sharing (ECS) funding to support district strategies to dramatically increase student outcomes and close achievement gaps by pursuing bold and innovative reforms.

Teacher shortage areas are determined by a combination of supply and demand. The shortage areas above represent certification endorsement areas where significant vacancies exist, where educator preparation programs (EPPs) do not produce enough graduates to meet the needs of Connecticut’s PreK-12 student population, and/or where a disproportionate number of teachers who are not certified in the appropriate field are being hired to teach such courses. This

information can be used to determine the current and projected needs of classroom teachers for specific subject areas in the upcoming school year. The process used to determine these teacher shortage areas is presented in [CSDE Identification of Shortage Areas](#).

In compliance with Section 10-8b of the Connecticut General Statutes, the CSDE will disseminate the attached memorandum outlining the 2022-23 designated shortage areas to the Connecticut Housing Finance Authority and to the president of every institution of higher education in the state offering an educator preparation program (EPP). To ensure that information regarding the 2022-23 shortage areas is shared widely, the CSDE will also disseminate the memorandum outlining designated shortage areas to Superintendents of Schools, RESC Directors, Board of Regents, the Office of Higher Education, and the Deans/Directors of EPPs.

If you have any questions, please contact Dr. Shuana K. Tucker, Chief Talent Officer, at shuana.tucker@ct.gov or 860-713-6820.

CMRT:cc