

# American Association for Employment in Education

## EDUCATOR SUPPLY AND DEMAND REPORT 2015-16: Executive Summary



*Connecting professionals who prepare teachers with those who hire them*

**American Association for Employment in Education**

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## ABOUT AAEE:

Comprised of college/university career center staff and colleagues, 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 educators. 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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## ABOUT THE EDUCATOR SUPPLY AND DEMAND SURVEY:

The Center for Marketing and Opinion Research (CMOR) conducted the 2015-2016 Educator Supply & Demand Survey on behalf of the American Association for Employment in Education (AAEE).

- Five hundred seventy-three (573) surveys were completed compared to 305 last year (3.5% total margin of error using a 90% confidence level). Respondents represented 193 colleges/universities compared to 161 last year (5.9% margin of error) and 380 school districts compared to 144 last year (4.2% margin of error).
- Twenty-one (21) of the 573 completed surveys, or 3.7%, were completed on a mobile device. Last year 9 surveys (3%) were completed on a mobile device.
- The increase in the number of respondents was made possible through the collaboration of the American Association of School Personnel Administrators (AASPA) and the National Association of Colleges and Employers (NACE). AAEE would like to thank, in particular, Kelly Coash-Johnson of AASPA and Matthew Brink of NACE.
- This report was edited by John F. Snyder, Slippery Rock University of Pennsylvania. Diana Sanchez, California State University, San Marcos, provided assistance in preparing the survey.

## American Association for Employment in Education (AAEE), PO Box 173, Slippery Rock, PA 16057

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## Center for Marketing & Opinion Research (CMOR), 470 Portage Lakes Drive, Akron, OH 44319

The Center for Marketing & Opinion Research (CMOR) provides public opinion research services to colleges and universities, hospitals and healthcare organizations, businesses, and community-based organizations and government agencies. We ask the right questions to the right people the right way using telephone, web and mail surveys, field, intercept and key informant interviews, focus group administration, as well as a wide range of consulting services.

## Executive Summary

Professionals from both colleges/universities and school districts were asked to evaluate demand for educators, on a scale of 5 to 1, by rating 59 certification areas (see Table 1) as having **CONSIDERABLE SHORTAGE (5)**, **SOME SHORTAGE (4)**, **SOME SURPLUS (2)**, **CONSIDERABLE SURPLUS (1)** of qualified candidates or **BALANCED (3)** between candidates and positions.

- The National Composite Score of 3.47, falling in the Some Shortage category, is the highest since 2008 when the score was 3.54 (see Table 2).
- For the first time in several years, due to an 88% increase in respondents from last year's report to this year's report (305 to 573), AAEE is able to provide educator demand data by region. These data by region confirm the National Composite Score that demand for educators in most certifications and in most regions of the country is increasing (see Table 3).
- When comparing the perceptions of professionals from colleges/universities to professionals from school districts, there is agreement on nearly three-quarters (74.6%) of the fields, 44 of the 59 (see Table 5 in the complete report). Last year the level of agreement with 64.4%.
- At least half of the fields were reported as having some level of shortage by both colleges/universities and school districts, 36 by colleges/universities and 43 by school districts. Twenty-nine (29) fields were identified as having some level of shortage by both groups.
- **CONSIDERABLE SHORTAGE:** Of the 59 fields listed, 11 were reported as having considerable shortage by colleges/universities while school districts noted considerable shortage in 17 fields. Ten (10) 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, Dual Certification (General & Special Education), Hearing Impaired Special Education, Visually Impaired Special Education, Mild/Moderate Disabilities Special Education, Multi-categorical Special Education, and Severe/Profound Disabilities Special Education.
- **SOME SHORTAGE:** Colleges/universities identified 25 fields as having some shortages while school districts identified 26 fields with some shortage. They were in agreement on 19 fields.
- **SOME SURPLUS:** Colleges/universities identified 3 fields as having some surplus and school districts identified 2 fields as having some surplus. Physical Education and Social Studies Education were identified by both.
- **CONSIDERABLE SURPLUS:** No fields were reported as having considerable surplus by either colleges/universities or school districts. Note: Social Studies was reported in the Considerable Surplus category by regions 8 and 9 while Chinese was reported in region 10. No other fields were reported in the Considerable Surplus category in any other region (see Table 3).

