

Educator Supply and Demand in the United States

Highlights



For the most recent three years, the data show a slight downward trend in 2002 and 2003, with a slight upward trend for 2004.



Of the 64 fields surveyed, 32—or one half—continued to report shortages of educators.



All special education fields, as well as mathematics, sciences, bilingual education, plus Spanish and ESL continue to report shortages of educators.



For the ninth consecutive year, no fields are reported in the category of considerable surplus. Eight fields are reported in considerable shortage. Seven fields moved up from some shortage to considerable shortage. The number of fields reporting some surplus decreased from seven to five.



The market for elementary teachers stabilized, but the long-term trend of a slight surplus continued, particularly in certain regions of the U.S.



A number of factors in the category of “teaching environment”—such as testing, resources, and working conditions—were reported as having a negative effect on the supply of educators.



The No Child Left Behind Act, and its implementation, create concern as to how the “highly qualified” designation will affect the demand for and the supply of educators. Additionally, NCLB creates concerns on the part of school systems regarding how to fill positions in shortage fields.



**Research from the American Association
for Employment in Education**

Table 3

Factors Affecting Educator Supply and Demand (in relative order)

Codes: Degree of Influence

5.00 - 4.21 = Significant Positive Influence; 4.20 - 3.41 = Moderate Positive Influence; 3.40 - 2.61 = Midpoint (small direction of positive or negative); 2.60 - 1.81 = Moderate Negative Influence; 1.80 - 1.00 = Significant Negative Influence

| Factors Affecting Demand for Educators | | Mean | | |
|--|----------|-------------|--|------|
| Early Retirement | | 3.31 | Amount of Teacher Influence | 2.90 |
| Limited English-Proficient Students | | 3.27 | Foreign-prepared Teachers | 2.89 |
| Routine Retirement | | 3.25 | Teacher Benefits | 2.89 |
| Student Enrollment | | 3.07 | Federal Funding | 2.86 |
| | Midpoint | | Local Funding | 2.85 |
| Class Size | | 2.91 | State Funding | 2.82 |
| Local Mandates | | 2.85 | Postponed Retirement | 2.82 |
| Postponed Retirement | | 2.78 | Local Board Policies | 2.75 |
| State Mandates | | 2.74 | Classroom Intrusions | 2.74 |
| Federal Mandates | | 2.66 | Amount of Administrative Support | 2.73 |
| Federal Funding | | 2.63 | Mobility of New Graduates | 2.71 |
| Local Funding | | 2.48 | Amount of Teaching Time | 2.69 |
| State Funding | | 2.28 | Decreasing Teacher Education Enrollments | 2.67 |
| | | | Amount of Student Motivation | 2.63 |
| | | | Working Conditions | 2.62 |
| | | | Mobility of Experienced Teachers | 2.59 |
| | | | State Mandates | 2.58 |
| | | | Teacher Salaries | 2.57 |
| | | | Federal Mandates | 2.49 |
| | | | School Violence/Safety | 2.48 |
| | | | Testing of Teachers | 2.46 |
| | | | Discipline Problems | 2.26 |
| Factors Affecting the Supply of Educators | | Mean | | |
| Increasing Teacher Education Enrollments | | 3.71 | | |
| Personal Career Shifts | | 3.51 | | |
| Alternative Certification/Licensure | | 3.26 | | |
| Distance Learning Teacher Education | | 3.06 | | |
| | Midpoint | | | |
| Economic Conditions | | 2.98 | | |
| Hiring of Retirees | | 2.94 | | |

Factors Affecting Education Employment

The study of educator supply and demand is more complicated than merely counting the number of new graduates versus the number of school district openings. The economic conditions since 2001 have had a direct impact on the education job market. Retirements, postponed retirements, and early retirements of “baby boomer” educators have created variations in the demand for new educators. State and local budgets have curtailed optimum staffing conditions. Geographic mobility, or lack thereof, creates shortages in some states and regions but surpluses in others. Factors concerning working conditions and the “state of the profession” also affect educators’ decisions.

Factor Analysis

For 12 years, AAEE has collected information on the factors that impact the supply of and/or the demand for educators. For the fourth consecutive year, respondents shared perceptions as to how 40 factors (12 regarding demand and 28 regarding sup-

ply) affect the education job market. Response choices ranged from 5 (significant positive influence) to 1 (significant negative influence). The 2004 results are reported in Table 3 above.

Demand Factors

Two factors—local funding and state funding—were perceived as moderate negative influences on the demand for new educators. This is consistent with comments provided by respondents indicating that state and local funding have been negative influences on the demand for educators.

States and cities have responded to budget changes or shortfalls of varying degrees, but it is clear that most areas have been affected negatively over the past three years. The remaining 10 factors in the demand section were reported in the midpoint or neutral range; however, it should be noted that none of the demand factors is in the positive range (above 3.41).

