

American Association for Employment in Education

EDUCATOR SUPPLY AND DEMAND REPORT 2015-16



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).

- Surveys were collected between September 30, 2015 and January 25, 2016.
- The survey instrument was optimized for mobile devices.
- The initial email invitation with a link to complete the online survey was sent to the list provided by AAEE on September 30, 2015. Reminder invitations were sent on October 8, 19, 26, November 5, 18, December 10, 2015 and January 13, 2016 at varying times of the day and days of the week to facilitate a higher response rate.
- Invitations were also sent in partnership by professional associations.
- Reminder invitations were not sent to email addresses that were returned as invalid or belonging to those who had completed the survey or indicated their refusal to participate.
- 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.

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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.

Study Highlights

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). 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/5th 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 upon graduation included an unwillingness of candidates to relocate, limited job openings, 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 (see Table 9), the employment opportunities for candidates are expected to increase as well as the challenges of hiring officials to fill vacancies with qualified professionals.

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
English/Language Arts Education	Support Services
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
Languages	Speech Pathology
Chinese	Elementary & Middle School Education
Classical	Intermediate Education
ESL/ELL (English Language Learner)	Kindergarten/Primary Education
French	Middle School Education
German	Pre-K Education
Japanese	Special Education
Other Languages	Cognitive Disabilities Special Education
Spanish	Dual Cert (General & Special Education)
Administration	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

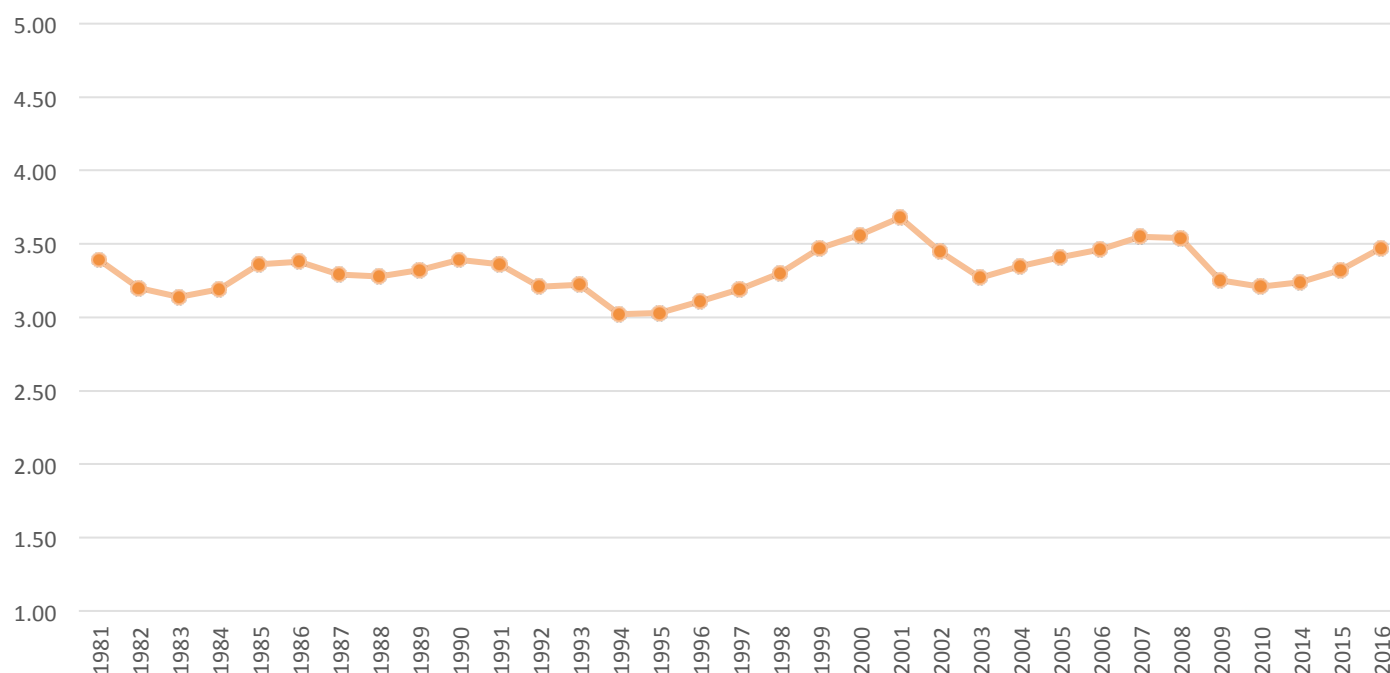
The National Picture

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:

1=Northwest:	Washington, Oregon, Idaho
2=West:	California, Nevada, Utah, Arizona
3=Rocky Mountain:	Montana, Wyoming, Colorado, New Mexico
4= Great Plains/Midwest:	North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, Missouri
5=South Central:	Texas, Oklahoma, Arkansas, Louisiana
6=Southeast:	Mississippi, Alabama, Georgia, Florida, South Carolina, North Carolina, Virginia, West Virginia, Kentucky, Tennessee
7=Great Lakes:	Wisconsin, Illinois, Indiana, Michigan, Ohio
8=Middle Atlantic:	District of Columbia, Maryland, Delaware, Pennsylvania, New York, New Jersey
9=Northeast:	Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine
10=Alaska	
11=Hawaii	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
Educational Fields	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
Languages	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
Math & Science Education	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 9

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)

		1	2	3	4	5	6	7	8	9	10	Total
Support Services	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
Elem./ Middle	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
Adm.	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
Special Education	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

Comparison of Colleges and Districts

Table 5: National Composite Scores by Certification Comparing Colleges/Universities to School Districts

COLLEGES AND UNIVERSITIES		SCHOOL DISTRICTS	
FIELDS WITH CONSIDERABLE SHORTAGE (5.00 – 4.21)		FIELDS WITH CONSIDERABLE SHORTAGE (5.00 – 4.21)	
Emotion/Behavioral Disorders Special Ed.	4.75	Severe/Profound Disabilities Special Ed.	4.57
Visually Impaired Special Education	4.60	Emotion/Behavioral Disorders Special Ed.	4.54
Severe/Profound Disabilities Special Ed.	4.59	Physics	4.52
Cognitive Disabilities Special Education	4.50	Visually Impaired Special Education	4.50
Mild/Moderate Disabilities Special Ed.	4.50	Chinese	4.47
Physics	4.46	Hearing Impaired Special Education	4.47
Bilingual Education/Multicultural	4.45	Chemistry	4.39
Learning Disability Special Education	4.43	Multicategorical Special Education	4.39
Chemistry	4.38	Math	4.38
Math	4.34	Dual Cert (General & Special Education)	4.35
Multicategorical Special Education	4.22	Classical (Greek, Latin)	4.34
		Speech Pathology	4.34
FIELDS WITH SOME SHORTAGE (4.20 – 3.41)		Japanese	4.33
General Math and Science	4.10	Cognitive Disabilities Special Education	4.32
ESL/ELL (English Language Learner)	4.09	Bilingual Education/Multicultural	4.28
Earth/Physical	4.08	Audiology	4.27
Biology	4.07	Mild/Moderate Disabilities Special Ed.	4.27
Agriculture Education	4.00		
Speech Pathology	4.00	FIELDS WITH SOME SHORTAGE (4.20 – 3.41)	
Spanish	3.96	Early Childhood Special Education	4.20
Occupational Therapy	3.91	Learning Disability Special Education	4.20
Physical Therapy	3.87	Other Languages	4.15
Reading Diagnostician	3.87	Occupational Therapy	4.15
Dual Cert (General & Special Education)	3.85	Speech Education	4.12
Chinese	3.82	Physical Therapy	4.11
Computer Science Education	3.75	General Math and Science	4.08
Hearing Impaired Special Education	3.75	German	4.05
Early Childhood Special Education	3.74	ESL/ELL (English Language Learner)	4.04
Family and Consumer Science	3.72	Biology	4.01
Gifted/Talented Education	3.69	Earth/Physical	3.99
Technology Education	3.65	School Nursing	3.96
Reading Specialist/Interventionist	3.54	School Psychology	3.96
Audiology	3.54	Agriculture Education	3.95
School Nursing	3.53	French	3.95
School Psychology	3.53	Spanish	3.84
Speech Education	3.52	Reading Diagnostician	3.80
Japanese	3.50	Technology Education	3.72
School Social Work	3.42	Family and Consumer Science	3.71
BALANCED FIELDS (3.40 – 2.61)		Computer Science Education	3.59
Other Languages	3.40	High School Principal	3.57
Middle School Education	3.38	Reading Specialist/Interventionist	3.55
Counseling	3.33	School Social Work	3.53
German	3.30	Library Science/Media Technology	3.52
Middle School Principal	3.29	Gifted/Talented Education	3.51
French	3.26	Middle School Education	3.48
High School Principal	3.25		
Elementary Principal	3.20	BALANCED FIELDS (3.40 – 2.61)	
Journalism Education	3.19	Middle School Principal	3.37
Library Science/Media Technology	3.17	Counseling	3.26
Business Education	3.16	Dance Education	3.25
Classical (Greek, Latin)	3.00	Theatre/Drama Education	3.23
Music Education	2.93	Business Education	3.22
Art/Visual Education	2.87	Music Education	3.20
English/Language Arts Education	2.84	Elementary Principal	3.19
Dance Education	2.82	Journalism Education	3.18
Pre-K Education	2.81	Pre-K Education	3.12
Intermediate Education	2.80	Art/Visual Education	3.11
Theatre/Drama Education	2.76	Intermediate Education	3.05
Kindergarten/Primary Education	2.70	English/Language Arts Education	3.03
FIELDS WITH SOME SURPLUS (2.60 – 1.81)		Kindergarten/Primary Education	2.81
Health Education	2.53	Health Education	2.75
Physical Education	2.43		
Social Studies Education	2.34	FIELDS WITH SOME SURPLUS (2.60 – 1.81)	
FIELDS WITH CONSIDERABLE SURPLUS (1.80 – 1.00)		Physical Education	2.31
None		Social Studies Education	2.29
FIELDS WITH CONSIDERABLE SURPLUS (1.80 – 1.00)			
None			

