

# American Association for Employment in Education

Educator Supply and Demand Report 2016-17:  
Executive Summary



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### ABOUT AAEE:

Comprised of college/university career center staff, school district human resource professionals, and members of education-related organizations, the American Association for Employment in Education is a key organization for building networks to recruit teachers. For 80+ years, AAEE has been providing members with direct access to resources and networking opportunities with colleagues—all focused upon the highest standards in educator preparation, recruitment, hiring and retention. Prepared and published annually, the *AAEE Educator Supply and Demand Report* is a nationally recognized initiative and benchmark report.

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Editor of the Supply and Demand Report: John F. Snyder, Slippery Rock University, PA

The complete *AAEE Educator Supply and Demand Report 2016-17* contains detailed information from college/university respondents about candidate enrollment, job search success, and challenges facing candidates as well as information from school district respondents about hiring needs and challenges. The complete report also contains additional commentary about the current shortage of educators in the United States as well as an extensive index comparing supply and demand results of previous years with this year’s data. The report is available for \$40 through the AAEE website: [www.aaee.org](http://www.aaee.org).

## ABOUT THE EDUCATOR SUPPLY AND DEMAND SURVEY:

The Center for Marketing and Opinion Research (CMOR) conducted the 2016-2017 Educator Supply & Demand Survey on behalf of the American Association for Employment in Education (AAEE).

- Surveys were collected between October 20, 2016 and March 1, 2017.
- The initial email invitation with a link to complete the online survey was sent to the list provided by AAEE on October 20, 2016. Reminder invitations were sent at varying times and days.
- 422 surveys were completed.
  - 191 colleges/universities (5.97% margin of error using a 90% confidence level)
  - 231 school districts (5.43% margin of error)

The Center for Marketing & Opinion Research (CMOR) provides public opinion research services to colleges and universities, healthcare organizations, community-based organizations, non-profit and government agencies.

**Table 1: The 59 Education Fields Evaluated in the Survey:**

<b>Education Fields</b>	<b>Math &amp; Science Education</b>
Agriculture Education	Biology
Art/Visual Education	Chemistry
Bilingual Education/Multicultural	Earth/Physical Science
Business Education	General Science
Computer Science Education	Math
Dance Education	Physics
English/Language Arts Education	<b>Support Services</b>
Family and Consumer Science	Audiology
Health Education	Counseling
Journalism Education	Gifted/Talented Education
Music Education	Library Science/Media Technology
Physical Education	Occupational Therapy
Reading Specialist/Interventionist	Physical Therapy
Social Studies Education	Reading Diagnostician
Speech Education	School Nursing
Technology Education	School Psychology
Theatre/Drama Education	School Social Work
<b>Languages</b>	Speech Pathology
Chinese	<b>Elementary &amp; Middle School Education</b>
Classical	Intermediate Education
ESL/ELL (English Language Learner)	Kindergarten/Primary Education
French	Middle School Education
German	Pre-K Education
Japanese	<b>Special Education</b>
Other Languages	Cognitive Disabilities Special Education
Spanish	Dual Cert (General & Special Education)
<b>Administration</b>	Early Childhood Special Education
Elementary Principal	Emotion/Behavioral Disorders Special Ed.
High School Principal	Hearing Impaired Special Education
Middle School Principal	Learning Disability Special Education
	Mild/Moderate Disabilities Special Ed.
	Multi-categorical Special Education
	Severe/Profound Disabilities Special Ed.
	Visually Impaired Special Education

## Study Highlights

Both colleges/universities as well as school districts were asked to evaluate demand for educators by rating 59 fields of study as having **CONSIDERABLE SHORTAGE**, **SOME SHORTAGE**, **SOME SURPLUS**, **CONSIDERABLE SURPLUS** or **BALANCED** between applicants and positions.