Supply Factors

Two factors—increasing teacher

education enrollments and personal career shifts—were perceived by respondents as being moderate positive influences on the supply of educators. The other two factors reported above the midpoint also relate to the preparation of educators: alternative licensure and distance learning. As states and districts have grappled with shortages in particular fields, new avenues have been developed for individuals to change careers into education.

Seven factors with ratings below 2.60 were categorized as moderate negative influences on the supply of new teachers: mobility of experienced teachers, state mandates, teacher salaries, federal mandates, school violence/safety, testing of teachers, and discipline problems. Nineteen factors (two above and seventeen below the midpoint) fell into the midpoint/neutral range; however, it should be noted that of the twenty-eight factors, four are on the positive side and twenty-four are on the negative side.

Comments

Of the respondents who provided written comments in responding to the survey, nearly one-half (24 of 51) referred to state and local funding as being inadequate to hire the number of teachers needed, thus limiting the demand for teachers.

At a time when No Child Left Behind legislation and related programs or mandates are pointing to the need for highly qualified, professional educators, it is disquieting to note how many factors are below the midpoint. The supply factors, particularly, may affect individuals’ decisions to enter or remain in the field.

This information is critical for education officials and school districts as they strive to recruit and retain the best teachers in the country. Whatever school system administrators can do to address the negative supply factors will aid substantially in recruiting highly qualified educators and creating the programs or services to assure greater retention of excellent teachers.

Table 1

Teacher Supply and Demand by Field and Region

Region codes: 1 - Northwest, 2 - West, 3 - Rocky Mountain, 4 - Great Plains/Midwest, 5 - South Central, 6 - Southeast, 7 - Great Lakes, 8 - Middle Atlantic, 9 - Northeast, 10 - Alaska and 11 - Hawaii. (See map on centerfold.)
 Demand codes: 5.00 - 4.21 = Considerable shortage; 4.20 - 3.41 = Some Shortage; 3.40 - 2.61 = Balanced; 2.60 - 1.81 = Some Surplus; 1.80 - 1.00 = Considerable Surplus