Table 6: Comparing Perception by Certification Area

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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		Colleges and Universities	School Districts
Educational Fields	Bilingual Education/Multicultural	4.45	4.28
	Agriculture Education	4.00	3.95
	Computer Science Education	3.75	3.59
	Family and Consumer Science	3.72	3.71
	Technology Education	3.65	3.72
	Reading Specialist/Interventionist	3.54	3.55
	Speech Education	3.52	4.12
	Journalism Education	3.19	3.18
	Business Education	3.16	3.22
	Music Education	2.93	3.20
	Art/Visual Education	2.87	3.11
	English/Language Arts Education	2.84	3.03
	Dance Education	2.82	3.25
	Theatre/Drama Education	2.76	3.23
	Health Education	2.53	2.75
	Physical Education	2.43	2.31
	Social Studies Education	2.34	2.29
Languages	ESL/ELL (English Language Learner)	4.09	4.04
	Spanish	3.96	3.84
	Chinese	3.82	4.47
	Japanese	3.50	4.33
	Other Languages	3.40	4.15
	German	3.30	4.05
	French	3.26	3.95
	Classical	3.00	4.34
Math & Science Education	Physics	4.46	4.52
	Chemistry	4.38	4.39
	Math	4.34	4.38
	General Math and Science	4.10	4.08
	Earth/Physical Science	4.08	3.99
	Biology	4.07	4.01

Table 6 continued on page 12

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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		Colleges and Universities	School Districts
Support Services	Speech Pathology	4.00	4.34
	Occupational Therapy	3.91	4.15
	Physical Therapy	3.87	4.11
	Reading Diagnostician	3.87	3.80
	Gifted/Talented Education	3.69	3.51
	Audiology	3.54	4.27
	School Nursing	3.53	3.96
	School Psychology	3.53	3.96
	School Social Work	3.42	3.53
	Counseling	3.33	3.26
	Library Science/Media Technology	3.17	3.52
Elem./ Middle	Middle School Education	3.38	3.48
	Pre-K Education	2.81	3.12
	Intermediate Education	2.80	3.05
	Kindergarten/Primary Education	2.70	2.81
Adm.	Middle School Principal	3.29	3.37
	High School Principal	3.25	3.57
	Elementary Principal	3.20	3.19
Special Education	Hearing Impaired Special Education	4.75	4.54
	Visually Impaired Special Education	4.60	4.50
	Severe/Profound Disabilities Special Ed.	4.59	4.57
	Mild/Moderate Disabilities Special Ed.	4.50	4.32
	Multi-categorical Special Ed.	4.50	4.27
	Cognitive Disabilities Special Education	4.43	4.20
	Dual Cert (General & Special Education)	4.22	4.39
	Early Childhood Special Education	3.85	4.35
	Learning Disability Special Education	3.75	4.47
	Emotion/Behavioral Disorders Special Ed.	3.74	4.20

Table 7: Comparison by Demand Category

	Colleges	Districts	Agreement
Considerable Shortage	11	17	10
Some Shortage	25	26	19
Balanced	20	14	13
Some Surplus	3	2	2
Considerable Surplus	0	0	-

75% Agreement
between groups

Tables 5, 6, and 7 provide more details about the 75% agreement of perceived demand for educators between the respondents from colleges/universities and the respondents from school districts. Tables 5 and 6 also show that any disagreement is between adjacent categories with the only exception being Classical Languages; colleges/universities rated this field in the Balanced category (3.00) while school districts rated it in the Considerable Surplus category (4.34).

Table 8: Comparison of Challenges in Hiring

This table shows that school district representatives perceive two hiring issues, funding and having enough candidates, as more challenging than college/university representatives do. However, more information is provided in Table 10 showing that many college/university respondents recognize the challenges of decreased school funding.

	Colleges/ Universities	School Districts
Decrease in school district funding	1.87	2.36
Candidates for open positions	1.42	2.49

Reported as means: 3=Big challenge; 2=Moderate challenge; 1=Small challenge; 0=Not a challenge

Colleges and Universities

Enrollment

- On average, colleges/universities have over 650 degree-seeking candidates enrolled at their institutions.
- Approximately 20% of those, or an average of 130 per institution, are participating in student teaching programs.
- Enrollment in Traditional certification programs has decreased in 40.9% of the responding colleges/universities while only 12.4% have experienced an increase in Traditional certification programs. Last year 40.8% of the responding colleges/universities reported a decrease of enrollment in Traditional certification programs. Should this trend continue, the shortage of qualified candidates will increase in the coming years.
- Enrollment in TESOL and Alternative certifications/licenses was less likely to have decreased than enrollment in Traditional programs and M.Ed./MAT/5th year.
- In every type of preparation program, the percentage of institutions reporting an increase in enrollment ranged from only 10.6% to 16.7%. Enrollment in educator preparation programs is either staying the same or decreasing in the majority of colleges/universities responding to this survey.

Table 9: Enrollment in Education Programs

ENROLLMENT	
Education Degree-seeking Candidates currently enrolled	665
Students participating in student teaching programs	130
% that are participating in student teaching programs	20%

	Increased	Stayed the same	Decreased	Not offered
Traditional	12.4%	34.9%	40.9%	11.8%
M.Ed./MAT/5 th year added to baccalaureate	16.7%	26.9%	18.3%	38.2%
Alternative certifications/licenses	13.7%	27.5%	8.2%	50.5%
TESOL	14.8%	17.5%	8.7%	59.0%
Doctorates	10.6%	19.0%	5.6%	64.8%
<i>Has enrollment for each degree program increased, remained about the same, or decreased in the past year?</i>				

Candidate Success

Table 10: Candidate Success in Securing Employment

This multi-part table shows that 76% of candidates secured full-time positions, an increase from 70% last year. Meanwhile, 15% found part-time employment (substitute teaching or paraprofessional jobs), a decrease from 19% last year. Nine percent (9%) either did not find jobs in education or were not seeking employment. The 6% increase in candidates finding full-time jobs in education is, most likely, the result of a stronger demand for educators combined with fewer candidates entering the job market.

CANDIDATE SUCCESS IN FINDING POSITIONS	
Full-time	76%
Part-time	15%
<i>Approximately, what percentage of your graduates find FULL-TIME/ PART-TIME teaching positions after graduation?</i>	

Note that 34.1% perceive that school district funding is a Big challenge and that same percentage (34.1%) perceive funding as a Moderate challenge for candidates to find employment. A lack of school funding often leads to districts not replacing educators who leave, and more than half (51.1%) perceive districts not hiring or replacing vacancies as a Big or Moderate challenge for candidate to find jobs. It is interesting to note that while decreases in school funding is perceived as a Big or Moderate challenge by more than two-thirds of the respondents, the percentage of candidates securing full-time employment in education increased from last year.

CHALLENGES IN FINDING TEACHING POSITIONS	Big challenge	Moderate challenge	Small challenge	Not a challenge	Mean*
Decreases in funding school districts receive	34.1%	34.1%	16.8%	15.1%	1.87
Districts not hiring or replacing vacancies	24.4%	26.7%	26.1%	22.8%	1.53
Too many candidates for open positions	21.8%	23.5%	29.6%	25.1%	1.42
Candidates not earning multiple credentials	6.7%	20.6%	38.9%	33.9%	1.00
<i>Indicate if it has been a big, moderate, small or not a challenge for qualified candidates graduating from your institution to find teaching positions. *Mean: 3=Big challenge; 2=Moderate challenge; 1=Small challenge; 0=Not a challenge</i>					

OTHER REASONS FOR DIFFICULTY	N	% of Responses
Unwillingness to relocate	27	29.3%
Limited job openings	20	21.7%
School not considered for employment (rural/urban/low salary/charter)	14	15.2%
Declining school age population	6	6.5%
State funding/Legislative actions/Teacher Licensure	6	6.5%
Prospective teachers DO get hired from out institution	6	6.5%
Candidates pursue non-teaching opportunities/grad school	5	5.4%
Incompletion of Student teaching	4	4.3%
Delayed retirements of current teachers	3	3.3%
Inability to earn master's degree	1	1.1%
<i>What other reasons have made it difficult for qualified candidates from your institution to find teaching positions?</i>		

Table 11: Geographic Flexibility of Candidates

Although many candidates are still reluctant to leave their home state, regional demand data may indicate that they are finding employment without having to relocate. The second part of this table shows the states where candidates are likely to move. The first 9 states listed as destinations for relocating educators traditionally have a high demand for educators. The next four states, however, are surprising as each one has challenging job market, especially when compared to South Carolina, number 14 on the list.

CANDIDATES LEAVING THEIR HOME STATE TO FIND FULL-TIME EMPLOYMENT		
2014-15 Academic Year		18.5%
2015-16 Academic Year		17.7%
<i>Approximately what percentage of your education graduates left your state to find full-time employment for the 2014-15 academic year? For the 2015-16 academic year?</i>		
WHERE CANDIDATES ARE GOING	N	% of Responses
North Carolina	43	22.3%
Florida	42	21.8%
Texas	38	19.7%
Virginia	38	19.7%
Colorado	30	15.5%
Arizona	27	14.0%
Maryland	27	14.0%
California	26	13.5%
Georgia	26	13.5%
New York	22	11.4%
Pennsylvania	21	10.9%
Illinois	20	10.4%
New Jersey	20	10.4%
South Carolina	19	9.8%
Minnesota	15	7.8%
Connecticut	14	7.3%
Missouri	14	7.3%
Delaware	13	6.7%
Tennessee	13	6.7%
Alaska	12	6.2%
Iowa	12	6.2%
Kansas	12	6.2%
Ohio	12	6.2%
Washington	11	5.7%
District of Columbia	10	5.2%
Kentucky	9	4.7%
Massachusetts	9	4.7%
Nevada	9	4.7%
West Virginia	9	4.7%
Michigan	8	4.1%
Oregon	8	4.1%
Oklahoma	7	3.6%
Wisconsin	7	3.6%
Indiana	6	3.1%
Idaho	5	2.6%
Nebraska	5	2.6%
New Mexico	5	2.6%
Wyoming	5	2.6%
Arkansas	4	2.1%
Hawaii	4	2.1%
New Hampshire	4	2.1%
Utah	4	2.1%
Louisiana	3	1.6%
Mississippi	3	1.6%
Montana	3	1.6%
Rhode Island	3	1.6%
Alabama	2	1.0%
Maine	2	1.0%
South Dakota	2	1.0%
North Dakota	1	0.5%
Vermont	0	0.0%
<i>If some of your graduates leave your state for employment, what states do they tend to move to?</i>		

Education Programs Offered

- Over three-quarters (77% or more) of institutions offer degree programs in *English, Kindergarten/Primary, Social Studies, Biology, and Math*.
- Over half offer programs in *Music Education, Spanish, Chemistry, Physics, and Middle School Education*.
- Very few institutions (20% or fewer) offer programs listed in red below.
- The programs offered least often (less than 10%) are Dance Education, Journalism Education, Japanese, Other Languages, Gifted/Talented Education, Physical Therapy, Audiology, Reading Diagnostician, Occupational Therapy, Learning Disability Special Education, Cognitive Disabilities Special Education, Emotion/Behavioral Disorders Special Education, Hearing Impaired Special Education, and Visually Impaired Special Education.