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, approximately 1 in 10 teachers hired in the past year did not have traditional preparation. The salient reason given for hiring alternatively prepared candidates was that school districts could not find qualified candidates in specialized or high need areas such as special education or foreign languages. This reason made up more than half of the responses given for hiring teachers without traditional preparation.

On average, colleges/universities reported that 76% of their graduates found full-time teaching positions after graduation (compared to 70% last year), while 15% found part-time positions (19% last year). Some of the difficulties identified in terms of qualified candidates finding teaching positions included an unwillingness of candidates to relocate, limited job openings in desired districts, and schools not considered for employment by candidates. In addition, it was noted that decreases in school district funding was a challenge by 85% of responding colleges/universities with 34% indicating it is a *Big* challenge.

The survey results confirm the common perception among professionals in education that demand for educators in most certification fields and most regions of the country is growing. This is good news for educators seeking employment but a challenge for employers hiring qualified professionals, especially in the areas of foreign language, math, science, and special education. However, as this report will show, employers in some regions of the country are hiring educators in just about every certification field as vacancies are occurring due to attrition and growing enrollments. With enrollment in traditional college education programs decreasing resulting in fewer candidates in the job market, the employment opportunities for educators are expected to increase as well as the challenges of hiring officials to fill vacancies with qualified professionals.

The complete AAEE *Educator Supply and Demand Report 2015-2016* 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 42-page report contains 23 tables providing data illustrating the trends in educator supply and demand as well as an extensive appendix comparing the supply and demand results of previous years with this year's data. The report is available for \$40 through the AAEE web site: [www.aeee.org](http://www.aeee.org).

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

Education Fields	Math & Science Education
Agriculture Education	Biology
Art/Visual Education	Chemistry
Bilingual Education/Multicultural	Earth/Physical Science
Business Education	General Science
Computer Science Education	Math
Dance Education	Physics
Languages	Support Services
English/Language Arts Education	Audiology
Family and Consumer Science	Counseling
Health Education	Gifted/Talented Education
Journalism Education	Library Science/Media Technology
Music Education	Occupational Therapy
Physical Education	Physical Therapy
Reading Specialist/Interventionist	Reading Diagnostician
Social Studies Education	School Nursing
Speech Education	School Psychology
Technology Education	School Social Work
Theatre/Drama Education	Speech Pathology
Administration	Elementary & Middle School Education
Chinese	Intermediate Education
Classical	Kindergarten/Primary Education
ESL/ELL (English Language Learner)	Middle School Education
French	Pre-K Education
German	Special Education
Japanese	Cognitive Disabilities Special Education
Other Languages	Dual Cert (General & Special Education)
Spanish	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