| Field | Region | | | | | | | | | | | National | | Change |
|---------------------------------|--------|------|------|------|------|------|------|------|------|------|------|----------|------|--------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2004 | 2003 | |
| Agriculture | 4.00 | 3.80 | 2.50 | 3.82 | 3.17 | 2.91 | 3.14 | 3.71 | — | — | — | 3.36 | 3.39 | -0.03 |
| Art/Visual Education | 2.56 | 2.45 | 2.56 | 2.90 | 2.87 | 2.57 | 2.78 | 2.52 | 2.53 | — | 2.00 | 2.69 | 2.65 | 0.04 |
| Bilingual Education | 4.13 | 3.94 | 4.00 | 3.73 | 4.41 | 4.44 | 4.31 | 4.00 | 4.20 | — | — | 4.12 | 4.07 | 0.05 |
| Business Education | 3.00 | 2.46 | 2.83 | 3.11 | 2.33 | 3.18 | 2.96 | 3.00 | 3.00 | — | 3.00 | 2.89 | 2.86 | 0.03 |
| Computer Science Education | 3.33 | 3.20 | 3.50 | 3.40 | 3.29 | 3.63 | 3.48 | 3.20 | 4.33 | — | — | 3.43 | 3.35 | 0.08 |
| Dance Education | 2.50 | 2.25 | 2.00 | 2.33 | 2.86 | 2.38 | 2.38 | 2.50 | 2.80 | — | — | 2.48 | 2.54 | -0.06 |
| Driver Education/Traffic Safety | 3.00 | 3.50 | — | 3.25 | 2.33 | 2.80 | 2.82 | 3.00 | — | — | — | 2.85 | 2.60 | 0.25 |
| Elementary Education | | | | | | | | | | | | | | |
| Pre-K | 2.22 | 3.11 | 2.89 | 2.43 | 3.15 | 3.36 | 2.38 | 2.57 | 2.94 | 3.00 | 3.00 | 2.74 | 2.62 | 0.12 |
| Kindergarten | 2.29 | 2.77 | 2.69 | 2.38 | 3.11 | 3.26 | 2.36 | 2.49 | 2.80 | 4.00 | 2.50 | 2.65 | 2.55 | 0.10 |
| Primary | 2.13 | 2.88 | 2.69 | 2.25 | 3.03 | 3.27 | 2.18 | 2.51 | 2.59 | 3.50 | 2.67 | 2.59 | 2.49 | 0.10 |
| Intermediate | 2.20 | 2.85 | 2.73 | 2.51 | 3.31 | 3.32 | 2.55 | 2.59 | 2.67 | 3.50 | 3.50 | 2.75 | 2.69 | 0.06 |
| Middle | 2.93 | 3.04 | 2.92 | 2.92 | 3.50 | 3.78 | 2.92 | 2.92 | 3.00 | 3.50 | 4.00 | 3.11 | 3.05 | 0.06 |
| English/Language Arts | 2.54 | 3.16 | 2.80 | 3.14 | 3.04 | 3.33 | 2.79 | 2.72 | 2.62 | 2.00 | — | 2.95 | 2.87 | 0.08 |
| English as a Second Lang. (ESL) | 3.85 | 3.45 | 4.00 | 3.81 | 3.64 | 4.14 | 3.89 | 4.00 | 3.71 | 4.00 | 2.00 | 3.82 | 3.78 | 0.04 |
| Health Education | 2.33 | 2.40 | 2.14 | 2.46 | 2.61 | 2.50 | 2.54 | 2.25 | 2.33 | — | — | 2.46 | 2.49 | -0.03 |
| Home Economics/Consumer Sci. | 3.33 | 2.90 | 2.50 | 3.53 | 3.00 | 3.47 | 3.28 | 3.50 | 2.67 | — | — | 3.25 | 3.15 | 0.10 |
| Journalism Education | 2.50 | 2.60 | 3.00 | 2.81 | 2.88 | 2.86 | 2.67 | 3.00 | — | — | — | 2.78 | 2.76 | 0.02 |
| Languages | | | | | | | | | | | | | | |
| Classics | 3.00 | 3.00 | 2.50 | 3.00 | 3.20 | 3.56 | 3.71 | 3.20 | 4.00 | — | — | 3.25 | 3.23 | 0.02 |
| French | 2.60 | 2.74 | 2.89 | 3.11 | 3.00 | 3.42 | 3.23 | 3.08 | 3.30 | — | — | 3.12 | 3.17 | -0.05 |
| German | 2.70 | 2.54 | 2.43 | 2.92 | 2.69 | 3.46 | 3.14 | 2.74 | 3.20 | — | — | 2.95 | 3.14 | -0.19 |
| Japanese | 2.80 | 2.89 | 2.33 | 3.00 | 3.33 | 3.00 | 3.40 | 3.25 | 3.00 | — | 3.00 | 3.04 | 3.23 | -0.19 |
| Spanish | 3.62 | 3.25 | 4.11 | 3.89 | 3.89 | 4.21 | 3.93 | 3.79 | 4.08 | 4.00 | 3.00 | 3.86 | 3.82 | 0.04 |
| Mathematics Education | 4.08 | 4.33 | 4.42 | 4.22 | 4.00 | 4.45 | 4.03 | 4.27 | 4.07 | 5.00 | 5.00 | 4.21 | 4.20 | 0.01 |
| Music Education | | | | | | | | | | | | | | |
| Instrumental | 3.70 | 3.05 | 3.75 | 3.57 | 3.09 | 3.00 | 3.13 | 2.82 | 2.88 | — | — | 3.21 | 3.08 | 0.13 |
| Vocal | 3.70 | 2.90 | 3.75 | 3.48 | 3.00 | 2.97 | 3.07 | 2.86 | 3.00 | — | — | 3.16 | 3.06 | 0.10 |
| General | 3.70 | 2.86 | 3.56 | 3.48 | 2.95 | 3.03 | 2.96 | 2.66 | 3.00 | 3.00 | 3.00 | 3.07 | 2.99 | 0.08 |
| Physical Education | 2.45 | 2.30 | 2.00 | 2.35 | 2.41 | 2.42 | 2.40 | 2.30 | 2.64 | — | 3.00 | 2.38 | 2.36 | 0.02 |
| Reading | 3.09 | 3.38 | 3.27 | 3.44 | 3.20 | 3.64 | 3.07 | 3.38 | 3.40 | 3.00 | — | 3.31 | 3.17 | 0.14 |
| Science Education | | | | | | | | | | | | | | |
| Biology | 3.77 | 4.16 | 3.42 | 3.95 | 4.13 | 3.93 | 3.78 | 3.66 | 4.24 | — | 4.00 | 3.88 | 3.79 | 0.09 |
| Chemistry | 4.08 | 4.30 | 4.22 | 4.27 | 4.22 | 4.14 | 4.09 | 3.98 | 4.54 | — | — | 4.16 | 4.08 | 0.08 |
| Earth/Physical | 3.78 | 4.23 | 3.75 | 3.76 | 3.92 | 3.96 | 3.88 | 3.64 | 4.31 | — | — | 3.88 | 3.76 | 0.12 |
| Physics | 4.42 | 4.27 | 4.13 | 4.34 | 4.14 | 4.26 | 4.33 | 4.35 | 4.54 | — | — | 4.31 | 4.19 | 0.12 |
| General | 3.92 | 4.30 | 3.83 | 3.72 | 4.08 | 3.85 | 3.69 | 3.63 | 4.31 | 5.00 | 5.00 | 3.85 | 3.71 | 0.14 |
| Social Studies Education | 2.38 | 2.31 | 2.21 | 2.61 | 3.08 | 2.54 | 2.42 | 2.17 | 2.94 | 3.00 | 2.00 | 2.49 | 2.41 | 0.08 |
| Special Educaton | | | | | | | | | | | | | | |
| Multicategorical | 4.50 | 4.50 | 4.20 | 4.14 | 4.50 | 4.47 | 4.30 | 4.38 | 4.50 | — | 5.00 | 4.36 | 4.22 | 0.14 |
| Emotional/Behavioral Disorders | 4.50 | 4.40 | 4.43 | 4.39 | 4.33 | 4.30 | 4.11 | 4.38 | 4.50 | — | — | 4.32 | 4.09 | 0.23 |
| Hearing Impaired | 4.25 | 4.25 | 4.67 | 4.00 | 3.67 | 4.22 | 4.00 | 4.29 | 4.00 | — | — | 4.11 | 3.95 | 0.16 |
| Learning Disability | 4.33 | 4.33 | 4.29 | 4.32 | 4.33 | 4.21 | 4.07 | 4.12 | 4.33 | — | — | 4.22 | 4.05 | 0.17 |
| Mental Retardation | 4.50 | 4.33 | 4.50 | 4.14 | 4.14 | 4.21 | 4.21 | 4.00 | 4.29 | — | — | 4.23 | 4.07 | 0.16 |
| Visually Impaired | 4.50 | 3.67 | 4.50 | 4.00 | 4.17 | 4.50 | 4.00 | 4.33 | 4.50 | — | — | 4.20 | 4.04 | 0.16 |
| Mild/Moderate Disabilities | 4.20 | 4.57 | 4.25 | 4.24 | 4.50 | 4.50 | 4.21 | 4.00 | 4.20 | 5.00 | 5.00 | 4.32 | 4.15 | 0.17 |
| Severe/Profound Disabilities | 4.33 | 4.62 | 4.40 | 4.25 | 4.40 | 4.75 | 4.48 | 3.89 | 4.43 | — | — | 4.42 | 4.20 | 0.22 |
| Early Childhood Special Ed. | 4.25 | 4.33 | 4.20 | 4.00 | 4.25 | 4.26 | 4.06 | 3.75 | 4.00 | 4.00 | — | 4.08 | 3.81 | 0.27 |
| Dual Certificate (Gen./Spec.) | 4.50 | 4.00 | 4.17 | 3.96 | 4.31 | 4.31 | 4.13 | 4.09 | 4.10 | 4.00 | 4.50 | 4.14 | 3.98 | 0.16 |
| Speech Education | 3.00 | 3.38 | 2.00 | 3.23 | 3.08 | 3.58 | 3.00 | 3.67 | — | — | — | 3.20 | 3.14 | 0.06 |
| Technology Education | 3.60 | 3.60 | 3.14 | 4.17 | 3.50 | 3.64 | 3.73 | 3.91 | 4.00 | — | — | 3.74 | 3.57 | 0.17 |
| Theatre/Drama Education | 2.55 | 2.60 | 2.17 | 3.00 | 2.42 | 2.72 | 2.74 | 3.00 | 2.63 | — | — | 2.70 | 2.70 | 0.00 |