Table 12: Education Programs Offered by Colleges/Universities

Educational Fields	English/Language Arts Education	81
	Social Studies Education	78
	Music Education	59
	Physical Education	49
	Art/Visual Education	44
	Reading Specialist/Interventionist	38
	Health Education	32
	Business Education	25
	Theatre/Drama Education	25
	Bilingual Education/Multicultural	22
	Technology Education	19
	Speech Education	17
	Family and Consumer Science	14
	Agriculture Education	13
	Computer Science Education	11
	Dance Education	9
	Journalism Education	9
Languages	Spanish	65
	French	48
	German	35
	ESL/ELL (English Language Learner)	31
	Classical (Greek, Latin)	14
	Chinese	11
	Japanese	9
	Other Languages	8
Math & Science Education	Math	85
	Biology	77
	Chemistry	69
	Physics	54
	Earth/Physical	45
	General Math and Science	42

Support Services	Counseling	34
	School Psychology	28
	Speech Pathology	17
	School Social Work	15
	School Nursing	12
	Library Science/Media Technology	11
	Gifted/Talented Education	9
	Physical Therapy	9
	Audiology	8
	Reading Diagnostician	8
	Occupational Therapy	7
Elem./ Middle	Kindergarten/Primary Education	81
	Middle School Education	59
	Pre-K Education	47
	Intermediate Education	46
Adm.	Elementary Principal	39
	High School Principal	39
	Middle School Principal	35
Special Education	Dual Cert (General & Special Education)	31
	Early Childhood Special Education	25
	Mild/Moderate Disabilities Special Ed.	24
	Multicategorical Special Education	20
	Severe/Profound Disabilities Special Ed.	14
	Learning Disability Special Education	9
	Cognitive Disabilities Special Education	6
	Emotion/Behavioral Disorders Special Ed.	5
	Hearing Impaired Special Education	5
	Visually Impaired Special Education	3

Question: Which degree or certification programs are offered by your institution? (Reported as percentage)

Perceived Supply and Demand: Colleges/Universities

Table 13: College/University Perceptions of Supply and Demand by 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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Educational Fields	Bilingual Education/Multicultural	4.45
	Agriculture Education	4.00
	Computer Science Education	3.75
	Family and Consumer Science	3.72
	Technology Education	3.65
	Reading Specialist/Interventionist	3.54
	Speech Education	3.52
	Journalism Education	3.19
	Business Education	3.16
	Music Education	2.93
	Art/Visual Education	2.87
	English/Language Arts Education	2.84
	Dance Education	2.82
	Theatre/Drama Education	2.76
	Health Education	2.53
	Physical Education	2.43
	Social Studies Education	2.34
Languages	ESL/ELL (English Language Learner)	4.09
	Spanish	3.96
	Chinese	3.82
	Japanese	3.50
	Other Languages	3.40
	German	3.30
	French	3.26
	Classical (Greek, Latin)	3.00
Math & Science Education	Physics	4.46
	Chemistry	4.38
	Math	4.34
	General Math and Science	4.10
	Earth/Physical	4.08
	Biology	4.07

Support Services	Speech Pathology	4.00
	Occupational Therapy	3.91
	Physical Therapy	3.87
	Reading Diagnostician	3.87
	Gifted/Talented Education	3.69
	Audiology	3.54
	School Nursing	3.53
	School Psychology	3.53
	School Social Work	3.42
	Counseling	3.33
	Library Science/Media Technology	3.17
Elem./ Middle	Middle School Education	3.38
	Pre-K Education	2.81
	Intermediate Education	2.80
	Kindergarten/Primary Education	2.70
Adm.	Middle School Principal	3.29
	High School Principal	3.25
	Elementary Principal	3.20
Special Education	Emotion/Behavioral Disorders Special Ed.	4.75
	Visually Impaired Special Education	4.60
	Severe/Profound Disabilities Special Ed.	4.59
	Cognitive Disabilities Special Education	4.50
	Mild/Moderate Disabilities Special Ed.	4.50
	Learning Disability Special Education	4.43
	Multicategorical Special Education	4.22
	Dual Cert (General & Special Education)	3.85
	Hearing Impaired Special Education	3.75
	Early Childhood Special Education	3.74

Question: Do you think there is a considerable shortage, some shortage, some surplus, or considerable surplus in qualified candidates in each of the following degree programs or do you feel there is just the right balance between qualified applicants and available positions?

- No fields have Considerable Surplus while Health Education, Physical Education and Social Studies are in Some Surplus.
- Some Shortage exists in therapies, several science and special education fields, ESL, School Nursing, Reading, Technology and Spanish.
- Math, Chemistry, Physics, Bilingual/Multicultural Education and several special education fields have considerable shortage.

Table 14: College/University Perceptions of Supply and Demand by Category

FIELDS WITH CONSIDERABLE SHORTAGE (5.00 – 4.21)		BALANCED FIELDS (3.40 – 2.61)	
Emotion/Behavioral Disorders Special Ed.	4.75	Other Languages	3.40
Visually Impaired Special Education	4.60	Middle School Education	3.38
Severe/Profound Disabilities Special Ed.	4.59	Counseling	3.33
Cognitive Disabilities Special Education	4.50	German	3.30
Mild/Moderate Disabilities Special Ed.	4.50	Middle School Principal	3.29
Physics	4.46	French	3.26
Bilingual Education/Multicultural	4.45	High School Principal	3.25
Learning Disability Special Education	4.43	Elementary Principal	3.20
Chemistry	4.38	Journalism Education	3.19
Math	4.34	Library Science/Media Technology	3.17
Multicategorical Special Education	4.22	Business Education	3.16
FIELDS WITH SOME SHORTAGE (4.20 – 3.41)		Classical (Greek, Latin)	3.00
General Math and Science	4.10	Music Education	2.93
ESL/ELL (English Language Learner)	4.09	Art/Visual Education	2.87
Earth/Physical	4.08	English/Language Arts Education	2.84
Biology	4.07	Dance Education	2.82
Agriculture Education	4.00	Pre-K Education	2.81
Speech Pathology	4.00	Intermediate Education	2.80
Spanish	3.96	Theatre/Drama Education	2.76
Occupational Therapy	3.91	Kindergarten/Primary Education	2.70
Physical Therapy	3.87	FIELDS WITH SOME SURPLUS (2.60 – 1.81)	
Reading Diagnostician	3.87	Health Education	2.53
Dual Cert (General & Special Education)	3.85	Physical Education	2.43
Chinese	3.82	Social Studies Education	2.34
Computer Science Education	3.75	FIELDS WITH CONSIDERABLE SURPLUS (1.80 – 1.00)	
Hearing Impaired Special Education	3.75	None	None
Early Childhood Special Education	3.74		
Family and Consumer Science	3.72		
Gifted/Talented Education	3.69		
Technology Education	3.65		
Reading Specialist/Interventionist	3.54		
Audiology	3.54		
School Nursing	3.53		
School Psychology	3.53		
Speech Education	3.52		
Japanese	3.50		
School Social Work	3.42		

Demand Compared with Program Offering

Table 15 (next page) shows the percentage of colleges/universities offering a preparation program by field, the average number of graduates in the program, and the demand for these candidates. The results reveal some interesting data. For example, 54% of the colleges/universities offer an education program in Physics, which has a Considerable Shortage of teachers at 4.46, but on average only 3 candidates graduate from these programs each year. Meanwhile, in Kindergarten/Primary Education, 81% of the institutions offer a program with an average of 49 graduates entering the job market with the field in the Balanced category of 2.70 which is close to the Some Surplus category. The number of graduating candidates per institution can be misleading when not coupled with the percentage of institutions offering it. An example: Physical Therapy is in the Some Shortage category (3.87), and an average of 52 graduates per institution enter the job market each year. However, only 9% of the institutions responding offer Physical Therapy which means the overall number of Physical Therapy graduates is limited.

