

American Association for Employment in Education

Educator Supply and Demand Report 2020-21



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Prepared by:



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ABOUT AAEE:

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

ABOUT THE EDUCATOR SUPPLY AND DEMAND SURVEY:

The Center for Marketing and Opinion Research (CMOR) conducted the 2020-21 Educator Supply & Demand Survey on behalf of the American Association for Employment in Education (AAEE).

- Surveys were collected between September 21, 2020 and March 31, 2021.
- The initial email invitation with a link to complete the online survey was sent to the list provided by AAEE on September 21, 2020. Reminder invitations were sent at varying times and days.
- 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.
- 466 surveys were completed.
 - 169 colleges/universities (6.23% margin of error using a 90% confidence level)
 - 297 school districts (4.73% margin of error)

ABOUT CMOR:

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

Certification Fields

The table below lists the 64 education fields asked about in the survey:

Education Fields	Math & Science Education
Agriculture Education	Biology
Art/Visual Education	Chemistry
Bilingual/Multicultural Education	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
American Sign Language	Elementary & Middle School Education
Arabic	Intermediate Education
Chinese	Kindergarten/Primary Education
Classical	Middle School Education
ESL/ELL (English Language Learner)	Pre-K Education
French	Special Education
German	Cognitive Disabilities Special Education
Italian	Dual Cert (General & Special Education)
Japanese	Early Childhood Special Education
Russian	Emotional/Behavioral Disorders Special Ed.
Spanish	Hearing Impaired Special Education
Other Languages	Learning Disability Special Education
Administration	Mild/Moderate Disabilities Special Ed.
Elementary School Administrator	Multi-categorical Special Education
High School Administrator	Severe/Profound Disabilities Special Ed.
Middle School Administrator	Visually Impaired Special Education
Central Office Administrator	

Study Highlights

Both colleges/universities as well as school districts were asked to evaluate demand for educators by rating 64 fields of study as having **CONSIDERABLE SHORTAGE**, **SOME SHORTAGE**, **SOME SURPLUS**, **CONSIDERABLE SURPLUS** of qualified applicants or **BALANCED** between applicants and positions.

- ✓ Overall, there was agreement between colleges/universities and school districts on more than half of the fields, 38 of the 64 (59%).
- ✓ At least two-thirds of the fields were reported as having some level of shortage by both colleges/universities and school districts, 45 by colleges/universities and 47 by school districts. Twenty-nine were identified as having some level of shortage by both groups.
- ✓ **CONSIDERABLE SHORTAGE:** Of the 64 fields listed, 18 were reported as having considerable shortage by colleges/universities while school districts noted considerable shortage in 17 fields. Thirteen of the fields that were identified by colleges/universities as having a considerable shortage were also identified by school districts.
- ✓ **SOME SHORTAGE:** Colleges/Universities identified 27 fields as having some shortages while school districts identified 30 fields with some shortage. They were in agreement on 16 fields.
- ✓ **SOME SURPLUS:** Colleges/Universities identified no fields as having some surplus and school districts identified one field as having some surplus: Social Studies Education.
- ✓ **CONSIDERABLE SURPLUS:** No fields were reported as having considerable surplus by either colleges/universities or school districts.

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

On average, colleges/universities reported that 86% of their graduates find full-time teaching positions after graduation, while 10% find part-time positions. In addition, it was noted that decreases in funding that school districts receive was a challenge by 77% of responding school districts, with 40% indicating it is a *Big Challenge*.