| Field | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2004 | 2003 | Change |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Administration | | | | | | | | | | | | | | |
| Principal | | | | | | | | | | | | | | |
| Elementary | 3.25 | 3.24 | 3.30 | 3.52 | 3.18 | 3.46 | 3.47 | 3.62 | 3.60 | 3.00 | 4.00 | 3.43 | 3.37 | 0.06 |
| Middle School | 3.25 | 3.19 | 3.33 | 3.55 | 3.27 | 3.54 | 3.64 | 3.58 | 3.70 | — | 4.00 | 3.48 | 3.39 | 0.09 |
| High School | 3.50 | 3.24 | 3.33 | 3.60 | 3.36 | 3.41 | 3.60 | 3.64 | 3.70 | 3.00 | 5.00 | 3.51 | 3.43 | 0.08 |
| Business Manager | 3.50 | 3.25 | 3.00 | 3.00 | 3.00 | 3.20 | 3.09 | 3.13 | 3.50 | — | — | 3.14 | 3.06 | 0.08 |
| Curriculum Director | 2.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.15 | 3.13 | 3.06 | 3.50 | — | — | 3.06 | 3.04 | 0.02 |
| Human Resources Director | — | 3.17 | 3.00 | 3.22 | 3.00 | 2.83 | 3.00 | 3.00 | 3.00 | — | — | 3.05 | 2.93 | 0.12 |
| Superintendent | 3.25 | 2.90 | 3.67 | 3.79 | 3.41 | 3.79 | 3.63 | 3.52 | 4.29 | 3.00 | — | 3.59 | 3.50 | 0.09 |
| Additional Services | | | | | | | | | | | | | | |
| Audiologist | 3.00 | 4.00 | 3.50 | 4.00 | 3.25 | 3.86 | 3.83 | 3.43 | 3.00 | — | — | 3.71 | 3.75 | -0.04 |
| Counselor | 3.56 | 2.95 | 3.25 | 3.48 | 3.26 | 3.40 | 3.32 | 3.04 | 3.31 | 4.00 | 4.00 | 3.29 | 3.30 | -0.01 |
| Gifted/Talented Education | 3.20 | 3.40 | 4.00 | 3.19 | 3.38 | 3.20 | 2.86 | 3.00 | 3.50 | — | — | 3.22 | 3.09 | 0.13 |
| Library Science/Media Tech. | 3.00 | 3.00 | 3.50 | 3.56 | 3.14 | 3.57 | 3.53 | 3.88 | 3.33 | — | — | 3.49 | 3.31 | 0.18 |
| Occupational Therapist | 3.00 | 3.00 | 4.00 | 3.30 | 3.00 | 3.71 | 3.57 | 3.20 | 4.50 | — | — | 3.46 | 3.22 | 0.24 |
| Physical Therapist | 3.00 | 3.00 | 3.50 | 3.64 | 3.80 | 3.80 | 3.57 | 3.67 | 3.75 | — | — | 3.66 | 3.30 | 0.36 |
| School Nurse | 4.00 | 3.18 | 4.50 | 3.43 | 3.33 | 3.92 | 3.42 | 3.45 | 3.33 | — | — | 3.51 | 3.52 | -0.01 |
| School Psychologist | 4.00 | 3.50 | 3.33 | 3.53 | 3.22 | 3.50 | 3.58 | 3.31 | 3.50 | — | — | 3.49 | 3.43 | 0.06 |
| School Social Worker | 3.00 | 3.00 | 3.33 | 3.31 | 3.50 | 3.38 | 3.36 | 3.29 | 3.29 | — | — | 3.30 | 3.26 | 0.04 |
| Speech Pathologist | 4.00 | 4.36 | 4.33 | 3.89 | 3.82 | 4.00 | 3.85 | 3.78 | 4.50 | — | — | 3.95 | 3.74 | 0.21 |
| COMPOSITE | 3.26 | 3.38 | 3.26 | 3.32 | 3.40 | 3.57 | 3.24 | 3.31 | 3.39 | 3.76 | 3.55 | 3.35 | 3.27 | 0.08 |
| Number of Participants | 15 | 35 | 16 | 69 | 33 | 61 | 84 | 70 | 24 | 2 | 3 | 426* | 501* | |