*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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		% Offering	Graduating Students	Supply & Demand*
Educational Fields	Bilingual Education/Multicultural	22	18	4.45
	Agriculture Education	13	9	4.00
	Computer Science Education	11	7	3.75
	Family and Consumer Science	14	9	3.72
	Technology Education	19	15	3.65
	Reading Specialist/Interventionist	38	16	3.54
	Speech Education	17	14	3.52
	Journalism Education	9	1	3.19
	Business Education	25	5	3.16
	Music Education	59	13	2.93
	Art/Visual Education	44	7	2.87
	English/Language Arts Education	81	15	2.84
	Dance Education	9	5	2.82
	Theatre/Drama Education	25	3	2.76
	Health Education	32	15	2.53
	Physical Education	49	13	2.43
	Social Studies Education	78	13	2.34
Languages	ESL/ELL (English Language Learner)	31	34	4.09
	Other Languages	65	2	3.96
	Chinese	11	2	3.82
	Japanese	9	2	3.50
	Spanish	65	6	3.40
	German	35	1	3.30
	French	48	2	3.26
	Classical	14	2	3.00
Math & Science Education	Physics	54	3	4.46
	Earth/Physical Science	69	4	4.38
	Biology	85	11	4.34
	Math	42	11	4.10
	General Math and Science	45	7	4.08
	Chemistry	77	4	4.07

Table 15 continued on page 20

***Considerable
shortage
(4.21 – 5.00)**

**Some shortage
(3.41 – 4.20)**

**Balanced
(2.61 – 3.40)**

**Some surplus
(1.81 – 2.60)**

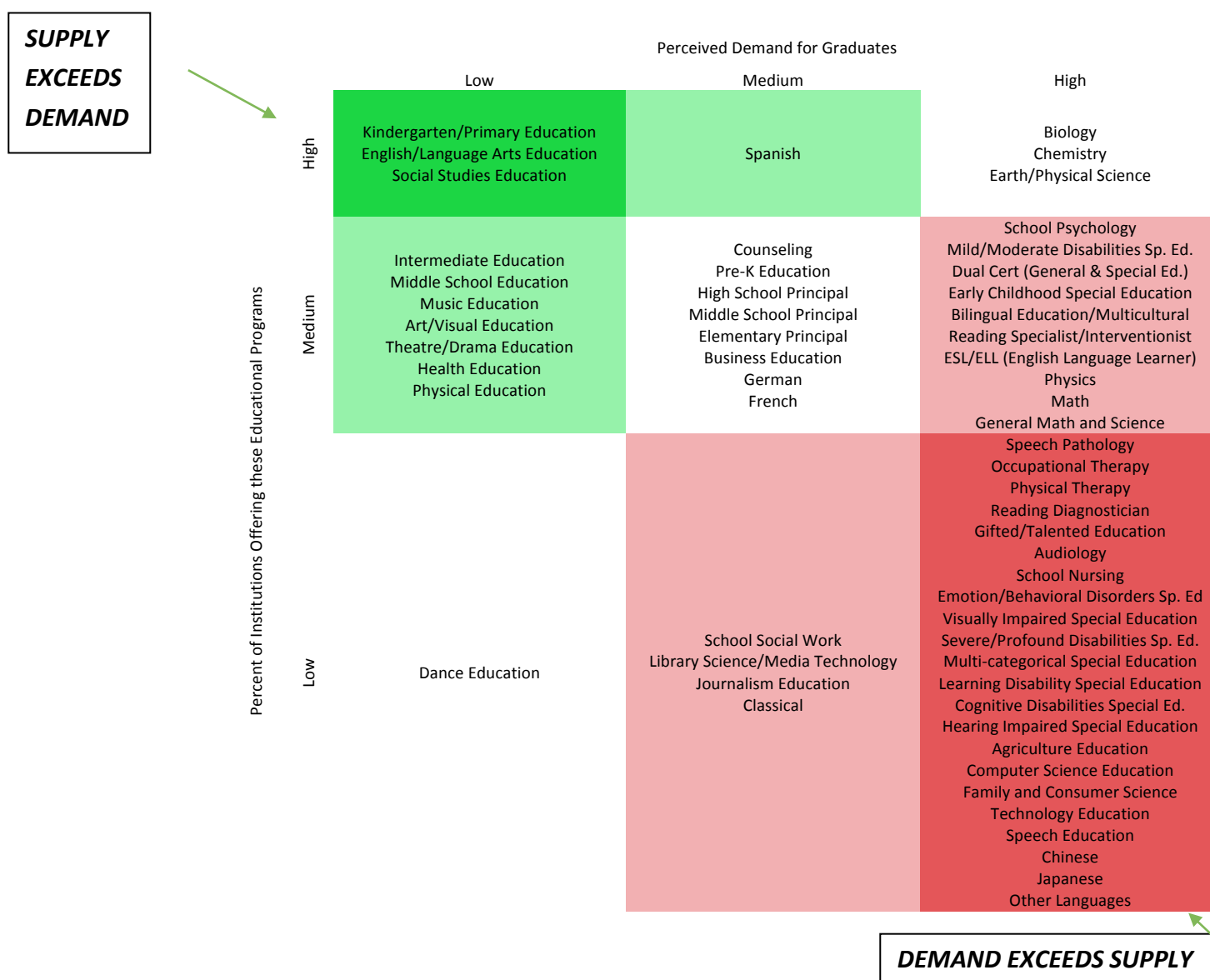
**Considerable
surplus
(1.00 – 1.80)**

		% Offering	Graduating Students	Supply & Demand*
Support Services	Speech Pathology	17	28	4.00
	Occupational Therapy	7	30	3.91
	Physical Therapy	9	52	3.87
	Reading Diagnostician	8	11	3.87
	Gifted/Talented Education	9	11	3.69
	Audiology	8	5	3.54
	School Nursing	12	52	3.53
	School Psychology	28	51	3.53
	School Social Work	15	24	3.42
	Counseling	34	22	3.33
	Library Science/Media Technology	11	18	3.17
Elem./ Middle	Pre-K Education	59	25	3.38
	Intermediate Education	47	32	2.81
	Middle School Education	46	21	2.80
	Kindergarten/Primary Education	81	49	2.70
Adm.	High School Principal	35	17	3.29
	Middle School Principal	39	17	3.25
	Elementary Principal	39	18	3.20
Special Education	Emotion/Behavioral Disorders Sp. Ed	5	18	4.75
	Visually Impaired Special Education	3	4	4.60
	Severe/Profound Disabilities Sp. Ed.	14	11	4.59
	Multi-categorical Special Education	6	29	4.50
	Mild/Moderate Disabilities Sp. Ed.	24	18	4.50
	Learning Disability Special Education	9	19	4.43
	Cognitive Disabilities Special Ed.	20	14	4.22
	Dual Cert (General & Special Ed.)	31	26	3.85
	Hearing Impaired Special Education	5	6	3.75
	Early Childhood Special Education	25	31	3.74

Table 16 illustrates the intersection between perceived demand for graduates within each degree program (columns) and the percent of institutions offering each degree program (rows). See Table 23 for perception of school district respondents.

- The higher a program appears in the grid, the more institutions offer training in it, and therefore the greater the opportunity of a future educator to obtain training in that field.
- The further to the right a program appears in the grid, the higher the demand is for new educators in that field.
- **25** programs are *far* out of alignment where either supply greatly exceeds demand or demand exceeds supply.
- Programs in cells with no shading are in alignment, balanced between supply and demand – (**12** of 59 programs)
- Prospects for employment are best for future educators in the fields appearing in the red-shaded cell to the lower-right of the grid, where demand appears stronger than supply.
- Fields in cells shaded in red have somewhat better prospects for employment than most.
- Prospects for employment are most challenging for those in the green-shaded cell in the upper-left of the grid, where supply exceeds demand.

Table 16: The Intersection of Demand and Candidates Prepared (Colleges/Universities)



School Districts

Teacher Preparation

- On average, 12% of the educators hired in the past year do not have traditional preparation, either being hired with non-traditional preparation or as an emergency hire. Urban (16%) districts are more likely to have hired educators without traditional preparation in the last year. In the previous year, 9% of educators did not have traditional preparation. However, even with the increase of hiring non-traditionally prepared educators, 88% of the new hires graduated from traditional programs.
- The inability to find qualified candidates in specialized or high need areas, in addition to hard-to-fill positions, drives the need to hire teachers without traditional preparation.

Table 17: Educator Hires by Preparation

Question: *Approximately what percentage of the teachers hired in the past year have: Traditional preparation – college/university coursework plus completed licensure; Non-traditional preparation – alternative certification programs, subject matter experts without pedagogy, temporary or provisional certification; Emergency hires – without licensure or background in teaching? (Reported as percentage)*

EDUCATOR PREPARATION						
Traditional preparation						88%
Non-traditional preparation						10%
Emergency hires						2%
URBAN STATUS		Urban	Suburban	Rural	ALL	
Traditional preparation		84%	91%	88%	88%	
Non-traditional preparation		13%	9%	10%	10%	
Emergency hires		3%	1%	2%	2%	
SCHOOL SIZE (NUMBER OF STUDENTS)	2,500 or fewer	2,501 to 5,000	5,001 to 10,000	10,001 to 20,000	More than 20,000	ALL
Traditional preparation	85%	91%	91%	89%	87%	88%
Non-traditional preparation	12%	7%	8%	9%	11%	10%
Emergency hires	3%	2%	1%	2%	2%	2%

Reasons for Hiring Educators without Traditional Preparation	N	% of Responses
Lack of certified/qualified applicants	80	30.2%
Hard to fill position (special education, foreign language)	63	23.8%
Teacher shortage/Lack of applicants (general)	38	14.3%
Non-traditionally trained candidate was the best choice	31	11.7%
Specialty classes (CTE, industry)	17	6.4%
Critical need	15	5.7%
Hired as substitute/while waiting on certification	5	1.9%
Traditionally trained teachers didn't have quality/not a good fit	2	0.8%
Miscellaneous	14	5.3%

Educator Hires

The first part of Table 18 shows a +43 net change in educators employed. Last year this figure was a +24 net change, showing an increased demand for educators. Urban districts, by far, had the largest net change at +138 (+36 last year). Suburban districts dropped from +27 last year to +20 this year. Rural districts increased to +6 from +5. The largest districts with enrollments of 20,000 and more experienced a substantial net increase from +67 to +192.