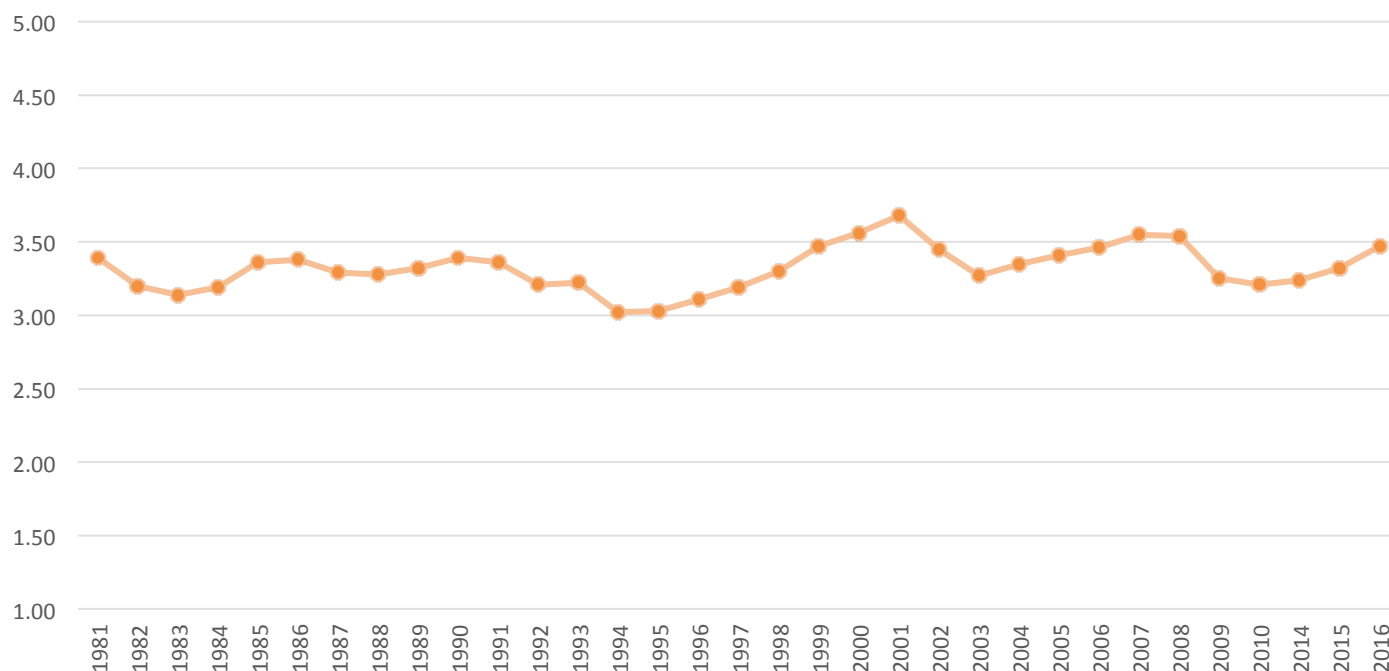
## The National Picture

Just like in real estate, hiring educators is a local issue. However, the national composite score of the demand for educators shows a steady increase in demand after dropping from 3.54 in 2008 to 3.25 in 2009. Table 2 shows the national demand for educators since 1981 revealing the highest demand of 3.68 in 2001 and the lowest demand of 3.02 in 1994. The 2016 score of 3.47 is the fifth highest score since 1981, a solid indication that the demand for educators is strong on a national basis.

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

After falling to 3.21 in 2010, the national mean has since been increasing each year through 2016. (2011-2013 not available.)

Longitudinal Chart: 1981 - 2016



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

## Demand by Region and Certification

Table 3 shows how most certification areas in most regions of the country are in demand, falling in the Considerable Shortage or Some Shortage category. Table 3 is a combination of the responses from college/university and school district representatives. Table 4 shows the number of college/university and school district respondents by each region. While Table 2 shows more demand for educators on a general, national scale, Table 3 provides the details of where the demand for specific certifications are the strongest as well as what certifications are in the Balanced category or in the Some Surplus or Considerable Surplus category. Note that this regional table shows only 22 instances of a certification reported in Some Surplus and just 3 instances of a certification being in Considerable Surplus.

The traditional shortage areas of foreign language, math, science, and special education continue to be in strong demand while elementary education certification areas have moved into the Balanced and Some Shortage categories with a few exceptions in regions 7, 8, and 9. In years past, the elementary certification areas were predominately in the Surplus categories. Two certifications, Social Studies and Physical Education, continue to have a surplus of educators, but even these areas have moderated compared to previous years. Illustrating this moderation is the fact that Social Studies is in the Considerable Surplus category in only regions 7 and 8. (The only other certification in the Considerable Surplus category is Chinese in region 10, Alaska.) While Physical Education is in the Some Surplus category in 7 of the 10 regions, Health Education is in the Some Surplus category in only 2 of the 10 regions.

Those in Support Services (Audiology, Counseling, Occupational Therapy, etc.) are in demand in most regions. The national and regional results demonstrate that the current job market for educators seeking employment is favorable while this same market provides a challenge for employers to fill their vacancies with qualified professionals.

### The regions are:

<b>1=Northwest:</b>	Washington, Oregon, Idaho
<b>2=West:</b>	California, Nevada, Utah, Arizona
<b>3=Rocky Mountain:</b>	Montana, Wyoming, Colorado, New Mexico
<b>4= Great Plains/Midwest:</b>	North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, Missouri
<b>5=South Central:</b>	Texas, Oklahoma, Arkansas, Louisiana
<b>6=Southeast:</b>	Mississippi, Alabama, Georgia, Florida, South Carolina, North Carolina, Virginia, West Virginia, Kentucky, Tennessee
<b>7=Great Lakes:</b>	Wisconsin, Illinois, Indiana, Michigan, Ohio
<b>8=Middle Atlantic:</b>	District of Columbia, Maryland, Delaware, Pennsylvania, New York, New Jersey
<b>9=Northeast:</b>	Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine
<b>10=Alaska</b>	
<b>11=Hawaii</b>	Note: region 11 is not included in Table 3 as no college/university or school district representatives responded to the survey

