

# Educator Supply and Demand in the United States

## Highlights



Since 2003, there has been a slow, steady increase in the demand for educators.



The national composite increased by .06, placing it in the category of some shortage. One year earlier, the composite was in the balanced category.



Of the 64 fields surveyed, 29 (43%) are reported to be in some degree of shortage.



Six of the seven fields reported in considerable shortage are special education fields; eight of the top ten shortage fields are in special education.



For the tenth consecutive year, no fields are reported as in considerable surplus.



The demand for elementary education fields appears to be moving very slowly upward.



The fields with the highest demand are in areas with fewer program offerings and/or small numbers of students.



Respondents' comments indicate a consistent message that the No Child Left Behind legislation is having a negative impact on the supply of educators.



The supply of and demand for educators varies significantly across regions of the country and among the 64 fields surveyed. It is important to avoid overgeneralizing observations about the educator job market.

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

AAEE has studied the education job market for 29 years. In the history of this research, the market reached an all-time high in 2001 when all 64 fields surveyed were reported in either shortage or balanced categories. Results for the ensuing four years have been mixed.

Unfavorable economic conditions in 2002 and 2003 were reflected in survey results for those years. As state funding and local school budgets declined, so, too, did the demand for educators.

As economic conditions began to improve in 2004, the AAEE research revealed a slight increase in the demand for educators. The 2005 research shows an additional slight increase in demand.

Throughout this four-year period, school districts have been challenged to balance fiscal realities with federal and state mandates calling for "highly qualified" educators. Although national statistics indicate a more optimistic job market, it should be noted that recovery has been slow in some parts of the country, resulting in conditions best described as sluggish.

## Data Collection

In May 2005, the survey instrument was mailed to 1,269 U.S. institutions of higher education that prepare teachers. Of this number, 558 were mailed to institutional members of AAEE. These recipients are career center directors who work with education candidates. Surveys were also sent to 711 deans and directors of education at colleges and universities that are not members of AAEE.

The survey instrument asks participants to respond to questions about each of 64 fields in which they offer programs. In addition, participants are asked to respond to 40 factors affecting the supply of and the demand for educators in their states and locales.

## The Data

Tables 2 and 3 on pages six and seven summarize the demand by field and region. The tables include 2005 data for each field. The tables also include comparative statistics from 2004.

Table 2 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 3 (Relative Demand by Field) reveals the following findings across the five categories.

### Considerable Shortage

Respondents rated seven fields in this category: six special education areas and mathematics.

In 2004, physics was also reported as in considerable shortage; however, in 2005 its rating declined slightly, dropping it into the category of some shortage.

For candidates, this category represents multiple job opportunities. It is noteworthy that special education fields continue to experience a very strong job market as employers have difficulty filling positions, particularly with "highly qualified" educators.

### Some Shortage

This year, 22 of the 64 fields fell into the some shortage category. Included are the remaining special education fields, along with the teaching categories of physics, chemistry, and bilingual education. In addition, the administrative fields of superintendent and principals at all levels are reported in this category.

For candidates, this category represents a likelihood for employment, while many employers may have difficulty filling positions.

### Balanced Supply and Demand

The 2005 research finds 31 of the 64 fields reporting in the balanced category. This category represents a reasonably optimistic situation.

Candidates can have realistic expectations to obtain desirable positions, and employers can be fairly confident they will be able to find qualified candidates, with the caveat that candidates may not find the exact position they seek in the exact location they most desire.

### Some Surplus

Four teaching fields were reported in the some surplus category: elementary-primary, physical education, health education, and social studies.

Candidates in surplus areas typically experience some difficulty obtaining employment in education and will likely need to conduct wider job searches. The fields included in this category are ones in which a high percentage of institutions offer programs and large numbers of students enroll.

### Considerable Surplus

For the 10th consecutive year, no fields were reported in this category.

### Changes from the Previous Year

In this year's study, 32 of the 64 fields surveyed (50%) reflected an increase in demand.