Table 18: Educator Hires

Question: *Approximately how many:*

- *Full-time teaching positions are there in your district?*
- *Full-time teachers does your district have?*
- *Full-time teachers do you expect to lose this year (retirement, attrition, etc.)?*
- *Full-time teachers does your district plan to hire to REPLACE those leaving for the next academic year?*
- *Full-time teachers does your district plan to hire for NEW positions for the next academic year?*

(Reported as mean number of teachers/positions)

EDUCATOR MAKEUP						
Full-time positions						1138
Current full-time educators						1126
Expect to lose						81
Replacement hires						99
New position hires						25
Net change in educators						+43
URBAN STATUS		Urban	Suburban	Rural		ALL
Full-time positions		2619	935	310		1138
Full-time educators		2582	931	307		1126
Expect to lose		169	75	23		81
Replacement hires		226	82	27		99
New positions		81	13	2		25
Net change in educators		+138	+20	+6		+43
SCHOOL SIZE (NUMBER OF STUDENTS)	2,500 or fewer	2,501 to 5,000	5,001 to 10,000	10,001 to 20,000	More than 20,000	ALL
Full-time positions	104	284	516	990	4301	1138
Full-time educators	102	282	513	980	4254	1126
Expect to lose	8	21	35	92	286	81
Replacement hires	8	23	38	99	364	99
New positions	3	4	3	13	114	25
Net change in educators	+3	+6	+6	+20	+192	+43

Hiring Challenges

The combination of funding and finding enough candidates to fill vacancies is creating a significant challenge for school districts across the nation. Almost 87% of respondents cite funding as a Big or Moderate challenge while even more – 91% - cite having enough candidates as a Big or Moderate challenge. Over the past several years, numerous states have reduced funding in education resulting in stagnant or decreasing salaries and benefits for educators. Some states, for example Kansas, Louisiana, North Carolina, Wisconsin, Michigan, Ohio, New Jersey, and Pennsylvania, have drawn national media coverage for their lack of funding for education and/or political assaults on teachers and teacher unions. Although this survey does not specifically ask why funding and finding candidates are a challenge, a reasonable conclusion is that highly publicized political actions to reduce teacher compensation, benefits, and bargaining power have led to professionals leaving the field for more lucrative occupations while students in college may be reluctant to choose education as a career path due to the negative publicity and teacher “bashing” by the public and politicians. Table 9 shows that 41% of responding colleges/universities reported a decrease in Traditional education program enrollment.

Table 19: Hiring Challenges

Question: For each of the following issues, please indicate if it has been a big challenge, a moderate challenge, a small challenge, or not a challenge at all finding qualified candidates for open teaching positions.

HIRING CHALLENGES						
	Big challenge	Moderate challenge	Small challenge	Not a challenge		
Decreases in the funding your districts receives	55.9%	30.7%	6.4%	7.0%		
Having enough candidates for open positions	59.5%	31.1%	7.8%	1.6%		
URBAN STATUS	Urban	Suburban	Rural	ALL		
Decreases in the funding your districts receives	2.35	2.27	2.52	2.36		
Having enough candidates for open positions	2.67	2.35	2.53	2.49		
SCHOOL SIZE (NUMBER OF STUDENTS)	2,500 or fewer	2,501 to 5,000	5,001 to 10,000	10,001 to 20,000	More than 20,000	ALL
Decreases in the funding your districts receives	2.27	2.17	2.59	2.35	2.51	2.36
Having enough candidates for open positions	2.38	2.49	2.43	2.44	2.71	2.49
Reported as means: 3=Big challenge; 2=Moderate challenge; 1=Small challenge; 0=Not a challenge						
Other Reasons for Difficulty in Hiring Teachers			N	% of Responses		
Low salary			96	18.1%		
No or low desire to teach in rural/urban areas			80	15.1%		
Certification areas			63	11.9%		
Low graduation rate			44	8.3%		
Finding highly effective candidates			39	7.3%		
Competition with other districts			30	5.6%		
Teachers (STEM) move to private sector			23	4.3%		
Bureaucratic nature of school systems			21	4.0%		
Cost/Loss of benefits			16	3.0%		
State/Federal mandates with testing			16	3.0%		
Work load/ time requires/stress			16	3.0%		
Changing demographics of students			16	3.0%		
Lack of respect for teaching profession			15	2.8%		
Cost of living in area			12	2.3%		
Test results focus on proficiency not growth			12	2.3%		
Quality of teachers' preparation programs			12	2.3%		
Cultural diversity			9	1.7%		
Political atmosphere			8	1.5%		
Miscellaneous			3	0.6%		

Anticipated Hiring

Retirement and enrollment growth are the two most frequent reasons for hiring more educators while fewer retirements and less turnover than expected are the top two reasons for hiring fewer educators. It is interesting to note that almost half of the respondents expect to hire fewer educators in 2016-17 compared to 2015-16. At a glance, this percentage seems to contradict the results throughout this report that the demand for educators is increasing (which leads to more hiring). However, this statistic can be misleading and shouldn't be interpreted that 49% of the districts are not hiring educators. For example, a responding district that hired 500 educators in 2015-16 may be hiring "only" 400 educators in 2016-17 and are now in the "Expect to hire fewer educators" category. Table 18 provides a better insight about the number of new hires anticipated as well as the types of districts expecting to experience an increase in hiring.

Table 20: Anticipated Hiring

Anticipated Hiring in 2016-17 Compared to 2015-16	N	% of Responses
Expect to hire more educators	194	51.1%
Expect to hire fewer educators	186	48.9%

Major Reasons for Hiring More	N	% of Responses
Retirement	51	28.8%
District Growth/ Increasing Enrollment	49	27.7%
Adding additional classes/Schools	20	11.3%
Anticipate more teachers leaving the field	17	9.6%
Vacant Positions	7	4.0%
Higher turnover	7	4.0%
Higher salaries elsewhere	6	3.4%
Better budget/Funding	2	1.1%
More homes being built in area	2	1.1%
Miscellaneous	16	9.0%

Major Reasons for Hiring Fewer	N	% of Responses
Fewer retirements	38	22.0%
Less turnover expected	28	16.2%
Declining Enrollment	20	11.6%
School Budget	19	11.0%
Funding	16	9.2%
Hired a lot last year won't need it again	16	9.2%
Focused on retention	14	8.1%
Increased compensation	4	2.3%
Cuts in positions	3	1.7%
Miscellaneous	15	8.7%

Perceived Supply and Demand

- School districts reported considerable shortages of qualified applicants in the following areas: Bilingual Education/Multicultural, Chinese, Japanese, Classical, Japanese, Physics, Chemistry, Math, Speech Pathology, Audiology, and 8 of 10 areas in special education.
- Social Studies Education and Physical Education had the highest surplus of qualified candidates.

Table 21: School District Perceived Demand by 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)
Educational Fields	Bilingual Education/Multicultural	4.28			
	Speech Education	4.12			
	Agriculture Education	3.95			
	Technology Education	3.72			
	Family and Consumer Science	3.71			
	Computer Science Education	3.59			
	Reading Specialist/Interventionist	3.55			
	Dance Education	3.25			
	Theatre/Drama Education	3.23			
	Business Education	3.22			
	Music Education	3.20			
	Journalism Education	3.18			
	Art/Visual Education	3.11			
	English/Language Arts Education	3.03			
	Health Education	2.75			
	Physical Education	2.31			
	Social Studies Education	2.29			
Languages	Chinese	4.47			
	Classical (Greek, Latin)	4.34			
	Japanese	4.33			
	Other Languages	4.15			
	German	4.05			
	ESL/ELL (English Language Learner)	4.04			
	French	3.95			
	Spanish	3.84			
Math & Science Education	Physics	4.52			
	Chemistry	4.39			
	Math	4.38			
	General Math and Science	4.08			
	Biology	4.01			
	Earth/Physical	3.99			
Support Services	Speech Pathology	4.34			
	Audiology	4.27			
	Occupational Therapy	4.15			
	Physical Therapy	4.11			
	School Nursing	3.96			
	School Psychology	3.96			
	Reading Diagnostician	3.8			
	School Social Work	3.53			
	Library Science/Media Technology	3.52			
	Gifted/Talented Education	3.51			
	Counseling	3.26			
Elem./ Middle	Middle School Education	3.48			
	Pre-K Education	3.12			
	Intermediate Education	3.05			
	Kindergarten/Primary Education	2.81			
Adm.	High School Principal	3.57			
	Middle School Principal	3.37			
	Elementary Principal	3.19			
Special Education	Severe/Profound Disabilities Special Ed.	4.57			
	Emotion/Behavioral Disorders Special Ed.	4.54			
	Visually Impaired Special Education	4.50			
	Hearing Impaired Special Education	4.47			
	Multicategorical Special Education	4.39			
	Dual Cert (General & Special Education)	4.35			
	Cognitive Disabilities Special Education	4.32			
	Mild/Moderate Disabilities Special Ed.	4.27			
	Early Childhood Special Education	4.20			
	Learning Disability Special Education	4.20			

Table 22: School District Supply and Demand by Category

FIELDS WITH CONSIDERABLE SHORTAGE (5.00 – 4.21)		BALANCED FIELDS (3.40 – 2.61)	
Severe/Profound Disabilities Special Ed.	4.57	Middle School Principal	3.37
Emotion/Behavioral Disorders Special Ed.	4.54	Counseling	3.26
Physics	4.52	Dance Education	3.25
Visually Impaired Special Education	4.50	Theatre/Drama Education	3.23
Chinese	4.47	Business Education	3.22
Hearing Impaired Special Education	4.47	Music Education	3.20
Chemistry	4.39	Elementary Principal	3.19
Multicategorical Special Education	4.39	Journalism Education	3.18
Math	4.38	Pre-K Education	3.12
Dual Cert (General & Special Education)	4.35	Art/Visual Education	3.11
Classical (Greek, Latin)	4.34	Intermediate Education	3.05
Speech Pathology	4.34	English/Language Arts Education	3.03
Japanese	4.33	Kindergarten/Primary Education	2.81
Cognitive Disabilities Special Education	4.32	Health Education	2.75
Bilingual Education/Multicultural	4.28		
Audiology	4.27		
Mild/Moderate Disabilities Special Ed.	4.27		
FIELDS WITH SOME SHORTAGE (4.20 – 3.41)		FIELDS WITH SOME SURPLUS (2.60 – 1.81)	
Early Childhood Special Education	4.20	Physical Education	2.31
Learning Disability Special Education	4.20	Social Studies Education	2.29
Other Languages	4.15		
Occupational Therapy	4.15		
Speech Education	4.12		
Physical Therapy	4.11		
General Math and Science	4.08		
German	4.05		
ESL/ELL (English Language Learner)	4.04		
Biology	4.01		
Earth/Physical	3.99		
School Nursing	3.96		
School Psychology	3.96		
Agriculture Education	3.95		
French	3.95		
Spanish	3.84		
Reading Diagnostician	3.80		
Technology Education	3.72		
Family and Consumer Science	3.71		
Computer Science Education	3.59		
High School Principal	3.57		
Reading Specialist/Interventionist	3.55		
School Social Work	3.53		
Library Science/Media Technology	3.52		
Gifted/Talented Education	3.51		
Middle School Education	3.48		
FIELDS WITH CONSIDERABLE SURPLUS 1.80 – 1.00)		None	

Table 23 illustrates the intersection between perceived demand for educators within each degree program (columns) as reported by school districts and the percent of institutions offering each degree program (rows). See Table 16 for the perspective of colleges/universities:

- The higher a program appears in the grid, the more institutions offer training in it, and therefore the greater the opportunity for future educators to obtain training in those fields in order to meet demand.
- The further to the right, the higher the demand (as reported by school districts) is for new educators in that field.
- Twenty-seven (27) programs are *far* out of alignment where supply either greatly exceeds demand or demand exceeds supply.