* Questionnaires returned without indication of region computed in the national averages only. Total of regional participants does not equal national total.

Table 2

Relative Demand by Field

Fields with Considerable Shortage (5.00 - 4.21)

| | |
|--|------|
| Severe/Profound Disabilities (Spec. Ed.) | 4.42 |
| Multicategorical (Spec. Ed.) | 4.36 |
| Emotional/Behavioral Disorders (Spec. Ed.) | 4.32 |
| Mild/Moderate Disabilities | 4.32 |
| Physics | 4.31 |
| Mental Retardation (Spec. Ed.) | 4.23 |
| Learning Disability (Spec. Ed.) | 4.22 |
| Mathematics Education | 4.21 |

Fields with Some Shortage (4.20 - 3.41)

| | |
|-----------------------------------|------|
| Visually Impaired | 4.20 |
| Chemistry | 4.16 |
| Dual Certificate (Gen./Spec.) | 4.14 |
| Bilingual Education | 4.12 |
| Hearing Impaired | 4.11 |
| Early Childhood Special Education | 4.08 |
| Speech Pathologist | 3.95 |
| Biology | 3.88 |
| Earth/Physical | 3.88 |
| Languages – Spanish | 3.86 |
| General Science | 3.85 |
| English as a Second Language | 3.82 |
| Technology Education | 3.74 |
| Audiologist | 3.71 |
| Physical Therapist | 3.66 |
| Superintendent | 3.59 |
| School Nurse | 3.51 |
| High School Principal | 3.51 |
| Library Science/Media Technology | 3.49 |
| School Psychologist | 3.49 |
| Middle School Principal | 3.48 |
| Occupational Therapist | 3.46 |
| Elementary Principal | 3.43 |
| Computer Science Education | 3.43 |

Fields with Balanced Supply and Demand (3.40 - 2.61)

| | |
|---------------------------------|------|
| Agriculture | 3.36 |
| Reading | 3.31 |
| School Social Worker | 3.30 |
| Counselor | 3.29 |
| Home Economics/Consumer Science | 3.25 |
| Languages – Classics | 3.25 |
| Gifted/Talented Education | 3.22 |
| Music – Instrumental | 3.21 |
| Speech Education | 3.20 |
| Music – Vocal | 3.16 |
| Business Manager | 3.14 |
| Languages – French | 3.12 |
| Elementary – Middle | 3.11 |
| Music – General | 3.07 |
| Curriculum Director | 3.06 |
| Human Resources Director | 3.05 |
| Languages – Japanese | 3.04 |
| English/Language Arts | 2.95 |
| Languages – German | 2.95 |
| Business Education | 2.89 |
| Driver Education/Traffic Safety | 2.85 |
| Journalism Education | 2.78 |
| Elementary – Intermediate | 2.75 |
| Elementary – Pre-Kindergarten | 2.74 |
| Theatre/Drama | 2.70 |
| Art/Visual Education | 2.69 |
| Elementary – Kindergarten | 2.65 |

Fields with Some Surplus (2.60 - 1.81)

| | |
|--------------------------|------|
| Elementary – Primary | 2.59 |
| Social Studies Education | 2.49 |
| Dance Education | 2.48 |
| Health Education | 2.46 |
| Physical Education | 2.38 |

Fields with Considerable Surplus (1.80 - 1.00)

None

Regional Data Trends and

Region 1 Data Trends

- ❖ Ten fields are reported in considerable shortage; twenty fields are reported in some shortage; nineteen fields are reported as balanced. No fields are reported in considerable surplus.
- ❖ Fourteen fields, including all elementary levels, English/language arts, and social studies, are reported in some surplus.