**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	4.25	3.80	4.29	4.54	4.04	3.72	4.25	3.94	4.00		3.96
	Art/Visual Education	3.29	3.47	3.09	3.06	2.90	2.95	3.12	2.64	2.85	5.00	3.07
	Bilingual Education/Multicultural	4.50	4.16	4.28	4.23	4.74	4.32	4.38	4.06	4.73	3.00	4.29
	Business Education	3.36	3.27	3.52	3.06	3.09	3.04	3.60	3.06	3.25		3.21
	Computer Science Education	3.80	3.84	3.65	3.23	3.46	3.44	3.93	3.36	3.73	3.00	3.60
	Dance Education	3.57	3.33	3.21	3.17	2.88	3.29	3.07	3.21	3.00		3.22
	English/Language Arts Education	3.06	3.27	3.09	2.91	3.39	3.16	2.82	2.49	2.00	4.00	2.97
	Family and Consumer Science	3.54	3.60	3.88	4.20	3.42	3.54	3.69	3.94	3.86		3.71
	Health Education	2.64	3.10	2.66	3.00	2.48	2.62	2.74	2.31	3.08	4.00	2.72
	Journalism Education	3.43	3.34	3.19	3.27	3.08	3.04	3.31	2.81	3.00	4.00	3.18
	Music Education	3.60	3.74	3.09	3.38	3.11	2.87	2.92	2.78	2.85	5.00	3.14
	Physical Education	2.62	2.69	2.30	2.03	2.14	2.34	2.32	2.00	2.55	3.00	2.33
	Reading Specialist/Interventionist	3.60	3.71	3.44	3.57	3.21	3.55	3.57	3.43	4.00	4.00	3.55
	Social Studies Education	2.40	2.76	2.26	2.11	2.81	2.42	2.14	1.78	1.69	3.00	2.30
	Speech Education	4.42	4.39	3.86	3.81	3.14	4.21	4.00	4.04	4.45		4.08
Technology Education	3.43	3.92	3.50	3.58	3.44	3.70	3.98	3.62	3.82	4.00	3.71	
Theatre/Drama Education	3.17	3.40	3.38	3.13	3.00	2.96	3.25	3.05	3.00	4.00	3.16	
<b>Languages</b>	Chinese	4.44	4.35	4.71	4.40	4.50	4.55	4.42	4.29	4.13	1.00	4.40
	Classical (Greek, Latin)	4.80	3.96	4.50	4.09	4.00	4.33	4.20	4.25	3.82		4.19
	ESL/ELL (English Language Learner)	4.36	3.82	4.19	4.06	4.00	4.21	4.14	3.94	4.45	3.00	4.05
	French	3.56	3.82	4.16	3.74	4.00	3.77	3.67	3.70	3.67		3.79
	German	3.75	3.84	4.19	3.81	4.13	3.95	3.61	3.89	4.00	4.00	3.89
	Japanese	4.33	4.00	4.45	4.18	4.50	4.44	4.24	4.17	4.25		4.26
	Spanish	3.76	3.68	3.94	3.79	4.37	4.07	3.71	3.76	3.86	3.00	3.87
	Other Languages	3.86	4.00	4.15	3.88	4.21	4.12	4.38	4.19	3.50		4.10
<b>Math &amp; Science Education</b>	Math	4.67	4.64	4.60	4.23	4.45	4.67	3.87	3.94	4.50	5.00	4.37
	Biology	3.94	4.31	3.73	4.02	4.03	4.24	3.84	3.76	4.13	5.00	4.03
	Chemistry	4.33	4.57	4.24	4.48	4.38	4.52	4.04	4.27	4.71	5.00	4.39
	Earth/Physical	4.00	4.29	3.61	4.08	3.94	4.24	3.69	3.75	4.22	4.00	4.00
	General Math and Science	4.41	4.41	4.15	3.97	4.13	4.33	3.58	3.59	4.27	4.00	4.08
	Physics	4.33	4.54	4.48	4.46	4.45	4.58	4.26	4.58	4.85	5.00	4.51

