

# Educator Supply and Demand in the United States

## Highlights



Job opportunities continue to increase for teachers and other educators.



Of the 64 fields surveyed, 33 (more than 50%) were reported to be in considerable shortage or some shortage.



Thirteen fields were reported in considerable shortage, compared with eight fields in 2006. Nine of these fields are in special education.



Other fields in considerable shortage are physics, chemistry, mathematics, and bilingual education.



Fields reporting the highest demand are in areas which have fewer program offerings and/or small numbers of students enrolled in those programs.



Of the 64 fields surveyed, 30 report increased demand over each of the last three years; 15 fields, as well as the 2007 national composite, show statistically significant increases over the past three years.



In spite of decades-long shortages in the special education fields, No Child Left Behind and “highly qualified” teacher requirements have become more demanding.



The national composite score increased by .10 and falls in the category of some shortage. It is the second-highest composite in the 27 years that AAEE has analyzed a composite rating.



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

**Research from the  
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## American Association for Employment in Education, Inc.

For almost 75 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 “staffing excellence for the world of education.” AAEE is the only international association directly linking the two vital components of education staffing—school districts and colleges. AAEE provides a range of services and publications to members and nonmembers. Our work is designed to facilitate the preparation, recruitment, induction, mentoring, and retention of educators—all vital steps to help students, our future leaders.

The current study marks the 31st year that AAEE has conducted this educator supply and demand research. In recent years, we have observed rather significant shifts in the education marketplace. Following these trends while providing job market information that is current and specific to more than 60 fields within education, AAEE helps a number of groups and individuals as follows:

- ❖ **College of education deans:** Making choices about program modifications and recruitment of students into the education profession.
- ❖ **School system superintendents:** Motivating students to choose the teaching profession and encouraging colleges of education to respond to anticipated educational needs.
- ❖ **Career center administrators:** Designing services for undergraduate students, graduate students, and alumni.
- ❖ **School system HR administrators:** Searching for highly qualified candidates.
- ❖ **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.
- ❖ **Media and general public:** Gaining a better understanding of, and appreciation for, education employment on both national and regional bases.

AAEE acknowledges the work of the members of the 2007 Educator Supply and Demand Research Committee. They help analyze the data, as well as write and proofread the annual research reports. Committee members also review current literature. These contributions, and their monitoring of trends within their regions and/or specialties, have been very helpful.

The Research and Data Analysis Consultation Service at the Ohio State University provides survey research expertise and statistical analyses. We thank them for the key role they play in the analyses and for their input on the committee. The perspectives they bring make this research meaningful, relevant, and statistically sound.

We gratefully acknowledge those individuals who respond on behalf of their teacher education programs. Without them, there would be no data to share.

AAEE also pays 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 at Scholl Communications Incorporated in Deerfield, Illinois for their ability to take research data and terminology and shape it into a readable format. Only an interesting report will be read. Only if read, will this report serve those educators and decision makers who could use it to benefit our students.

*Dawn S. Jones*

Immediate Past President, AAEE, Inc.

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**Executive Summary:** \$15 per copy. One complimentary copy per member of AAEE.

**Full Research Report:** \$40 per copy. Posted on the AAEE website ([www.aaee.org](http://www.aaee.org); For Members Only).

**State Data:** 2007 statistical report using data submitted for the national study. \$100 minimum per state. State Departments of Education should request this report so all could have access to the data.

**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 changes in policies and direction as that legislature has listened and responded to needs.

# Educator Supply and Demand in the U.S.: The 2007 Job Market

AAEE has studied the education job market for 31 years. In the history of this research, the 2007 national composite score was second only to the market high reached in 2001.

We note that the supply of and demand for educators varies significantly across regions of the country and among the 64 fields surveyed. Therefore, it is important to avoid making overly general observations about the educator job market.

## Data Collection

This research includes non-AAEE colleges and universities as well as AAEE members. Of the 1,685 institutions that prepare educators, a sampling frame was created from the AAEE membership list, Higher Education Publications (HEP), and Market Data Retrieval (MDR). These datasets were merged, with initial contact being made in March 2007 and continuing through August 2007.