Using a difference of .10 or greater in the national composite as a meaningful difference from the previous year, 18 fields report such change. Of those 18 fields, 4 reported an increase in demand; 14 reported a decrease. Biology and the special education field of mental retardation report decreases of exactly .10.

In 2004, 26 fields reported increases in demand of .10 or greater, and 6 fields reported increases greater than .20. In the current study, no fields reported increases that large.

Fields reporting increases of .10 or more included: school nurse, home economics/consumer education, and dance.

Fields reporting decreases of .10 or more included: superintendent, bilingual education, computer science, languages-classics, mental retardation, technology education, gifted/talented, library science/media technology, occupational therapy, school social work, and the science areas of biology, chemistry, physics, and general science. It should be noted that all four science fields remained in the category of some shortage.

Overall, 29 of the 64 education fields were reported to be in considerable or some shortage. An additional 31 were reported as balanced. Some surplus was noted in four fields.

The composite ranking for all educational fields was 3.41, up .06 from 2004. This composite falls at the lower end of the some shortage category. In 2004, the national composite was at the upper end of the balanced category.

## Conclusions

The job market for educators showed a second year of slight recovery, with nearly one-half of the teaching fields reporting in shortage or considerable shortage. Shortages and surpluses vary from state to state, region to region, and by discipline. Trend data compiled over the last 25 years indicate that the job market for educators has remained balanced or with slight shortages.

The federal No Child Left Behind legislation, and its implementation, continues to create concern regarding the "highly qualified" designation for educators. Striving for excellence in teaching is the mission of all educators. Yet, mandates and funding shortfalls challenge school systems to balance their staffing needs with the available supply of candidates.



### Region 1

- ❖ Eight fields are reported in considerable shortage: chemistry, physics, school psychologist, and five special education fields; fifteen fields are reported in some shortage; thirty-one fields are reported as balanced.
- ❖ Ten fields are reported in some surplus.

### Region 2

- ❖ Eleven fields are reported in considerable shortage: mathematics, chemistry, physics, five special education fields, and the support services of audiology and speech pathology.
- ❖ Seven fields, including health education, physical education, social studies, and Japanese are reported to be in some surplus.

### Region 3

- ❖ Twenty-six fields are reported in considerable or some shortage. These include all special education fields, all five science fields, ESL and bilingual education, and superintendent.
- ❖ Twenty-three fields are reported as balanced. Seven fields, including German, Japanese, and classics, are reported in some surplus.

### Region 4

- ❖ Thirty-three fields—more than one-half of all fields surveyed—are reported in considerable or some shortage.
- ❖ Six fields—elementary-kindergarten, elementary-primary, social studies, physical education, health, and dance—are reported in some surplus.

### Region 5

- ❖ Only bilingual education and mathematics are reported in considerable shortage. Thirty fields are reported in some shortage; twenty-seven fields are reported as balanced.
- ❖ Some surplus is reported in the fields of social studies, physical education, journalism, and health.



- ❖ This region reported a strong demand for education; twenty-five fields are reported in some shortage; twenty-five fields are reported in some surplus.
- ❖ Only agriculture and dance are reported in some surplus.

## Respondents' Comments

- ❖ Respondents in California report increased enrollments. They also highlight alternative certification as a path of choice for those making career changes.
- ❖ Increased enrollments and larger class sizes are reported in Utah.
- ❖ A Minnesota respondent reports that graduates' unwillingness to relocate creates a local oversupply, but has a negative national effect. Other respondents across the country cite this same phenomenon.
- ❖ In Kansas, there is a growing enrollment of Limited English Proficient students. A similar increase is reported in Illinois.
- ❖ North Dakota reports that not all retiring teachers are being replaced due to fiscal constraints.
- ❖ In Texas, teachers are retiring and then being rehired. Texas respondents also report that districts are passing bond issues and building new classrooms.
- ❖ Several respondents, including Alaska, Missouri, and Virginia, cite disciplinary issues as negative factors in attracting educators.
- ❖ Increased funding for educators is reported in Kansas.
- ❖ A Mississippi respondent notes that while enrollment has increased, they are still low.
- ❖ The Arkansas Supreme Court ruled to increase funding for education.
- ❖ One Mississippi institution reports that more route candidates than student teachers are being hired.
- ❖ An Ohio respondent cites a lack of qualified candidates as a negative factor in attracting educators.