Observations and Comments

- ❖ The “retire-rehire” of veteran teachers in Washington state hurts new candidates.
- ❖ A decrease in state funding and higher tuition charges in Oregon are affecting education enrollments.

Region 2 Data Trends

- ❖ All special education fields are reported in considerable or some shortage. Mathematics, chemistry, general science, physics, earth science, and speech pathology are also reported in considerable shortage.
- ❖ No fields are reported in considerable surplus.
- ❖ Journalism, theatre/drama, German, business, art/visual, health education, social studies, physical education, and dance are reported in some surplus.

Observations and Comments

- ❖ The California budget crisis continues to affect hiring, and legislative mandates about certification discourage students from entering the education profession.
- ❖ Even as student enrollments are increasing in Utah, low per-pupil expenditures (translate: low salaries) discourage students from teaching.
- ❖ There are too many elementary teachers in Nevada.

Region 3 Data Trends

- ❖ Thirty-one fields are reported in considerable or some shortage; no fields are reported in considerable surplus.
- ❖ Twelve fields are reported in some surplus.

Observations and Comments

- ❖ In Montana, budget cuts have resulted in increased class sizes. Undergraduate enrollment in teacher education has decreased due to unattractive salaries.

Region 5 Data Trends

- ❖ Seven special education fields, plus chemistry and bilingual education are reported in considerable shortage.
- ❖ Sixteen fields are reported in some shortage; thirty-five fields are reported as balanced.
- ❖ Some surplus is reported in the fields of theatre/drama, physical education, business and drivers education.

Observations and Comments

- ❖ In Oklahoma, low salaries discourage students from entering the teaching profession.
- ❖ As student enrollments grow, class sizes are increasing in Texas.
- ❖ State funding issues and certification changes have been negative hiring influences in Arkansas.

Region Data T

- ❖ Thirty-seven fields—more than one-half considerable or some shortage.
- ❖ Seven fields, including all elementary fields, are reported in some surplus. No fields are reported in considerable surplus.

Observations a

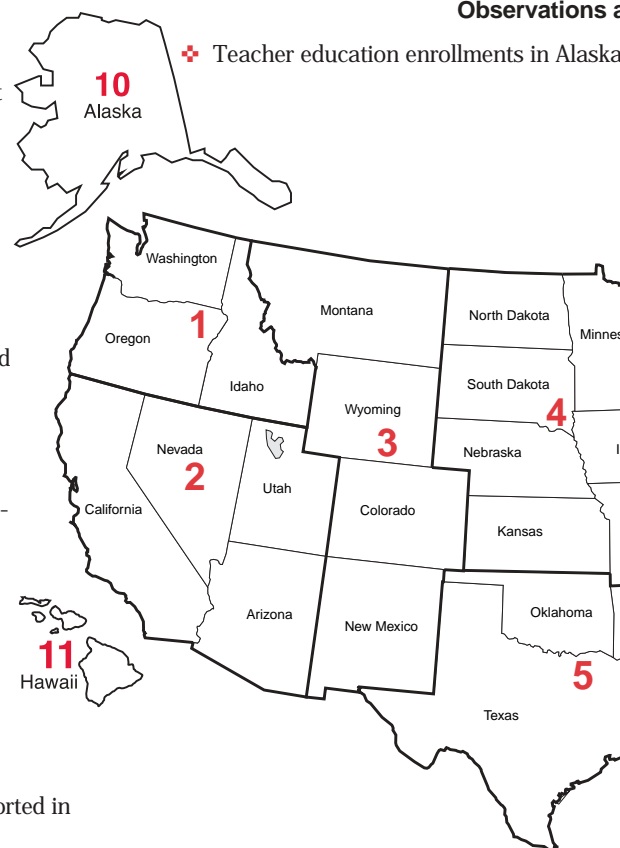
- ❖ In Kansas, class sizes are increasing due to budget cuts. Minnesota also reports increasing class sizes.
- ❖ Minnesota teachers are postponing retirement.
- ❖ North Dakota reports an attrition of teachers.

Region Data T

- ❖ Of the twenty fields reported, twelve are reported in some shortage. English/language arts is reported in some surplus.

Observations a

- ❖ Teacher education enrollments in Alaska



Region Data T

- ❖ Of the twenty-three fields reported, ten are reported in considerable shortage.
- ❖ Kindergarten, art, ESL, and social studies are reported in some surplus.