- ✓ Overall, there was agreement between colleges/universities and school districts on about two-thirds of the fields, 39 of the 59 (66.1%).
- ✓ At least half of the fields were reported as having some level of shortage by both colleges/universities and school districts, 37 by colleges/universities and 43 by school districts. Twenty-five were identified as having some level of shortage by both groups.
- ✓ **CONSIDERABLE SHORTAGE:** Of the 59 fields listed, 9 were reported as having considerable shortage by colleges/universities while school districts noted considerable shortage in 19 fields. Eight of the fields that were identified by colleges/universities as having a considerable shortage were also identified by school districts. These fields were Bilingual Education/Multicultural, Physics, Chemistry, Math, Severe/Profound Disabilities Special Education, Learning Disability Special Education, Mild/Moderate Disabilities Special Education, and Visually Impaired Special Education.
- ✓ **SOME SHORTAGE:** Colleges/universities identified 28 fields as having some shortages while school districts identified 24 fields with some shortage. They were in agreement on 17 fields.
- ✓ **SOME SURPLUS:** Colleges/universities identified 3 fields as having some surplus and school districts identified the same 2 fields as having some surplus-Physical Education and Social Studies Education.
- ✓ **CONSIDERABLE SURPLUS:** No fields were reported as having considerable surplus by either colleges/universities or school districts.

Enrollment in degree-seeking programs was more likely to have decreased in traditional or M.Ed./MAT/5<sup>th</sup> year programs than in TESOL, alternative certificates/licensure or doctoral programs. At the same time, more than 1 in 10 teachers hired in the past year did not have traditional preparation. Reasons given for this were that there was a lack of traditional candidates applying, that districts must hire for difficult-to-fill positions in certain subject areas, and a national shortage of education majors.

On average, colleges/universities reported that 79% of their graduates find full-time teaching positions after graduation, while 15% find part-time positions. Last year colleges/universities reported that 76% of their graduates found full-time jobs in education while 15% secured part-time positions. Some of the difficulties identified in terms of qualified candidates finding teaching positions upon graduation included an unwillingness to relocate, limited job openings, and schools not considered for employment. In addition, it was noted that decreases in funding that school districts receive was a challenge by 80% of responding School Districts, with 46% indicating it is a *Big* challenge. However, with the percentage of graduates finding full-time employment increasing by 3% since last year, candidates not finding employment are most likely unwilling or unable to relocate.

Both the national composite score (Table 2) and the breakdown of demand by geographic areas in the United States (Table 3) show the demand for educators in most certification fields and in most areas of the country is strong. Recruiters are faced with the challenge of finding qualified educators as the supply of new educators continues to decrease. The job market for new educators as well as veteran educators either relocating or re-entering the profession is favorable.

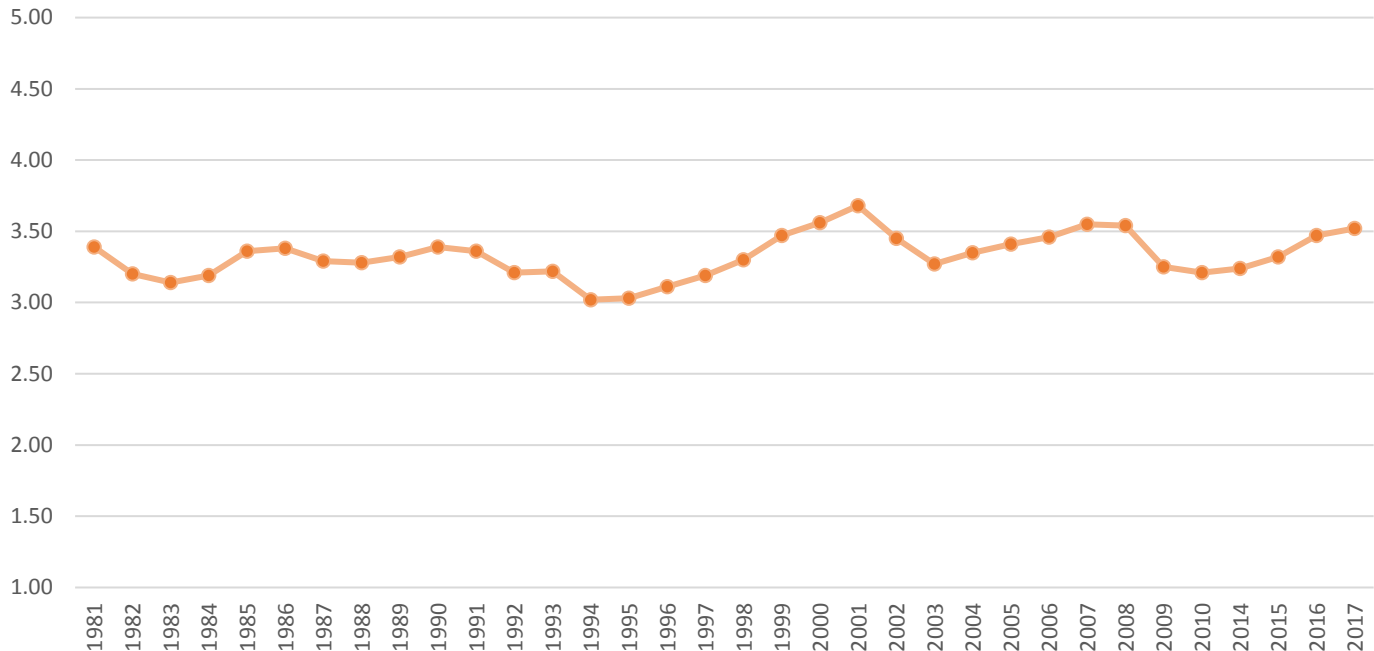
Without a doubt, the results of the 2016-17 survey indicate that most regions of the country are experiencing a shortage of educators in several certification areas. This shortage of educators is providing a challenge for administrators to recruit and hire qualified individuals; however, for job seekers in education, the market provides numerous opportunities for full-time employment.

