

American Association for Employment in Education

Educator Supply and Demand Report 2017-18



Connecting professionals who prepare educators with those who hire them

American Association for Employment in Education

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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.

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ABOUT THE EDUCATOR SUPPLY AND DEMAND SURVEY:

The Center for Marketing and Opinion Research (CMOR) conducted the 2017-18 Educator Supply & Demand Survey on behalf of the American Association for Employment in Education (AAEE).

- Surveys were collected between September 19, 2017 and January 31, 2018.
- The initial email invitation with a link to complete the online survey was sent to the list provided by AAEE on September 19, 2017. 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.
- 478 surveys were completed.
 - 195 colleges/universities (5.91% margin of error using a 90% confidence level)
 - 283 school districts (4.90% margin of error)

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

Certification Fields

The table below lists the 59 education fields asked about 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

Study Highlights

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

- ✓ Overall, there was agreement between colleges/universities and school districts on about two-thirds of the fields, 37 of the 59 (63%).
- ✓ At least half of the fields were reported as having some level of shortage by both colleges/universities and school districts, 35 by colleges/universities and 43 by school districts. Twenty-four were identified as having some level of shortage by both groups.
- ✓ **CONSIDERABLE SHORTAGE:** Of the 59 fields listed, 8 were reported as having considerable shortage by colleges/universities while school districts noted considerable shortage in 20 fields. Eight of the fields that were identified by colleges/universities as having a considerable shortage were also identified by school districts. These fields were Physics and seven of the ten special education fields.
- ✓ **SOME SHORTAGE:** Colleges/Universities identified 27 fields as having some shortages while school districts identified 23 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 2 fields as having some surplus: Physical Education and Social Studies Education.
- ✓ **CONSIDERABLE SURPLUS:** No fields were reported as having considerable surplus by either colleges/universities or school districts.

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

On average, colleges/universities reported that 73% of their graduates find full-time teaching positions after graduation, while 15% find part-time positions. In addition, it was noted that decreases in funding that school districts receive was a challenge by 81% of responding school districts, with 49% indicating it is a *Big Challenge*.

American Association for Employment in Education

Educator Supply and Demand Report 2018-19



Positively Impacting Education Through Professional Connections

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ABOUT THE EDUCATOR SUPPLY AND DEMAND SURVEY:

The Center for Marketing and Opinion Research (CMOR) conducted the 2018-19 Educator Supply & Demand Survey on behalf of the American Association for Employment in Education (AAEE).

- Surveys were collected between September 5, 2018 and February 13, 2019.
- The initial email invitation with a link to complete the online survey was sent to the list provided by AAEE on September 5, 2018. 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.
- 513 surveys were completed.
 - 184 colleges/universities (6.04% margin of error using a 90% confidence level)
 - 329 school districts (4.50% 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 60 education fields asked about 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
Central Office Administrator	Mild/Moderate Disabilities Special Ed.
	Multi-categorical Special Education
	Severe/Profound Disabilities Special Ed.
	Visually Impaired Special Education

Study Highlights

Both colleges/universities as well as school districts were asked to evaluate demand for educators by rating 60 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 three-fourths of the fields, 45 of the 60 (75%).
- ✓ At least half of the fields were reported as having some level of shortage by both colleges/universities and school districts, 39 by colleges/universities and 42 by school districts. Thirty-one were identified as having some level of shortage by both groups.
- ✓ **CONSIDERABLE SHORTAGE:** Of the 60 fields listed, 11 were reported as having considerable shortage by colleges/universities while school districts noted considerable shortage in 20 fields. All the fields that were identified by colleges/universities as having a considerable shortage were also identified by school districts. These fields were Bilingual Education, Math, Physics, Chemistry and seven of the ten special education fields.
- ✓ **SOME SHORTAGE:** Colleges/Universities identified 28 fields as having some shortages while school districts identified 22 fields with some shortage. They were in agreement on 20 fields.
- ✓ **SOME SURPLUS:** Colleges/Universities identified no fields as having some surplus and school districts identified 2 fields as having some surplus: Physical Education and Social Studies Education.
- ✓ **CONSIDERABLE SURPLUS:** No fields were reported as having considerable surplus by either colleges/universities or school districts.

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

On average, colleges/universities reported that 81% of their graduates find full-time teaching positions after graduation, while 13% find part-time positions. In addition, it was noted that decreases in funding that school districts receive was a challenge by 79% of responding school districts, with 51% indicating it is a *Big Challenge*.

American Association for Employment in Education

Educator Supply and Demand Report 2019-20



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2019-2020 AAEE Board of Directors:

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National Office Staff:

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ABOUT THE EDUCATOR SUPPLY AND DEMAND SURVEY:

The Center for Marketing and Opinion Research (CMOR) conducted the 2019-20 Educator Supply & Demand Survey on behalf of the American Association for Employment in Education (AAEE).

- Surveys were collected between September 16, 2019 and February 28, 2020.
- The initial email invitation with a link to complete the online survey was sent to the list provided by AAEE on September 16, 2019. 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.
- 542 surveys were completed.
 - 203 colleges/universities (5.79% margin of error using a 90% confidence level)
 - 339 school districts (4.48% margin of error)

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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 Principal	Multi-categorical Special Education
High School Principal	Severe/Profound Disabilities Special Ed.
Middle School Principal	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 two-thirds of the fields, 41 of the 64 (64%).
- ✓ At least three-quarters of the fields were reported as having some level of shortage by both colleges/universities and school districts, 50 by colleges/universities and 47 by school districts. Thirty-four were identified as having some level of shortage by both groups.
- ✓ **CONSIDERABLE SHORTAGE:** Of the 64 fields listed, 19 were reported as having considerable shortage by colleges/universities while school districts noted considerable shortage in 20 fields. Fifteen 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 31 fields as having some shortages while school districts identified 27 fields with some shortage. They were in agreement on 19 fields.
- ✓ **SOME SURPLUS:** Colleges/Universities identified no fields as having some surplus and school districts identified 2 fields as having some surplus: Physical Education and Social Studies Education.
- ✓ **CONSIDERABLE SURPLUS:** No fields were reported as having considerable surplus by either colleges/universities or school districts.

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

On average, colleges/universities reported that 85% of their graduates find full-time teaching positions after graduation, while 12% find part-time positions. In addition, it was noted that decreases in funding that school districts receive was a challenge by 75% of responding school districts, with 43% indicating it is a *Big Challenge*.