## Data Trends



### Region 6

Indicators. Twelve fields are reported in considerable shortage, one in some shortage, and one in some surplus.

## Observations

Several individuals from Texas, Minnesota, and personal safety issues as a concern for educators.

Security was cited by a respondent in

that although salaries have

it is noted that the legislature must

be reported having more alternative certification programs for teachers.

lack of loan funding for teacher certification is cited as a barrier to attracting educators.

- ❖ Several Illinois respondents cite legislatively mandated, increased state certification requirements as discouraging students from entering education. This concern was echoed by respondents from Ohio. Across the country, respondents cited mandated testing as becoming an increasingly significant issue in educator supply.
- ❖ One Massachusetts university reports a decrease in education enrollment, while a New Hampshire college reports a significant increase.
- ❖ Respondents in several states, including Minnesota and Texas, cite concerns about the qualifications of teachers prepared through alternative and distance learning programs.
- ❖ In every region reporting, respondents cited unfunded mandates (including NCLB) as a negative factor in educator employment.
- ❖ On a positive note, an Illinois respondent observed that teaching is still perceived as a “fulfilling” career, one that career changers seek.

### Region 7

- ❖ Six special education fields are reported in considerable shortage; twenty fields are reported in some shortage.
- ❖ Eleven fields, including pre-K, kindergarten, primary, and intermediate, as well as English/language arts and social studies, are reported to be in some surplus.

### Region 8

- ❖ Three special education fields plus dance are reported in considerable shortage. Thirty fields are reported in some shortage; twenty-two fields are reported as balanced.
- ❖ Eight fields—kindergarten, primary, intermediate, general music, art/visual education, physical education, social studies, and health—are reported in some surplus.

### Region 9

- ❖ Eight special education fields, plus physics, mathematics, and general science are reported in considerable shortage. Eighteen fields, including principal at all levels and superintendent, are reported in some shortage.
- ❖ Seven fields, including ESL, social studies, elementary-intermediate, computer science, German, theatre/drama, and occupational therapy, are reported in some surplus.

### Region 10

- ❖ Of the 18 fields reported, 5 are in considerable or some shortage and 12 are in some shortage. Only English/language arts is reported balanced.

### Region 11

- ❖ Of the 35 fields reported, 29 are in considerable or some shortage.
- ❖ Art/visual education, business education, home education/consumer science, French, and German are reported as balanced. Language-classics is reported in some surplus.