## The National Picture

**Table 2: The National Composite Score for Educator Demand Across All Certifications**

For the fourth year in a row (accounting for the lack of data for 2011-2013), the national demand for educators has increased reflecting a continuing shortage of educators throughout the United States. The national composite score of 3.52 is the highest since the 3.54 score in 2008, right before the Great Recession. The current composite score is the fifth highest since 1981 when the national composite score was first computed.

Longitudinal Chart: 1981 - 2017



Year	Perceived Demand
1981	3.39
1982	3.20
1983	3.14
1984	3.19
1985	3.36
1986	3.38
1987	3.29
1988	3.28
1989	3.32
1990	3.39
1991	3.36
1992	3.21
1993	3.22
1994	3.02
1995	3.03
1996	3.11
1997	3.19

Year	Perceived Demand
1998	3.30
1999	3.47
2000	3.56
2001	3.68
2002	3.45
2003	3.27
2004	3.35
2005	3.41
2006	3.46
2007	3.55
2008	3.54
2009	3.25
2010	3.21
2014	3.24
2015	3.32
2016	3.47
2017	3.52

## Perceived Supply and Demand by Region

Table 3, a combination of responses from college/university and school district representatives, confirms the regional demand for educators has remained strong in most areas of the country and in most certification areas. Table 4 shows the number of college/university and school district respondents by each region. Region 11, Hawaii, is not included as no representative responded to the survey. Most notable are the blocks shaded in red, with the darker red indicating a considerable shortage of educators. Candidates in math, science, and all special education areas are in high demand. Candidates in languages also are in demand. Professionals in support positions will find a favorable job market. Candidates in physical education, social studies and health education face the most challenge in finding employment.