Observations a

- ❖ State funding issues, coupled with a decrease in enrollment, and perceptions of unsafe/inadequate facilities create a mixed picture in Hawaii.

Highlights and Observations

Region 4 Data Trends

of all fields surveyed—are reported in

ds, health, physical education, and dance
are reported in considerable surplus.

Observations and Comments

to state funding issues. Missouri and Min-
s due to lack of state and local funding.
ements due to high cost of health care.
thers due to lack of administrative support.

Region 10 Data Trends

in considerable or some shortage. Only
e surplus.

Observations and Comments

should show an increase next year.



Region 11 Data Trends

twelve are in considerable or some

udies are reported in some surplus.

Observations and Comments

desire to decrease elementary class
equate working conditions, create a

Region 9

Data Trends

- ❖ Thirty-three fields—more than one-half of all fields surveyed—are reported in considerable or some shortage.
- ❖ Primary, art, and health are reported in some surplus. No fields are reported in considerable surplus.

Observations and Comments

- ❖ There is an increased perception among Vermont teacher candidates that they are working within unacceptable regulatory constraints.
- ❖ As is true throughout the country, cuts in state funding have a negative impact on teacher hiring in this region.

Region 8

Data Trends

- ❖ Four special education fields, plus physics and mathematics are reported in considerable shortage. Twenty-six fields are reported in some shortage.
- ❖ All elementary fields, plus art, dance, physical education, health, and social studies are reported in some surplus. No fields are reported in considerable surplus.

Observations and Comments

- ❖ Significant changes have been made to certification requirements in New York state.
- ❖ Pennsylvania reports decreasing enrollments in teacher education programs, but notes new enrollment controls result in higher quality teachers.
- ❖ In New Jersey, baby-boomer teachers are retiring in large numbers.

Region 7

Data Trends

- ❖ Four special education fields, plus physics and bilingual education are reported in considerable shortage. Twenty-seven fields are reported in some shortage.
- ❖ All elementary fields, plus health, social studies, physical education, and dance are reported in some surplus. No fields are reported in considerable surplus.

Observations and Comments

- ❖ State budget deficits are reported as a negative influence on hiring in Kentucky, Indiana, Michigan, and Ohio.
- ❖ Some teachers are leaving the profession due to low pay and too much time required for administration and assessment.

Region 6

Data Trends

- ❖ All ten special education fields, plus mathematics, bilingual education, physics, and Spanish are reported in considerable shortage.
- ❖ Twenty-five fields are reported in some shortage. Only five fields—art, dance, health, physical education, and social studies—are reported in some surplus.

Observations and Comments

- ❖ Kentucky reports economic conditions and lack of candidate mobility as negative influences.
- ❖ Virginia has had budget cuts that resulted in teacher layoffs.
- ❖ All states report increased pressure on teachers due to legislative mandates following No Child Left Behind.

Today's Job Market: Educator Supply and Demand in the U.S.

For the first time since 2001, educators face a brighter job market. Having completed 28 years of research on educator supply and demand, AAEE has had the opportunity to observe the trends over several decades. Even the past few years have illustrated a variety of job markets in the education profession.

During the 1990s, the education market steadily climbed toward shortages in many fields, reaching a zenith in 2001 when all 64 fields surveyed were reported in either shortage or balanced categories.

The events of 2001, coupled with the economic conditions that occurred during and after that year led to slight declines in the job market during both 2002 and 2003. In some states and regions of the country, there were drastic cuts in state and local budgets. These declines materialized despite the No Child Left Behind legislation and related programs at the federal and state levels, all stressing quality, accountability, testing, and the critical nature of recruiting and retaining the best educators into our schools.

As state and local budgets recovered somewhat in 2004, the trend once again reversed as the market inched upward. This year, educators are encountering a more optimistic job market at the same time that school districts continue to strive to balance their staffing preferences and needs against mandates and budget limitations.

Data Collection

Surveys were sent to 1,267 teacher education colleges in the United States, asking career center directors and/or education deans to respond to market questions about each of 64 education fields in which they offer programs. Additionally, respondents were asked to react to 40 factors affecting the supply of and the demand for educators in their states and locales. The

Research and Data Analysis Consultation Service at the Ohio State University College of Education provided technical assistance in the collection and analysis of the data.

The Data

The tables on the gatefold of this report summarize the demand for educators by field and region. The tables also include 2004 data for each field, with comparative statistics from 2003.

Table 1 identifies each education field as reported on a scale of 1 to 5, with 1 representing a considerable oversupply of educators and 5 representing a considerable shortage of educators. As you follow each field across the table, you will see that there are variations from region to region that reflect small to substantial differences in the demand for educators.

Table 2 (Relative Demand by Field) reveals the following findings across the five categories.

Considerable Shortage

Respondents rated eight fields in the considerable shortage category. Included were six special education areas, physics, and mathematics. One year ago, multicategorical special education was the only field reported in this category.

It is worth noting that visual impairment was reported with a score of 4.20, falling just below the cutoff point for considerable shortage. This is yet another indicator that special education continues to be a very strong job market.