**Table 2**

## 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	2005	2004	
Agriculture	3.00	4.00	3.33	3.78	3.30	2.56	3.29	3.67	3.00	—	—	3.33	3.36	-0.03
Art/Visual Education	2.55	2.38	2.60	2.98	2.85	2.71	2.42	2.38	2.75	—	3.00	2.66	2.69	-0.03
Bilingual Education	3.86	3.92	3.67	4.00	4.50	4.25	3.85	3.81	3.67	—	—	4.00	4.12	-0.12
Business Education	3.75	2.80	3.33	3.22	2.70	2.83	2.76	3.11	3.33	—	3.00	2.97	2.89	0.08
Computer Science Education	3.33	3.00	3.00	3.68	3.13	3.50	3.07	3.33	2.00	—	—	3.26	3.43	-0.17
Dance Education	3.00	2.25	—	2.50	3.00	2.25	2.42	5.00	3.00	—	—	2.63	2.48	0.15
Driver Education/Traffic Safety	3.00	3.00	—	3.00	3.50	2.75	3.00	3.00	—	—	—	3.00	2.85	0.15
Elementary Education														
Pre-K	2.75	3.36	2.67	2.63	2.63	3.44	2.34	2.67	2.92	3.00	4.50	2.77	2.74	0.03
Kindergarten	2.27	2.76	2.67	2.54	2.64	3.49	2.18	2.50	2.67	—	5.00	2.67	2.65	0.02
Primary	2.17	2.74	2.85	2.45	2.65	3.39	2.05	2.33	2.65	3.00	4.00	2.57	2.59	-0.02
Intermediate	2.55	2.81	2.91	2.69	3.35	3.58	2.35	2.60	2.53	3.00	4.00	2.83	2.75	0.08
Middle	2.50	2.88	3.20	3.02	3.75	3.74	2.74	2.80	2.75	—	4.00	3.09	3.11	-0.02
English/Language Arts	2.91	3.05	3.00	3.15	3.04	3.34	2.56	2.74	2.81	2.00	4.50	2.96	2.95	0.01
English as a Second Lang. (ESL)	3.90	3.57	4.00	3.79	4.07	3.93	3.72	3.94	2.60	4.00	5.00	3.79	3.82	-0.03
Health Education	2.13	2.13	2.80	2.51	2.33	2.62	2.25	2.09	3.00	—	4.00	2.41	2.46	-0.05
Home Economics/Consumer Sci.	3.33	2.67	3.67	3.36	3.13	3.50	3.31	4.17	3.00	—	3.00	3.36	3.25	0.11
Journalism Education	2.00	2.75	—	3.00	2.38	2.86	2.75	3.00	—	—	—	2.71	2.78	-0.07
Languages														
Classics	3.00	3.00	2.33	3.00	3.67	3.36	3.00	3.00	3.33	—	2.00	3.09	3.25	-0.16
French	3.00	2.83	3.00	3.29	3.15	3.22	3.26	3.03	3.20	—	3.00	3.16	3.12	0.04
German	3.00	2.75	2.50	3.13	3.13	3.15	3.17	2.86	2.00	—	3.00	3.03	2.95	0.08
Japanese	3.00	2.60	2.00	3.00	4.00	3.20	3.14	3.25	3.00	—	5.00	3.06	3.04	0.02
Spanish	3.44	3.53	3.50	3.79	4.00	4.08	3.95	3.80	4.20	—	4.00	3.87	3.86	0.01
Mathematics Education	4.11	4.35	4.27	4.19	4.29	4.44	4.00	4.07	4.31	5.00	5.00	4.21	4.21	0.00
Music Education														
Instrumental	3.13	3.31	3.20	3.57	3.24	3.03	3.04	2.63	3.50	—	4.00	3.18	3.21	-0.03
Vocal	3.13	3.17	3.20	3.58	3.19	3.00	2.94	2.63	3.67	—	—	3.13	3.16	-0.03
General	3.33	3.00	3.57	3.53	3.07	2.97	2.91	2.48	3.00	3.00	4.00	3.07	3.07	0.00
Physical Education	2.25	2.23	2.50	2.49	2.43	2.69	2.15	2.25	3.00	—	4.00	2.43	2.38	0.05
Reading	3.10	3.50	3.17	3.33	3.14	3.70	3.07	3.33	3.75	3.00	4.00	3.32	3.31	0.01
Science Education														
Biology	3.50	4.14	3.44	3.86	3.83	4.00	3.70	3.49	3.54	—	5.00	3.78	3.88	-0.10
Chemistry	4.22	4.32	3.88	4.16	4.05	4.17	3.86	3.89	4.13	—	5.00	4.05	4.16	-0.11
Earth/Physical	3.88	4.12	3.57	3.78	3.67	3.89	3.70	3.59	4.00	—	5.00	3.79	3.88	-0.09
Physics	4.20	4.39	3.86	4.10	4.11	4.19	4.06	4.03	4.33	—	5.00	4.13	4.31	-0.18
General	3.64	3.87	3.73	3.74	4.00	3.81	3.62	3.50	4.25	—	5.00	3.74	3.85	-0.11
Social Studies Education	2.90	2.21	2.11	2.37	2.57	2.84	2.03	2.23	2.60	5.00	4.50	2.40	2.49	-0.09
Special Educaton														
Multicategorical	4.40	4.20	4.40	4.21	4.18	4.59	4.47	4.18	4.00	3.00	5.00	4.30	4.36	-0.06
Emotional/Behavioral Disorders	4.17	4.20	4.00	4.22	3.83	4.50	4.29	4.42	5.00	—	—	4.31	4.32	-0.01
Hearing Impaired	3.75	4.60	4.00	3.73	3.67	4.64	4.13	4.50	5.00	—	—	4.14	4.11	0.03
Learning Disability	4.38	4.38	4.00	4.00	3.60	4.59	4.31	4.13	4.50	—	—	4.25	4.22	0.03
Mental Retardation	4.20	4.33	4.00	3.75	3.25	4.48	4.14	4.08	5.00	—	—	4.13	4.23	-0.10
Visually Impaired	3.00	4.00	—	3.83	3.67	4.78	4.50	4.40	5.00	—	—	4.25	4.20	0.05
Mild/Moderate Disabilities	4.29	4.50	4.00	4.24	4.13	4.55	4.32	4.00	3.71	5.00	5.00	4.26	4.32	-0.06
Severe/Profound Disabilities	3.67	4.82	4.00	4.00	4.00	4.67	4.29	4.17	4.40	—	—	4.33	4.42	-0.09
Early Childhood Special Ed.	4.20	4.50	3.67	4.08	3.88	4.41	3.90	4.17	4.14	4.00	—	4.09	4.08	0.01
Dual Certificate (Gen./Spec.)	4.14	4.09	4.75	3.88	4.11	4.41	4.14	4.11	4.11	5.00	5.00	4.16	4.14	0.02
Speech Education	3.00	3.57	3.00	2.91	2.75	3.31	3.06	3.50	5.00	—	—	3.13	3.20	-0.07
Technology Education	3.33	3.50	3.75	3.52	3.22	3.60	3.60	3.88	3.50	—	—	3.54	3.74	-0.20
Theatre/Drama Education	2.50	2.50	2.50	3.00	2.90	2.73	2.60	2.80	2.00	—	—	2.76	2.70	0.06