**Table 3: Educator Demand by Region and Certification**

Considerable shortage (4.21 – 5.00)	Some shortage (3.41 – 4.20)	Balanced (2.61 – 3.40)	Some surplus (1.81 – 2.60)	Considerable surplus (1.00 – 1.80)
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		1	2	3	4	5	6	7	8	9	10	Total
<b>Educational Fields</b>	Agriculture Education	3.75	3.96	4.33	4.13	4.00	3.65	4.45	3.67	5.00	3.00	3.93
	Art/Visual Education	3.20	3.47	3.00	3.00	3.21	3.02	2.97	2.95	3.00	2.33	3.10
	Bilingual Education/Multicultural	4.40	3.96	4.71	4.29	4.75	4.27	4.50	4.53	4.33	2.67	4.33
	Business Education	3.36	3.54	3.43	3.17	3.18	2.98	3.56	3.23	3.50	3.00	3.27
	Computer Science Education	3.73	4.18	3.67	3.41	3.82	3.58	3.81	3.79	4.00	3.00	3.80
	Dance Education	3.40	3.53	2.75	3.00	2.73	2.72	3.17	3.60	5.00	2.00	3.16
	English/Language Arts Education	3.28	3.44	3.29	3.08	3.74	3.38	2.98	2.69	2.50	3.25	3.16
	Family and Consumer Science	3.64	3.82	3.62	3.95	3.60	3.59	4.32	3.89	5.00	2.50	3.80
	Health Education	2.57	3.26	2.69	2.74	2.59	2.38	2.93	2.86	2.00	3.00	2.78
	Journalism Education	3.00	3.44	3.00	3.37	3.00	3.00	3.60	3.17	5.00	3.00	3.25
	Music Education	3.38	3.64	2.94	3.23	3.26	2.81	2.88	2.80	3.00	3.25	3.08
	Physical Education	2.38	2.79	2.06	2.38	2.26	2.33	2.54	2.35	2.33	2.33	2.44
	Reading Specialist/Interventionist	3.40	3.62	3.40	3.70	3.44	3.87	3.45	3.45	4.00	3.67	3.59
	Social Studies Education	2.31	2.59	2.18	2.29	2.96	2.57	2.29	2.05	1.67	2.75	2.38
	Speech Education	4.10	4.33	3.73	3.75	3.25	4.37	4.04	4.30	5.00	3.50	4.13
Technology Education	3.67	4.00	3.43	3.72	3.69	3.92	3.94	4.07	5.00	3.00	3.90	
Theatre/Drama Education	3.08	3.55	3.07	3.41	3.16	3.12	3.06	3.19	3.67	4.00	3.26	
<b>Languages</b>	Chinese	4.33	4.52	4.50	4.40	3.91	4.04	4.58	4.50	4.00		4.33
	Classical (Greek, Latin)	3.80	4.33	4.83	4.38	4.10	4.21	3.53	4.00	4.00		4.12
	ESL/ELL (English Language Learner)	4.08	3.75	4.44	4.10	4.21	4.21	4.29	4.21	4.50	3.50	4.12
	French	3.08	3.97	3.92	3.77	3.89	3.63	3.54	3.51	3.50	4.00	3.66
	German	3.50	3.89	4.00	3.70	3.92	3.84	3.61	3.56	3.50		3.74
	Japanese	3.67	4.25	4.75	4.00	4.13	4.18	3.44	4.42	4.00		4.11
	Spanish	3.59	3.71	4.24	3.97	4.15	4.00	4.10	3.85	3.75	3.00	3.92
	Other Languages	4.00	4.12	3.80	3.88	3.90	4.04	3.44	4.29	3.67	3.00	3.99
<b>Math &amp; Science</b>	Math	4.25	4.57	4.81	4.17	4.52	4.80	4.15	4.22	4.00	4.50	4.42
	Biology	3.74	4.22	4.12	3.94	4.07	4.24	3.85	4.00	3.50	4.50	4.05
	Chemistry	4.16	4.44	4.53	4.35	4.44	4.58	4.21	4.47	4.00	4.75	4.42
	Earth/Physical	3.95	4.40	4.07	3.80	4.13	4.34	3.76	3.98	4.50	4.00	4.10
	General Math and Science	4.06	4.43	4.47	3.93	4.25	4.36	3.82	3.97	4.33	4.25	4.17
	Physics	4.21	4.57	4.65	4.23	4.58	4.62	4.49	4.61	4.00	4.75	4.53