Some Shortage

In 2004, 24 of the 64 fields fell into the some shortage category. For candidates, this represents a likelihood for employment, while many employers may have difficulty filling positions.

In addition to visually impaired, fields reported in this category included areas of science, Spanish, special services,

bilingual, English as a second language, and administration.

Some teaching fields, including computer science education and library science/media specialist moved from the balanced category to the some shortage category. No fields moved downward from some shortage to balanced. Regional variations are also reflected in the data.

Balanced Supply and Demand

The balanced category included 27 of the 64 fields surveyed. For candidates and employers, this category represents a reasonably optimistic situation. Candidates have a reasonable expectation to obtain a desirable position, and employers can be reasonably confident they will be able to find qualified candidates. However, candidates may not find the exact position they desire in the exact location they desire.

Some Surplus

Five teaching fields were reported in the some surplus category. Candidates in surplus areas typically experience some difficulty obtaining employment in education and will likely need to conduct wider job searches.

This category included fields in which many institutions traditionally have offered training programs which enrolled large numbers of candidates. These include such programs as social studies, elementary-primary education, and physical education. Dance, also reported in the some surplus category, is a field that traditionally has a very small number of candidates and also a small demand.

Considerable Surplus

For the ninth consecutive year, no fields were reported in this category.

Changes from the Previous Year

Comparing the years of 2004 and 2003, only 12 fields were lower in 2004 than in 2003; the re-

maining 52 fields reflected increases in demand. Of the 12 fields reporting downward scores, none changed category.

Using a difference of .10 or greater in the national composite score as an indication of meaningful change from the previous year, 28 fields report such change. Of those fields, 26 reported an increase in demand. Only two fields—German and Japanese—reported decreases in demand greater than .10.

One year ago, 47 fields reported downward trends in demand. No data were collected this year as to why German and Japanese fell in demand, but experienced observers of the field speculate that testing may be driving the curriculum and these areas are not tested. Budget cuts may eliminate small classes, and if districts cannot find teachers, they will eliminate programs, resulting in “no” demand rather than high demand.

Six fields reported increased shortages in excess of .20. It is interesting to note that five of these six fields are related to special education or special needs.

Conclusions

The job market for educators made a slight recovery in 2004. Variations among fields and within regions of the country are more notable than the variations in the overall job market.

Trend data compiled over the last 24 years indicate that the education field has remained balanced or with a slight shortage of educators.

The No Child Left Behind Act and its implementation create concern as to how the “highly qualified” designation will affect the demand for and the supply of educators. As states adjust standards and regulations to meet the revised imperatives, teacher preservice and inservice requirements will likely impact the supply of educators.

**2004 AAEE Supply/Demand
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American Association for Employment in Education, Inc.

For more than 70 years, the American Association for Employment in Education, Inc. has focused on advocating for university career centers and school system HR offices as strategic partners in the staffing of school systems throughout the United States and other countries. AAEE is the only international association directly uniting the two vital components of education staffing—school districts and colleges. AAEE provides a range of services and publications to members and nonmembers designed to facilitate the career development, recruitment, and retention of educators.

The current study is the 28th research study on educator supply and demand that AAEE has conducted. Within recent years, we have observed rather significant shifts in the education marketplace. AAEE has followed these trends while providing job market information that is current and specific to more than 60 fields within education. Ideally, these data will inform groups and individuals in several contexts:

- ❖ College of education deans making choices about program modifications and recruitment of students into the education profession.
- ❖ School system HR administrators searching for highly qualified candidates.
- ❖ Career center administrators designing services for undergraduate students, graduate students, and alumni.
- ❖ Students and graduates making career decisions and developing job searches.
- ❖ State department and education agency officials making decisions about funding, education policy, and legislative mandates.
- ❖ The media and general public gaining a better understanding of education employment on both national and regional bases.

AAEE acknowledges the work of the members of the 2004 Educator Supply and Demand Research Committee who are committed to analyzing the annual data collected through survey responses from teacher education colleges, as well as monitoring trends throughout their regions and/or specialties. The Research and Data Analysis Consultation Service at the Ohio State University provides survey research expertise and statistical analyses, in addition to participation on the national committee and presentations to regional and national groups. AAEE also thanks the universities and colleges that gave us their data and perspectives in order to be a part of this research.

The association wishes to pay tribute to Jim Akin, retired director of career services at Kansas State University, who conducted the initial research in 1977, authored the original report, and guided this research for many years.

Finally, we appreciate the talents of the staff of Scholl Communications Incorporated of Deerfield, IL for their ability to take research data and terminology and shape it into a useful, interesting report for the educators and policy decision makers who will utilize the information.



BJ Bryant, Executive Director

Executive Summary: \$10 per copy. One complimentary copy per member of AAEE.

Full Research Report: \$35 per copy. Posted on the AAEE members' website (www.aaee.org;
For Members Only).

Custom Report, tailored by state: \$100 per state.

For estimates regarding AAEE conducting a full state research study, please contact the national office.



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