Participants were asked to respond with data for each of 64 teaching fields in which their institutions offer programs.

They were also asked to respond with data about additional factors that affect educator supply and demand: funding, retirement, government mandates, demographic shifts, changing teacher education enrollments, and mobility of educators.

Total participants, by region, are shown in the table on page 7.

## The Data

Tables 1 and 2 on pages 6 and 7 summarize the demand for educators by field and region. The tables include 2007 data for each field. The tables also include comparative statistics from 2006. Composition, by state, of the 11 AAEE supply/demand regions is shown in the map on page 4.

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 note 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 13 fields in this category. Nine are special education fields. Additionally math, physics, and chemistry are in considerable shortage, as is bilingual education.

Five special education fields moved into the considerable shortage category in 2007.

For candidates, this category represents multiple job opportunities. Recruiters will have considerable difficulty filling all positions in these fields.

### Some Shortage

This year, 20 of the 64 fields fell into the some shortage category. One special education field, early childhood special education, is in the some shortage category. Support fields included in this category are speech pathology, school nurse, audiologist, physical and occupational therapist, and school psychologist. The science fields include biology, earth/physical, and general. Languages included are Spanish and Japanese. Also included are the administrative fields of superintendent and high school and middle school principal.

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

### Balanced Supply and Demand

The 2007 research identified 28 fields in the balanced supply and demand category. Candidates can be fairly confident they will be able to find positions, though perhaps not the exact position

or in the specific location desired. Employers can be fairly confident that they will be able to find qualified candidates to fill vacancies—if they can entice candidates to move.

### Some Surplus

The 2007 research shows three fields in the some surplus category. These include elementary-primary, physical education, and social studies education.

Candidates in these fields will typically experience some difficulty obtaining employment and will likely need to conduct wider job searches. Employers will most likely have candidates to interview and select.

### Considerable Surplus

For the twelfth consecutive year no fields were reported in the considerable surplus category.

### Changes from the Previous Year

In this year's study, 53 of the 64 fields (82.8%) moved up, reflecting an increase in demand; 11 fields fell in demand.

Using a difference of .10 or greater in the national composite as a meaningful difference from the previous year, 38 fields (59.4%) reported such a change. Of these 38, 33 fields reported an increase in demand and 5 fields reported a decrease in demand.

Reporting a difference of .20 or greater were 15 fields. All 15 increased in demand and included the following: dance, journalism, German, Japanese, earth/physical science, technology education, curriculum director, gifted/talented, occupational therapist, school nurse, and school social worker. Also included are the special education fields of hearing impaired, mental retardation, visually impaired, and severe/profound.

Three fields reported differences of .30 or greater: school nurse, special education-visually impaired, and Japanese.

Reporting a difference of .50 or greater was the field of special education-visually impaired.

All but three of the fields surveyed (95.3%) were reported either in the balanced or shortage categories.

The national composite ranking for all educational fields was 3.56, an increase of .10 from last year. This is the second highest national composite score in the 31-year history of AAEE supply and demand research and falls in the some shortage category which ranges from 3.41 to 4.20.

## Conclusions

Job opportunities continued to increase for teachers and other educators, particularly in special education, math, certain sciences, and bilingual education. Sixteen fields showed statistically significant increases over the past 3 years, including the 2007 national composite score.

Fields with a three-year trend of increasing demand include bilingual education and ESL, all five foreign languages, math, and all five sciences.

All 10 special education fields reported the highest demand in three years.