Considerable shortage (4.21 – 5.00)	Some shortage (3.41 – 4.20)	Balanced (2.61 – 3.40)	Some surplus (1.81 – 2.60)	Considerable surplus (1.00 – 1.80)
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		1	2	3	4	5	6	7	8	9	10	Total
<b>Support Services</b>	Audiology	4.36	4.35	4.45	4.27	4.10	4.10	4.20	3.77	5.00	4.50	4.19
	Counseling	3.88	3.40	3.50	3.61	3.56	3.20	2.97	2.72	2.40	3.50	3.24
	Gifted/Talented Education	3.62	3.53	3.69	3.50	3.79	3.54	3.59	3.18	4.00	3.33	3.51
	Library Science/Media Technology	3.18	3.75	3.15	3.75	3.65	3.80	3.22	3.59	4.50	4.00	3.62
	Occupational Therapy	4.45	4.07	4.50	4.14	3.86	3.90	4.05	4.13	3.50	4.33	4.08
	Physical Therapy	4.42	4.00	4.50	4.17	3.76	3.90	4.00	4.03	3.00	4.33	4.03
	Reading Diagnostician	3.67	4.00	3.67	3.63	4.00	3.69	3.38	3.81	4.50	3.67	3.80
	School Nursing	4.22	4.28	3.93	3.63	4.00	3.75	4.04	4.05	3.00	5.00	4.01
	School Psychology	4.44	4.09	4.14	4.13	4.00	3.85	3.90	3.72	3.00	4.00	3.96
	School Social Work	3.29	3.83	4.15	3.43	3.27	3.34	3.43	3.08	3.50		3.45
	Speech Pathology	4.54	4.55	4.69	4.29	4.06	4.29	4.28	4.13	5.00	4.33	4.34
<b>Elem./ Middle</b>	Pre-K Education	3.42	3.67	3.75	3.48	2.91	3.32	3.00	2.51	3.00	4.67	3.19
	Kindergarten/Primary Education	3.39	3.63	2.58	2.78	2.85	3.18	2.63	2.04	2.00	3.00	2.85
	Intermediate Education	3.38	3.79	2.82	2.64	3.22	3.43	2.81	2.56	2.50	3.25	3.12
	Middle School Education	3.72	3.93	3.64	3.35	3.54	3.90	3.21	3.17	3.00	3.50	3.55
<b>Adm.</b>	Elementary Principal	3.31	3.24	3.53	3.23	3.30	3.04	3.38	3.13	4.50	2.67	3.22
	Middle School Principal	3.31	3.35	3.80	3.35	3.50	3.24	3.57	3.31	5.00	3.33	3.39
	High School Principal	3.31	3.45	3.93	3.45	3.61	3.39	3.80	3.52	5.00	3.33	3.53
<b>Special Education</b>	Multicategorical Special Education	4.64	4.40	4.50	4.55	4.43	4.60	4.31	4.29	4.25	5.00	4.45
	Dual Cert (General & Special Ed.)	4.33	4.52	4.56	4.21	4.55	4.43	4.10	3.87	4.33	4.33	4.27
	Early Childhood Special Education	4.57	4.29	4.80	4.38	4.18	4.48	4.23	3.62	4.67	4.67	4.23
	Emotion/Behavioral Disorders Sp. Ed.	4.62	4.58	4.86	4.65	4.57	4.59	4.50	4.25	4.67	4.67	4.55
	Hearing Impaired Special Education	4.79	4.43	4.62	4.75	4.53	4.66	4.29	4.47	5.00	4.33	4.54
	Learning Disability Special Education	4.54	4.38	4.46	4.40	4.27	4.50	4.12	3.94	4.33	4.00	4.31
	Cognitive Disabilities Special Ed.	4.69	4.38	4.62	4.44	4.33	4.56	4.13	4.09	5.00	4.00	4.38
	Mild/Moderate Disabilities Sp. Ed.	4.62	4.37	4.38	4.33	4.38	4.46	4.20	4.03	4.25	4.00	4.32
	Severe/Profound Disabilities Sp. Ed.	4.71	4.58	4.71	4.78	4.63	4.73	4.43	4.41	4.67	4.67	4.61
	Visually Impaired Special Education	4.93	4.41	4.67	4.73	4.58	4.73	4.60	4.41	4.67	4.33	4.59

**Table 4: Respondents by Region**

Code	Region	Colleges/ Universities	School Districts
1	Northwest	8	14
2	West	11	59
3	Rocky Mountain	7	12
4	Great Plains/Midwest	26	13
5	South Central	18	13
6	Southeast	29	48
7	Great Lakes	35	22
8	Middle Atlantic	50	44
9	Northeast	5	2
10	Alaska	1	3