Field	1	2	3	4	5	6	7	8	9	10	11	2005	2004	Change
<b>Administration</b>														
Principal														
Elementary	3.00	3.53	3.29	3.25	3.39	3.60	3.30	3.59	3.88	3.00	4.00	3.44	3.43	0.01
Middle School	3.29	3.59	3.17	3.45	3.47	3.60	3.30	3.60	3.88	—	4.00	3.50	3.48	0.02
High School	3.43	3.75	3.14	3.46	3.50	3.68	3.33	3.62	3.88	3.00	4.00	3.54	3.51	0.03
Business Manager	3.00	3.00	—	3.33	—	3.00	3.38	3.00	4.00	—	—	3.15	3.14	0.01
Curriculum Director	2.50	3.00	3.00	3.36	3.50	2.91	3.20	3.23	2.67	—	—	3.11	3.06	0.05
Human Resources Director	3.00	3.00	—	3.22	2.67	3.00	3.22	3.33	3.00	—	—	3.05	3.05	0.00
Superintendent	3.25	3.30	3.75	3.33	3.33	3.57	3.59	3.50	4.14	3.00	—	3.49	3.59	-0.10
<b>Additional Services</b>														
Audiologist	3.00	4.25	5.00	3.67	3.00	4.14	3.33	3.78	—	—	—	3.69	3.71	-0.02
Counselor	3.38	3.09	2.86	3.55	3.47	3.44	3.03	2.86	3.11	3.00	4.00	3.22	3.29	-0.07
Gifted/Talented Education	3.00	3.50	—	2.92	3.33	3.20	3.00	3.25	—	—	—	3.11	3.22	-0.11
Library Science/Media Tech.	3.00	3.00	3.00	3.36	3.50	3.54	3.38	3.50	—	—	—	3.39	3.49	-0.10
Occupational Therapist	3.00	—	3.00	3.20	3.50	3.00	3.63	3.25	2.00	—	—	3.28	3.46	-0.18
Physical Therapist	3.00	—	4.00	3.60	4.00	3.75	3.80	4.00	3.00	—	—	3.75	3.66	0.09
School Nurse	3.50	3.75	—	3.83	3.50	3.55	3.75	3.55	3.33	—	—	3.62	3.51	0.11
School Psychologist	4.33	3.36	3.80	3.41	3.67	3.38	3.47	3.50	3.00	—	4.00	3.49	3.49	0.00
School Social Worker	3.00	2.80	3.00	2.83	3.00	3.25	3.25	3.22	2.75	—	—	3.03	3.30	-0.27
Speech Pathologist	3.50	4.43	5.00	3.86	3.75	4.20	3.95	3.94	5.00	5.00	—	3.99	3.95	0.04
<b>COMPOSITE</b>	<b>3.27</b>	<b>3.42</b>	<b>3.39</b>	<b>3.41</b>	<b>3.40</b>	<b>3.57</b>	<b>3.32</b>	<b>3.41</b>	<b>3.48</b>	<b>3.61</b>	<b>4.19</b>	<b>3.41</b>	<b>3.35</b>	<b>0.06</b>
Number of Participants	12	26	13	62	26	66	76	53	20	1	2	375*	426*	