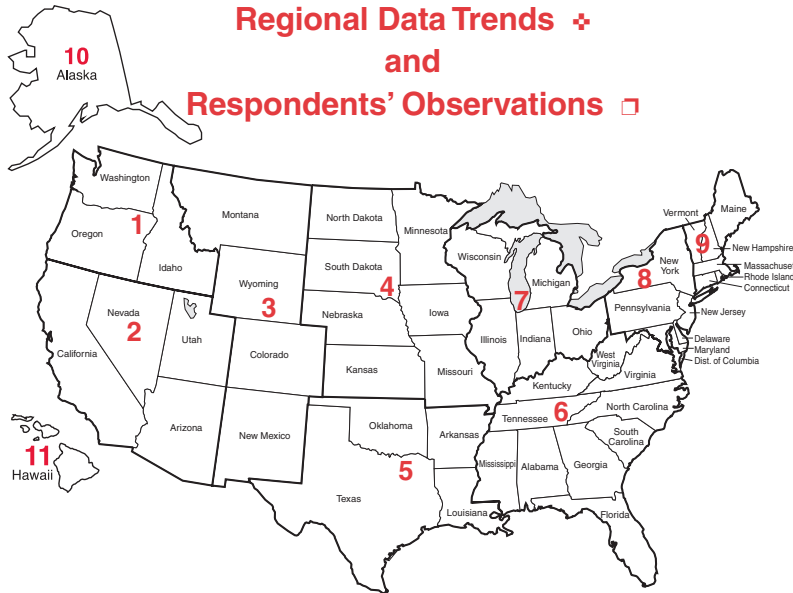
The shortages in special education fields continue to increase while the requirements to meet the "highly qualified" standards for special education specified by No Child Left Behind legislation require that these educators meet the HQ standards in both special education and in the subject they are teaching.

Respondents reported a continued perception of "no change" in the numbers of teachers of color coming through education programs even though the diversity of the student body in the public schools continues to increase.

Trends in demand seem to be affected by requirements of NCLB and other mandates; many comments from respondents indicated the negative

» turn to the bottom of page 8

## Regional Data Trends ❖ and Respondents' Observations □



### Region 1

- ❖ Seven fields were reported in considerable shortage: bilingual education, school nurse, ESL/ELL, and four special education fields; eighteen fields were reported in some shortage including the remaining special education fields and support services, several sciences, math, and Spanish; twenty-three fields were reported as balanced.
- ❖ Nine fields were reported in some surplus.
- A Washington State respondent observed that the highly qualified requirement has created a dilemma in middle schools as employers are no longer hiring new teachers with general elementary, multi-subject preparation. In small, rural districts where retiring teachers taught several subjects, it is also problematic.
- Applicant response to openings in Idaho is greater in the southern part of the state which is more densely populated than is the northern part of the state.

### Region 2

- ❖ Twenty fields were reported in considerable shortage, including ten special education fields, audiology, and speech pathology. Additionally, all five science fields, mathematics, bilingual education, and ESL/ELL were reported in this category. Nineteen fields were reported in some shortage.
- ❖ Only three fields—physical education, health education, and social studies—were reported to be in some surplus.
- The high cost of housing in California is a significant factor in all areas of employment.
- One respondent noted that when the economy is good, few students go into education, but when the economy sours, both traditional and non-traditional students seek the safety of education jobs.
- Low salaries, the costs associated with obtaining licenses, and the need to attend school longer to become licensed contribute to the decline in education candidates in this region.

### Region 3

- ❖ Eight special education fields plus agriculture and mathematics were reported in considerable shortage; the sixteen fields reported in some shortage included the five sciences, Spanish, ESL/ELL, library science, and music.
- ❖ Thirty-two fields (one-half of the fields surveyed) were reported as balanced. Six fields were reported in some surplus; no fields were reported in considerable surplus.
- One respondent observed that low pay makes it difficult for education graduates to stay in Montana, although some report trading salary for the benefits of outdoor activities, beautiful scenery, and the desire to raise families in smaller communities.
- Respondents throughout the region noted negative effects of NCLB, including prescriptive “teaching to the test” which narrows the curriculum.

### Region 4

- ❖ Forty-two fields—well more than one-half of all fields surveyed—were reported in considerable or some shortage. Eighteen fields were reported as balanced.
- ❖ Only four fields—elementary-primary, social studies, physical education, and dance—were reported in some surplus.
- Respondents in Minnesota, North Dakota, and Kansas noted the unwillingness of new graduates to relocate and their preference for suburban locations over large cities.
- Throughout the region, respondents noted that to be successful, teachers need mentoring, administrative support of professional development, and the provision of adequate technological resources.