**Table 5: Comparison of Colleges and Districts: 2016-2017**

COLLEGES AND UNIVERSITIES		SCHOOL DISTRICTS	
<b>FIELDS WITH CONSIDERABLE SHORTAGE (5.00 – 4.21)</b>		<b>FIELDS WITH CONSIDERABLE SHORTAGE (5.00 – 4.21)</b>	
Severe/Profound Disabilities Special Ed.	4.64	Severe/Profound Disabilities Special Ed.	4.61
Bilingual Education/Multicultural	4.47	Hearing Impaired Special Education	4.60
Physics	4.41	Visually Impaired Special Education	4.60
Chemistry	4.36	Physics	4.59
Learning Disability Special Education	4.36	Emotion/Behavioral Disorders Special Ed.	4.58
Math	4.33	Multicategorical Special Education	4.52
ESL/ELL (English Language Learner)	4.27	Chinese	4.49
Mild/Moderate Disabilities Special Ed.	4.24	Classical (Greek, Latin)	4.49
Visually Impaired Special Education	4.22	Math	4.49
<b>FIELDS WITH SOME SHORTAGE (4.20 – 3.41)</b>		<b>FIELDS WITH SOME SHORTAGE (4.20 – 3.41)</b>	
Multicategorical Special Education	4.15	Chemistry	4.47
Reading Diagnostician	4.10	Speech Pathology	4.44
Audiology	4.08	Cognitive Disabilities Special Education	4.41
Emotion/Behavioral Disorders Special Ed.	4.07	Japanese	4.37
Dual Cert (General & Special Education)	4.06	Mild/Moderate Disabilities Special Ed.	4.35
Technology Education	4.04	Dual Cert (General & Special Education)	4.34
General Math and Science	4.00	Early Childhood Special Education	4.33
Biology	3.94	Bilingual Education/Multicultural	4.31
Cognitive Disabilities Special Education	3.93	Learning Disability Special Education	4.31
Earth/Physical	3.92	General Math and Science	4.25
Early Childhood Special Education	3.92	<b>FIELDS WITH SOME SHORTAGE (4.20 – 3.41)</b>	
Computer Science Education	3.88	Speech Education	4.20
Speech Pathology	3.88	Audiology	4.20
Agriculture Education	3.85	Earth/Physical	4.18
Family and Consumer Science	3.84	Biology	4.14
Spanish	3.79	Occupational Therapy	4.11
Chinese	3.73	Other Languages	4.10
Gifted/Talented Education	3.73	Physical Therapy	4.09
Hearing Impaired Special Education	3.73	ESL/ELL (English Language Learner)	4.07
Speech Education	3.72	School Nursing	4.07
Occupational Therapy	3.64	German	4.06
School Nursing	3.61	School Psychology	4.04
Reading Specialist/Interventionist	3.58	French	4.01
School Psychology	3.55	Spanish	4.01
Middle School Principal	3.55	Agriculture Education	3.95
Physical Therapy	3.53	Technology Education	3.87
High School Principal	3.52	Computer Science Education	3.80
Elementary Principal	3.45	Family and Consumer Science	3.80
<b>BALANCED FIELDS (3.40 – 2.61)</b>		<b>BALANCED FIELDS (3.40 – 2.61)</b>	
Other Languages	3.38	Reading Diagnostician	3.78
Middle School Education	3.36	Middle School Education	3.67
Library Science/Media Technology	3.33	Library Science/Media Technology	3.66
Journalism Education	3.25	Reading Specialist/Interventionist	3.60
German	3.25	High School Principal	3.54
Counseling	3.18	School Social Work	3.52
Japanese	3.11	Gifted/Talented Education	3.49
French	3.06	<b>BALANCED FIELDS (3.40 – 2.61)</b>	
Pre-K Education	3.04	Business Education	3.35
English/Language Arts Education	3.02	Middle School Principal	3.35
Intermediate Education	2.99	Theatre/Drama Education	3.34
Business Education	2.98	Pre-K Education	3.28
Theatre/Drama Education	2.98	English/Language Arts Education	3.26
School Social Work	2.95	Counseling	3.26
Art/Visual Education	2.86	Journalism Education	3.25
Health Education	2.81	Music Education	3.24
Music Education	2.81	Dance Education	3.23
Classical (Greek, Latin)	2.80	Art/Visual Education	3.21
Dance Education	2.78	Intermediate Education	3.18
Kindergarten/Primary Education	2.75	Elementary Principal	3.16
<b>FIELDS WITH SOME SURPLUS (2.60 – 1.81)</b>		<b>FIELDS WITH SOME SURPLUS (2.60 – 1.81)</b>	
Physical Education	2.51	Kindergarten/Primary Education	2.92
Social Studies Education	2.51	Health Education	2.77
<b>FIELDS WITH CONSIDERABLE SURPLUS (1.80 – 1.00)</b>		<b>FIELDS WITH CONSIDERABLE SURPLUS (1.80 – 1.00)</b>	
None		Physical Education	2.44
<b>None</b>		Social Studies Education	2.29
<b>None</b>		<b>FIELDS WITH CONSIDERABLE SURPLUS (1.80 – 1.00)</b>	
<b>None</b>		<b>None</b>	

\*Reported as means: 5=Considerable shortage; 1=Considerable surplus