Table 23: The Intersection of Demand and Candidates Prepared (School Districts)

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

**SUPPLY
EXCEEDS
DEMAND**

DEMAND EXCEEDS SUPPLY

Appendix A: Year-to-Year Comparison

The following tables in Appendix A provide a comparison of the results from this year (2015-16) to the previous year (2014-15).

Colleges and Universities

PROGRAM ENROLLMENT				
	Traditional	2015-16	2014-15	Change
TRADITIONAL	Increased	12.4%	12.5%	-0.1%
	Stayed the same	34.9%	38.2%	-3.3%
	Decreased	40.9%	40.8%	+0.1%
	Not offered	11.8%	8.6%	+3.2%
M.ED./MAT/5 TH YEAR ADDED TO BACCALAUREATE	Increased	16.7%	14.9%	+1.8%
	Stayed the same	26.9%	28.4%	-1.5%
	Decreased	18.3%	24.3%	-6.0%
	Not offered	38.2%	32.4%	+5.8%
TESOL	Increased	14.8%	18.0%	-3.2%
	Stayed the same	17.5%	26.7%	-9.2%
	Decreased	8.7%	8.7%	+0.0%
	Not offered	59.0%	46.7%	+12.3%
ALTERNATIVE CERTIFICATIONS/LICENSURES	Increased	13.7%	12.6%	+1.1%
	Stayed the same	27.5%	23.8%	+3.7%
	Decreased	8.2%	5.3%	+2.9%
	Not offered	50.5%	58.3%	-7.8%
DOCTORATES	Increased	10.6%	8.0%	+2.6%
	Stayed the same	19.0%	26.0%	-7.0%
	Decreased	5.6%	2.7%	+2.9%
	Not offered	64.8%	63.3%	+1.5%
Has enrollment for each degree program increased, remained about the same, or decreased in the past year?				

CANDIDATE SUCCESS IN FINDING POSITIONS			
	2015-16	2014-15	Change
Full-time	76%	70%	+6%
Part-time	15%	19%	-4%
Approximately, what percentage of your graduates find FT/ PT teaching positions after graduation?			
CHALLENGES IN FINDING EDUCATOR POSITIONS			
Decreases in the funding school districts receive	2015-16	2014-2015	Change
Big challenge	34.1%	33.1%	+1.0%
Moderate challenge	34.1%	35.8%	-1.7%
Small challenge	16.8%	18.9%	-2.1%
Not a challenge	15.1%	12.2%	+2.9%
Mean (3=Big Challenge; 0=Not a challenge)	1.87	1.90	-0.03
Too many candidates for open positions	2015-16	2014-2015	Change
Big challenge	21.8%	26.0%	-4.2%
Moderate challenge	23.5%	46.0%	-22.5%
Small challenge	29.6%	20.0%	+9.6%
Not a challenge	25.1%	8.0%	+17.1%
Mean (3=Big Challenge; 0=Not a challenge)	1.42	1.90	-0.48

Supply and Demand

Program offering: Please select which degree or certification programs below are offered by your institution.
(Reported as percentage of answering institutions)

Graduating Students: Approximately how many students do you expect will graduate from this institution this academic year with each of the degrees below? (Reported as mean number of students per reporting institution)

		PROGRAM OFFERINGS			GRADUATING STUDENTS		
		2015-2016	2014-2015	Change	2015-2016	2014-2015	Change
Educational Fields	English/Language Arts Education	81	88	-7	15	25	-10
	Social Studies Education	78	85	-7	13	17	-4
	Music Education	59	62	-3	13	16	-3
	Physical Education	49	51	-2	13	15	-2
	Art/Visual Education	44	52	-8	7	16	-9
	Reading Specialist/Interventionist	38	48	-10	16	14	+2
	Health Education	32	38	-6	15	14	+1
	Business Education	25	29	-4	5	11	-6
	Theatre/Drama Education	25	29	-4	3	11	-8
	Bilingual Education/Multicultural	22	32	-10	18	11	+7
	Technology Education	19	22	-3	15	7	+8
	Speech Education	17	19	-2	14	7	+7
	Family and Consumer Science	14	16	-2	9	6	+3
	Agriculture Education	13	13	0	9	6	+3
	Computer Science Education	11	9	+2	7	1	+6
	Dance Education	9	10	-1	5	2	+3
	Journalism Education	9	12	-3	1	4	-3
Languages	Spanish	65	69	-4	6	30	-24
	French	48	55	-7	2	9	-7
	German	35	40	-5	1	3	-2
	ESL/ELL (English Language Learner)	31	40	-9	34	5	+29
	Classical	14	15	-1	2	3	-1
	Chinese	11	16	-5	2	3	-1
	Japanese	9	11	-2	2	2	0
	Other Languages	8	11	-3	2	2	0
Math & Science Education	Math	85	86	-1	11	16	-5
	Biology	77	82	-5	11	13	-2
	Chemistry	69	78	-9	4	11	-7
	Physics	54	63	-9	3	9	-6
	Earth/Physical Science	45	50	-5	4	6	-2
	General Math and Science	42	47	-5	7	4	3

		PROGRAM OFFERINGS			GRADUATING STUDENTS		
		2015-2016	2014-2015	Change	2015-2016	2014-2015	Change
Support Services	Counseling	34	47	-13	22	32	-10
	School Psychology	28	29	-1	51	27	+24
	Speech Pathology	17	29	-12	28	23	+5
	School Social Work	15	17	-2	24	17	+7
	School Nursing	12	16	-4	52	17	+35
	Library Science/Media Technology	11	17	-6	18	23	-5
	Gifted/Talented Education	9	8	+1	11	6	+5
	Physical Therapy	9	17	-8	52	21	+31
	Audiology	8	9	-1	5	7	-2
	Reading Diagnostician	8	8	0	11	4	7
	Occupational Therapy	7	12	-5	30	14	+16
Elem./ Middle	Kindergarten/Primary Education	81	80	+1	49	43	+6
	Middle School Education	59	70	-11	21	33	+8
	Pre-K Education	47	55	-8	25	28	-3
	Intermediate Education	46	49	-3	32	19	+13
Adm.	High School Principal	39	45	-6	17	16	+1
	Elementary Principal	39	43	-4	18	13	+5
	Middle School Principal	35	40	-5	17	11	+6
Special Education	Dual Cert (General & Special Education)	31	35	-4	26	30	-4
	Early Childhood Special Education	25	38	-13	31	30	+1
	Mild/Moderate Disabilities Special Ed.	24	29	-5	18	27	-9
	Multi-categorical Special Education	20	23	-3	29	17	+12
	Severe/Profound Disabilities Special Ed.	14	11	+3	11	13	-2
	Learning Disability Special Education	9	13	-4	19	16	+3
	Cognitive Disabilities Special Education	6	7	-1	14	5	+9
	Emotion/Behavioral Disorders Special Ed.	5	11	-6	18	14	+4
	Hearing Impaired Special Education	5	8	-3	6	12	-6
	Visually Impaired Special Education	3	5	-2	4	4	0

This table provides a comparison of the past five years comparing demand to the supply of educators by certification field. In the table below and the following tables through page 40, the fields in red indicate a more favorable job market for educators while fields in green indicate a more challenging market for job seekers. Note on page 33 the increased number of certifications (from 13 to 22) now in the “Demand exceeds Supply” category compared to the previous two years. School district respondents included 25 certifications in this category on page 38.

Perceived Demand & Institutions Offering

High-Low (H-L) <i>Supply exceeds Demand</i> <i>High Supply & Low Demand</i>	High-Medium (H-M) <i>Supply exceeds Demand</i> <i>High Supply & Medium Demand</i>	High-High (H-H) <i>Alignment</i> <i>High Supply & High Demand</i>
Medium-Low (M-L) <i>Supply exceeds Demand</i> <i>Medium Supply & Low Demand</i>	Medium-Medium (M-M) <i>Alignment</i> <i>Medium Supply & Medium Demand</i>	Medium-High (M-H) <i>Demand exceeds Supply</i> <i>Medium Supply & High Demand</i>
Low-Low (L-L) <i>Alignment</i> <i>Low Supply & Low Demand</i>	Low-Medium (L-M) <i>Demand exceeds Supply</i> <i>Low Supply and Medium Demand</i>	Low-High (L-H) <i>Demand exceeds Supply</i> <i>Low Supply & High Demand</i>