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

**Table 3**

Relative Demand by Field

**Fields with Considerable Shortage (5.00 - 4.21)**

Severe/Profound Disabilities (Spec. Ed.)	4.33
Emotional/Behavioral Disorders (Spec. Ed.)	4.31
Multicategorical (Spec. Ed.)	4.30
Mild/Moderate Disabilities	4.26
Learning Disability (Spec. Ed.)	4.25
Visually Impaired	4.25
Mathematics Education	4.21

**Fields with Some Shortage (4.20 - 3.41)**

Dual Certificate (Gen./Spec.)	4.16
Hearing Impaired	4.14
Mental Retardation (Spec. Ed.)	4.13
Physics	4.13
Early Childhood Special Education	4.09
Chemistry	4.05
Bilingual Education	4.00
Speech Pathologist	3.99
Languages – Spanish	3.87
English as a Second Language	3.79
Earth/Physical	3.79
Biology	3.78
Physical Therapist	3.75
General Science	3.74
Audiologist	3.69
School Nurse	3.62
Technology Education	3.54
High School Principal	3.54
Middle School Principal	3.50
School Psychologist	3.49
Superintendent	3.49
Elementary Principal	3.44

**Fields with Balanced Supply and Demand (3.40 - 2.61)**

Library Science/Media Technology	3.39
Home Economics/Consumer Science	3.36
Agriculture	3.33

Reading	3.32
Occupational Therapist	3.28
Computer Science Education	3.26
Counselor	3.22
Music – Instrumental	3.18
Languages – French	3.16
Business Manager	3.15
Music – Vocal	3.13
Speech Education	3.13
Gifted/Talented Education	3.11
Curriculum Director	3.11
Languages – Classics	3.09
Elementary – Middle	3.09
Music – General	3.07
Languages – Japanese	3.06
Human Resources Director	3.05
School Social Worker	3.03
Languages – German	3.03
Driver Education/Traffic Safety	3.00
Business Education	2.97
English/Language Arts	2.96
Elementary – Intermediate	2.83
Elementary – Pre-Kindergarten	2.77
Theatre/Drama	2.76
Journalism Education	2.71
Elementary – Kindergarten	2.67
Art/Visual Education	2.66
Dance Education	2.63

**Fields with Some Surplus (2.60 - 1.81)**

Elementary – Primary	2.57
Physical Education	2.43
Health Education	2.41
Social Studies Education	2.40

**Fields with Considerable Surplus (1.80 - 1.00)**

None

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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 29th research study of 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 2005 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](http://www.aaee.org));  
For Members Only).

State Data: 2005 statistical report tailored by state and region. \$100 per state.

Custom Reports: please contact the national office. For example, AAEE has conducted longitudinal supply and demand research studies for the State of Washington, resulting in legislative use of the data to determine education program directions.



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