Table 3 continued on page 8

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	4.56	4.35	4.72	4.00	4.29	4.03	3.75	4.11	4.71		4.23
	Counseling	3.93	3.43	3.65	3.76	3.33	3.33	2.88	2.61	3.08	4.00	3.27
	Gifted/Talented Education	3.64	3.64	3.58	3.74	3.33	3.55	3.46	3.16	3.67	4.00	3.52
	Library Science/Media Technology	3.38	3.46	3.35	3.65	3.15	3.59	3.30	3.71	4.00	4.00	3.50
	Occupational Therapy	4.67	4.24	4.73	3.95	3.96	4.09	3.84	4.03	3.60		4.14
	Physical Therapy	4.73	4.21	4.72	3.94	3.84	4.05	3.81	3.94	3.60		4.10
	Reading Diagnostician	4.00	3.75	4.00	3.44	3.79	3.93	3.59	3.72	4.38		3.81
	School Nursing	4.45	4.28	4.13	3.73	3.65	3.69	4.00	3.71	4.11	4.00	3.93
	School Psychology	4.50	4.09	4.66	4.07	3.53	3.82	3.66	3.53	4.00	4.00	3.91
	School Social Work	3.83	3.90	4.11	3.52	3.05	3.42	3.19	3.27	3.45		3.52
	Speech Pathology	4.77	4.49	4.79	4.26	4.19	4.19	4.05	4.08	4.27		4.31
<b>Elem./ Middle</b>	Pre-K Education	3.64	3.83	3.39	3.13	2.68	2.98	2.88	2.12	3.15	5.00	3.06
	Kindergarten/Primary Education	3.28	3.67	2.89	2.66	2.68	2.83	2.48	1.88	2.08	5.00	2.77
	Intermediate Education	3.19	3.66	2.79	2.69	3.29	3.06	2.71	2.48	2.00	5.00	3.00
	Middle School Education	3.69	3.98	3.19	3.30	3.68	3.70	3.02	2.97	3.00	4.00	3.45
<b>Adm.</b>	Elementary Principal	3.29	3.41	3.31	3.24	3.17	3.10	3.19	2.82	3.45	4.00	3.19
	Middle School Principal	3.43	3.49	3.44	3.42	3.44	3.26	3.44	3.05	3.64	5.00	3.36
	High School Principal	3.64	3.71	3.69	3.70	3.60	3.40	3.48	3.15	3.82	4.00	3.51
<b>Special Education</b>	Multicategorical Special Education	4.73	4.55	4.56	4.45	4.29	4.48	4.10	3.96	4.60	4.00	4.38
	Dual Cert (General & Special Ed.)	4.77	4.54	4.36	4.28	4.52	4.38	4.06	3.74	4.73	3.00	4.28
	Early Childhood Special Education	4.62	4.34	4.69	4.23	4.00	4.29	4.02	3.41	4.45	4.00	4.15
	Emotion/Behavioral Disorders Sp. Ed.	4.82	4.70	4.66	4.54	4.75	4.56	4.33	4.15	4.80		4.54
	Hearing Impaired Special Education	4.75	4.45	4.70	4.53	4.59	4.41	4.23	4.19	4.70		4.45
	Learning Disability Special Education	4.85	4.47	4.39	4.15	4.13	4.39	3.69	3.64	4.56		4.21
	Cognitive Disabilities Special Ed.	4.85	4.54	4.48	4.35	4.17	4.52	3.95	3.72	4.60		4.32
	Mild/Moderate Disabilities Sp. Ed.	4.69	4.49	4.36	4.22	4.39	4.46	3.83	3.86	4.58	4.00	4.29
	Severe/Profound Disabilities Sp. Ed.	4.85	4.78	4.72	4.65	4.64	4.58	4.18	4.16	5.00		4.57
	Visually Impaired Special Education	4.58	4.57	4.73	4.56	4.48	4.56	4.25	4.18	4.60		4.50

**Table 4: Respondents by Region**

Code	Region	Colleges/ Universities	School Districts
1	Northwest	7	13
2	West	10	101
3	Rocky Mountain	4	33
4	Great Plains/Midwest	23	23
5	South Central	21	22
6	Southeast	42	75
7	Great Lakes	33	43
8	Middle Atlantic	45	57
9	Northeast	6	12
10	Alaska	1	1
11	Hawaii	0	0