		2016	2015	2014	2013	2012
Educational Fields	Agriculture Education	L-H	L-H	L-H	L-M	L-M
	Art/Visual Education	M-L	M-L	M-L	M-L	M-L
	Bilingual Education/Multicultural	M-H	M-H	M-H	M-H	M-H
	Business Education	M-M	M-L	M-M	M-M	M-M
	Computer Science Education	L-H	L-M	L-M	L-H	M-M
	Dance Education	L-L	L-L	L-L	L-L	L-L
	English/Language Arts Education	H-L	H-L	H-M	H-L	H-L
	Family and Consumer Science	L-H	L-M	L-H	M-M	M-M
	Health Education	M-L	M-L	M-L	M-L	M-L
	Journalism Education	L-M	L-L	L-M	L-L	L-L
	Music Education	M-L	M-L	H-M	M-H	M-M
	Physical Education	M-L	M-L	M-L	M-L	M-L
	Reading Specialist/Interventionist	M-H	M-M	M-H	M-H	M-M
	Social Studies Education	H-L	H-L	H-L	H-L	H-L
	Speech Education	L-H	L-M	M-M	M-M	M-M
	Technology Education	L-H	M-H	L-H	M-H	M-M
	Theatre/Drama Education	M-L	M-L	M-L	M-L	M-L
Languages	Chinese	L-H	M-H	L-M	L-H	L-H
	Classical	L-M	L-M	L-M	M-H	L-M
	ESL/ELL (English Language Learner)	M-H	M-H	M-H	M-H	M-H
	French	M-M	M-M	M-M	M-M	M-M
	German	M-M	M-M	M-M	M-M	M-M
	Japanese	L-H	L-M	L-M	L-H	L-H
	Other Languages	L-H	L-H	L-M	L-M	L-M
	Spanish	H-M	H-H	H-H	H-H	H-H
Math & Science Education	Biology	H-M	H-H	H-H	H-H	H-H
	Chemistry	H-H	H-H	H-H	H-H	H-H
	Earth/Physical Science	H-H	M-H	M-H	M-H	M-H
	General Math and Science	M-H	M-H	M-H	M-M	M-H
	Math	M-H	H-H	H-H	H-H	H-H
	Physics	M-H	M-H	M-H	M-H	M-H

Continued on next page

		2016	2015	2014	2013	2012
Support Services	Audiology	L-H	L-H	L-H	L-H	L-H
	Counseling	M-M	M-M	M-M	M-M	M-M
	Gifted/Talented Education	L-H	L-M	L-M	L-M	M-M
	Library Science/Media Technology	L-M	L-M	L-M	L-M	M-M
	Occupational Therapy	L-H	L-H	L-H	L-H	L-M
	Physical Therapy	L-H	L-H	L-H	L-H	L-H
	Reading Diagnostician	L-H	L-H	L-H	L-H	M-H
	School Nursing	L-H	L-H	L-H	L-M	L-M
	School Psychology	M-H	M-M	M-H	M-M	M-M
	School Social Work	L-M	L-M	L-M	L-M	M-M
	Speech Pathology	L-H	M-H	M-H	M-H	M-H
Elem./ Middle	Intermediate Education	M-L	M-L	M-L	H-L	H-L
	Kindergarten/Primary Education	H-L	H-L	H-L	H-L	H-L
	Middle School Education	M-L	H-M	H-M	H-M	H-L
	Pre-K Education	M-M	M-L	M-L	M-L	H-L
Adm.	Elementary Principal	M-M	M-M	M-M	M-M	M-M
	High School Principal	M-M	M-M	M-M	M-M	M-M
	Middle School Principal	M-M	M-M	M-M	M-M	M-M
Special Education	Cognitive Disabilities Special Ed.	L-H	L-H	L-H	L-H	M-H
	Dual Cert (General & Special Ed.)	M-H	M-H	M-H	M-H	M-H
	Early Childhood Special Education	M-H	M-M	M-H	M-H	M-H
	Emotion/Behavioral Disorders Sp. Ed	L-H	L-H	L-H	M-H	M-H
	Hearing Impaired Special Education	L-H	L-H	L-H	L-H	L-H
	Learning Disability Special Education	L-H	L-H	M-H	M-H	M-H
	Mild/Moderate Disabilities Sp. Ed.	M-H	M-H	M-H	M-H	M-H
	Multi-categorical Special Education	L-H	M-H	M-H	M-H	M-H
	Severe/Profound Disabilities Sp. Ed.	L-H	L-H	L-H	M-H	M-H
	Visually Impaired Special Education	L-H	L-H	L-H	L-H	L-H

	2016	2015	2014
Low-High <i>Demand exceeds Supply</i> <i>Low Supply & High Demand</i>	Agriculture Education Audiology Chinese Cognitive Disabilities Special Ed. Computer Science Education Emotion/Behavioral Disorders Sp. Ed Family and Consumer Science Gifted/Talented Education Hearing Impaired Special Education Japanese Learning Disability Special Education Multi-categorical Special Education Occupational Therapy Other Languages Physical Therapy Reading Diagnostician School Nursing Severe/Profound Disabilities Sp. Ed. Speech Education Speech Pathology Technology Education Visually Impaired Special Education	Emotion/Behavioral Disorders Special Cognitive Disabilities Special Ed. Severe/Profound Disabilities Special Learning Disabilities Special Education Visually Impaired Special Education Audiology Other Languages Agriculture Education Hearing Impaired Special Education Occupational Therapy Physical Therapy Reading Diagnostician School Nursing	Agriculture Education Family and Consumer Science Technology Education Audiology Occupational Therapy Physical Therapy Reading Diagnostician School Nursing Cognitive Disabilities Emotion/Behavior Disorders Hearing Impaired Severe/Profound Disabilities Visually Impaired
High-Low <i>Supply exceeds Demand</i> <i>High Supply & Low Demand</i>	English/Language Arts Education Kindergarten/Primary Education Social Studies Education	Social Studies Education Kindergarten/Primary Education English/Language Arts Education	Social Studies Education Kindergarten/Primary Education

Perceived Supply & Demand

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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COLLEGES AND UNIVERSITIES				
		2015-2016	2014-2015	Change
Educational Fields	Bilingual Education/Multicultural	4.45	4.25	+0.20
	Agriculture Education	4.00	3.62	+0.38
	Computer Science Education	3.75	3.47	+0.28
	Family and Consumer Science	3.72	3.46	+0.26
	Technology Education	3.65	3.67	-0.02
	Reading Specialist/Interventionist	3.54	3.31	+0.23
	Speech Education	3.52	3.17	+0.35
	Journalism Education	3.19	2.83	+0.36
	Business Education	3.16	2.89	+0.27
	Music Education	2.93	2.85	+0.08
	Art/Visual Education	2.87	2.61	+0.26
	English/Language Arts Education	2.84	2.77	+0.07
	Dance Education	2.82	2.88	-0.06
	Theatre/Drama Education	2.76	2.78	-0.02
	Health Education	2.53	2.69	-0.16
	Physical Education	2.43	2.30	+0.13
	Social Studies Education	2.34	2.14	+0.20
Languages	ESL/ELL (English Language Learner)	4.09	4.06	+0.03
	Spanish	3.96	3.68	+0.28
	Chinese	3.82	3.62	+0.20
	Japanese	3.50	3.19	+0.31
	Other Languages	3.40	3.63	-0.23
	German	3.30	3.15	+0.15
	French	3.26	3.05	+0.21
	Classical	3.00	3.05	-0.05
Math & Science Education	Physics	4.46	4.24	+0.22
	Chemistry	4.38	4.18	+0.20
	Math	4.34	4.18	+0.16
	General Science	4.10	3.85	+0.25
	Earth/Physical Science	4.08	3.81	+0.27
	Biology	4.07	3.80	+0.27

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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		2015-2016	2014-2015	Change
Support Services	Speech Pathology	4.00	3.80	+0.20
	Occupational Therapy	3.91	3.59	+0.32
	Physical Therapy	3.87	3.57	+0.30
	Reading Diagnostician	3.87	3.55	+0.32
	Gifted/Talented Education	3.69	3.42	+0.27
	Audiology	3.54	3.93	-0.39
	School Nursing	3.53	3.55	-0.02
	School Psychology	3.53	3.37	+0.16
	School Social Work	3.42	3.29	+0.13
	Counseling	3.33	3.03	+0.30
	Library Science/Media Technology	3.17	3.12	+0.05
Elem./ Middle	Middle School Education	3.38	3.18	+0.20
	Pre-K Education	2.81	2.80	+0.01
	Intermediate Education	2.80	2.74	+0.06
	Kindergarten/Primary Education	2.70	2.42	+0.28
Adm.	Middle School Principal	3.29	3.25	+0.04
	High School Principal	3.25	3.22	+0.03
	Elementary Principal	3.20	3.19	+0.01
Special Education	Emotion/Behavioral Disorders Sp. Ed	4.75	4.47	+0.28
	Visually Impaired Special Education	4.60	4.14	+0.46
	Severe/Profound Disabilities Sp. Ed.	4.59	4.22	+0.37
	Cognitive Disabilities Special Ed.	4.50	4.45	+0.05
	Mild/Moderate Disabilities Sp. Ed.	4.50	4.08	+0.42
	Learning Disability Special Education	4.43	4.20	+0.23
	Multi-categorical Special Education	4.22	4.09	+0.13
	Dual Cert (General & Special Ed.)	3.85	3.84	+0.01
	Hearing Impaired Special Education	3.75	3.62	+0.13
	Early Childhood Special Education	3.74	3.45	+0.29

School Districts

EDUCATOR PREPARATION	2015-2016	2014-2015	Change
Traditional preparation	88%	88%	--
Non-traditional preparation	10%	8%	+2%
Emergency hires	2%	1%	+1%
EDUCATOR MAKEUP	2015-2016	2014-2015	Change
Full-time positions	1138	1440	-302
Current full-time teachers	1126	1241	-115
Expect to lose	81	123	-42
Replacement hires	99	123	-24
New position hires	25	24	+1
Net change in teachers	+43	+24	+19

HIRING CHALLENGES			
Decreases in funding your districts receives	2015-2016	2014-2015	Change
Big challenge	55.9%	50.7%	+5.2%
Moderate challenge	39.6%	30.4%	+9.2%
Small challenge	6.4%	10.1%	-3.7%
Not a challenge	7.0%	8.7%	-1.7%
Mean (3=Big Challenge; 0=Not a challenge)	2.36	2.23	+0.13
Having enough candidates for open positions	2015-2016	2014-2015	Change
Big challenge	59.5%	55.8%	+3.7%
Moderate challenge	31.1%	31.9%	-0.8%
Small challenge	7.8%	8.7%	-0.9%
Not a challenge	1.6%	3.6%	-2.0%
Mean (3=Big Challenge; 0=Not a challenge)	2.49	2.40	+0.09

Perceived Demand & Institutions Offering

High-Low (H-L) <i>Supply exceeds Demand</i> <i>High Supply & Low Demand</i>	High-Medium (H-M) <i>Supply exceeds Demand</i> <i>High Supply & Medium Demand</i>	High-High (H-H) <i>Alignment</i> <i>High Supply & High Demand</i>
Medium-Low (M-L) <i>Supply exceeds Demand</i> <i>Medium Supply & Low Demand</i>	Medium-Medium (M-M) <i>Alignment</i> <i>Medium Supply & Medium Demand</i>	Medium-High (M-H) <i>Demand exceeds Supply</i> <i>Medium Supply & High Demand</i>
Low-Low (L-L) <i>Alignment</i> <i>Low Supply & Low Demand</i>	Low-Medium (L-M) <i>Demand exceeds Supply</i> <i>Low Supply and Medium Demand</i>	Low-High (L-H) <i>Demand exceeds Supply</i> <i>Low Supply & High Demand</i>

		2016	2015	2014
Educational Fields	Agriculture Education	L-H	L-H	L-H
	Art/Visual Education	M-M	M-M	M-M
	Bilingual Education/Multicultural	M-H	M-H	M-H
	Business Education	M-M	M-M	M-M
	Computer Science Education	L-H	L-H	L-M
	Dance Education	L-M	L-M	L-M
	English/Language Arts Education	H-M	H-M	H-M
	Family and Consumer Science	L-H	L-H	L-M
	Health Education	M-L	M-M	M-L
	Journalism Education	L-M	L-M	L-M
	Music Education	M-M	M-M	H-M
	Physical Education	M-L	M-L	M-L
	Reading Specialist/Interventionist	M-H	M-M	M-M
	Social Studies Education	H-L	H-L	H-L
	Speech Education	L-H	L-H	M-H
	Technology Education	L-H	M-H	L-H
	Theatre/Drama Education	M-M	M-M	M-M
Languages	Chinese	L-H	M-H	L-H
	Classical	L-H	L-H	L-H
	ESL/ELL (English Language Learner)	M-H	M-H	M-H
	French	M-H	M-H	M-H
	German	M-H	M-H	M-H
	Japanese	L-H	L-H	L-H
	Other Languages	L-H	L-H	L-H
	Spanish	H-H	H-H	H-H
Math & Science Education	Biology	H-H	H-H	H-H
	Chemistry	H-H	H-H	H-H
	Earth/Physical Science	M-H	M-H	M-H
	General Math and Science	M-H	M-H	M-H
	Math	M-H	H-H	H-H
	Physics	M-H	M-H	M-H

		2016	2015	2014
Support Services	Audiology	L-H	L-H	L-H
	Counseling	M-M	M-M	M-M
	Gifted/Talented Education	L-H	L-H	L-H
	Library Science/Media Technology	L-H	L-H	L-M
	Occupational Therapy	L-H	L-H	L-H
	Physical Therapy	L-H	L-H	L-H
	Reading Diagnostician	L-H	L-H	L-H
	School Nursing	L-H	L-H	L-H
	School Psychology	M-H	M-H	M-H
	School Social Work	L-H	L-H	L-M
	Speech Pathology	L-H	M-H	M-H
Elem./ Middle	Intermediate Education	M-M	M-M	M-L
	Kindergarten/Primary Education	H-L	H-L	H-L
	Middle School Education	M-M	H-M	H-M
	Pre-K Education	M-M	M-M	M-L
Adm.	Elementary Principal	M-M	M-M	M-M
	High School Principal	M-H	M-H	M-M
	Middle School Principal	M-M	M-H	M-M
Special Education	Cognitive Disabilities Special Ed.	L-H	L-H	L-H
	Dual Cert (General & Special Ed.)	M-H	M-H	M-H
	Early Childhood Special Education	M-H	M-H	M-H
	Emotion/Behavioral Disorders Sp. Ed	L-H	L-H	L-H
	Hearing Impaired Special Education	L-H	L-H	L-H
	Learning Disability Special Education	L-H	L-H	M-H
	Mild/Moderate Disabilities Sp. Ed.	M-H	M-H	M-H
	Multi-categorical Special Education	L-H	M-H	M-H
	Severe/Profound Disabilities Sp. Ed.	L-H	L-H	L-H
	Visually Impaired Special Education	L-H	L-H	L-H

	2016	2015	2014
Low-High Demand exceeds Supply Low Supply & High Demand	Agriculture Education	Computer Science Education	Gifted and Talented Education
	Audiology	Family and Consumer Science	Japanese
	Chinese	Gifted and Talented Education	Classical
	Classical	School Social Work	Emotion/Behavioral Disorders
	Cognitive Disabilities Special Ed.	Japanese	Special
	Computer Science Education	Speech Education	Cognitive Disabilities Special Ed.
	Emotion/Behavioral Disorders Sp. Ed	Library Science/Media Technology	Severe/Profound Disabilities Sp. Ed.
	Family and Consumer Science	Classical	Visually Impaired Special Education
	Gifted/Talented Education	Emotion/Behavioral Disorders Special	Audiology
	Hearing Impaired Special Education	Cognitive Disabilities Special Ed.	Other Languages
	Japanese	Severe/Profound Disabilities Special	Agriculture Education
	Learning Disability Special Education	Learning Disabilities Special Education	Hearing Impaired Special Education
	Library Science/Media Technology	Visually Impaired Special Education	Occupational Therapy
	Multi-categorical Special Education	Audiology	Physical Therapy
	Occupational Therapy	Other Languages	Reading Diagnostician
	Other Languages	Agriculture Education	School Nursing
	Physical Therapy	Hearing Impaired Special Education	Technology Education
	Reading Diagnostician	Occupational Therapy	Chinese
	School Nursing	Physical Therapy	
	School Social Work	Reading Diagnostician	
	Severe/Profound Disabilities Sp. Ed.	School Nursing	
High-Low Supply exceeds Demand High Supply & Low Demand	Kindergarten/Primary Education	Social Studies Education	Social Studies Education
	Social Studies Education	Kindergarten/Primary Education	Kindergarten/Primary Education

Perceived Supply & Demand

		2015-16	2014-15	Change
Educational Fields	Bilingual Education/Multicultural	4.28	4.33	-0.05
	Speech Education	4.12	3.98	+0.14
	Agriculture Education	3.95	3.88	+0.07
	Technology Education	3.72	3.65	+0.07
	Family and Consumer Science	3.71	3.46	+0.25
	Computer Science Education	3.59	3.49	+0.10
	Reading Specialist/Interventionist	3.55	3.32	+0.23
	Dance Education	3.25	3.22	+0.03
	Theatre/Drama Education	3.23	3.13	+0.10
	Business Education	3.22	3.21	+0.01
	Music Education	3.20	2.98	+0.22
	Journalism Education	3.18	2.95	+0.23
	Art/Visual Education	3.11	3.00	+0.11
	English/Language Arts Education	3.03	2.85	+0.18
	Health Education	2.75	2.64	+0.11
	Physical Education	2.31	2.22	+0.09
	Social Studies Education	2.29	1.92	+0.37
Languages	Chinese	4.47	4.38	+0.09
	Classical	4.34	4.32	+0.02
	Japanese	4.33	4.38	-0.05
	Other Languages	4.15	3.96	+0.19
	German	4.05	4.04	+0.01
	ESL/ELL (English Language Learner)	4.04	4.10	-0.06
	French	3.95	3.99	-0.04
	Spanish	3.84	3.85	-0.01
Math & Science Education	Physics	4.52	4.49	+0.03
	Chemistry	4.39	4.38	+0.01
	Math	4.38	4.41	-0.03
	General Math and Science	4.08	4.12	-0.04
	Biology	4.01	3.96	+0.05
	Earth/Physical Science	3.99	3.95	+0.04

		2015-16	2014-15	Change
Support Services	Speech Pathology	4.34	4.44	-0.10
	Audiology	4.27	3.98	+0.29
	Occupational Therapy	4.15	4.20	-0.05
	Physical Therapy	4.11	4.13	-0.02
	School Nursing	3.96	3.94	+0.02
	School Psychology	3.96	3.97	-0.01
	Reading Diagnostician	3.80	3.68	+0.12
	School Social Work	3.53	3.48	+0.05
	Library Science/Media Technology	3.52	3.52	+0.00
	Gifted/Talented Education	3.51	3.48	+0.03
	Counseling	3.26	2.98	+0.28
Elem./ Middle	Middle School Education	3.48	3.34	+0.14
	Pre-K Education	3.12	2.89	+0.23
	Intermediate Education	3.05	2.69	+0.36
	Kindergarten/Primary Education	2.81	2.34	+0.47
Adm.	High School Principal	3.57	3.63	-0.06
	Middle School Principal	3.37	3.47	-0.10
	Elementary Principal	3.19	3.26	-0.07
Special Education	Severe/Profound Disabilities Special Ed.	4.57	4.61	-0.04
	Emotion/Behavioral Disorders Special Ed.	4.54	4.55	-0.01
	Visually Impaired Special Education	4.50	4.51	-0.01
	Hearing Impaired Special Education	4.47	4.53	-0.06
	Multi-categorical Special Education	4.39	4.41	-0.02
	Dual Cert (General & Special Education)	4.35	4.33	+0.02
	Cognitive Disabilities Special Education	4.32	4.39	-0.07
	Mild/Moderate Disabilities Special Ed.	4.27	4.25	+0.02
	Early Childhood Special Education	4.20	4.32	-0.12
	Learning Disability Special Education	4.20	4.25	-0.05

APPENDIX B: Demographic Characteristics of Respondents

SCHOOL DISTRICTS		
Size (number of students)	N	%
2,500 or fewer	104	28.0%
2,501 to 5,000	79	21.2%
5,001 to 10,000	63	16.9%
10,001 to 20,000	55	14.8%
More than 20,000	71	19.1%
Total	372	100.0%
Urban Status	N	%
Urban	89	23.7%
Suburban	168	44.8%
Rural	118	31.5%
Total	375	100.0%

COLLEGES AND UNIVERSITIES		
Size (Education students)	N	%
Less than 100	41	23.4%
100 to 199	28	16.0%
200 to 299	17	9.7%
300 to 499	23	13.1%
500 or more	66	37.7%
Total	175	100.0%

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

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