## Region 5

- ❖ Seven fields were reported in considerable shortage: mathematics, chemistry, physics, bilingual education, ESL/ELL, and the special education fields of multi-categorical and mild/moderate disabilities; twenty-seven fields were reported in some shortage. Twenty-eight of the remaining thirty fields were reported as balanced.
- ❖ Some surplus was reported for business manager; driver education/traffic safety was reported in considerable surplus.
- ❑ Respondents from both Texas and Oklahoma commented on the effects of alternative certification, noting that the ease with which one can become alternatively certified has caused a big decrease in those willing to go through the increasing number of hoops required to prepare traditionally for any secondary education area.
- ❑ One Texas respondent noted that the growth of online coursework results in teachers who are unprepared for the classroom.

## Region 6

- ❖ This region continues to report a strong demand for educators. Twenty fields were reported in considerable shortage; twenty-four fields were reported in some shortage; and nineteen fields were reported as balanced.
- ❖ Only one field, physical education, was reported reported in some surplus.
- ❑ One Georgia respondent notes the irony of the fact that the state has reduced requirements for alternative certification while increasing the requirements for earning full certification through college programs.
- ❑ Respondents across the region noted the negative influence of low salaries and lack of administrative support.
- ❑ South Carolina is experiencing a substantial increase in population which positively affects the demand for educators.

## Region 7

- ❖ Six special education fields plus mathematics, chemistry, physics, and bilingual education were reported in considerable shortage; nineteen fields were reported in some shortage; twenty-four fields were reported as balanced.
- ❖ Ten fields, including pre-K, kindergarten, intermediate, social studies, and physical education were reported to be in some surplus; elementary-primary was reported to be in considerable surplus.
- ❑ Across the region, respondents reported candidates' unwillingness or inability to relocate.
- ❑ Michigan respondents noted the negative influence of the state's economic outlook; Wisconsin, Ohio, and Indiana respondents also noted the negative influence of state funding.
- ❑ An Illinois respondent observed that while NCLB has provided more focus on teaching and learning, the increased workload has caused educators to become discouraged and leave the profession.

## Region 8

- ❖ Eight fields, including three in special education, were reported in considerable shortage; twenty-nine fields were reported in some shortage; nineteen fields were reported as balanced.
- ❖ Eight fields, including pre-K, kindergarten, primary, intermediate, physical education, and social studies were reported in some surplus.
- ❑ Respondents from across this region also report an unwillingness of education graduates to relocate which causes shortages in rural and urban areas; they also note the negative influences of NCLB.
- ❑ New York respondents noted that changes in special education certification requirements have had an adverse effect on the market.
- ❑ Pennsylvania respondents note declining school enrollments as a negative factor.

## Region 9

- ❖ Twenty-five fields, including all of the sciences and all special education fields except hearing impaired, were reported in considerable shortage; twelve fields were reported in some shortage; seventeen fields were reported as balanced.
- ❖ Only three fields—health education, dance education, and human resources director—were reported in some surplus.
- ❑ A Massachusetts respondent observed that retirements have played a significant role in the demand for teachers, and improvements in the Boston Public Schools have made teaching in the city more attractive.
- ❑ A Connecticut respondent noted that most student teachers are eager to be hired and begin with their own classrooms. That same respondent also noted that some excellent teachers leave the field due to high crime rates at schools in urban areas.
- ❑ Legislative initiatives in Maine have created uncertainties about the education job market.

## Region 10

- ❖ Of the 31 fields reported, 25 were in considerable or some shortage. The other six—elementary-middle, English/language arts, biology, earth/physical science, general science, and the support field of counselor—were reported as balanced.
- ❑ One respondent noted that rural districts of Alaska, especially those accessible only by boat or air, face chronic shortages of educators, a condition that has been exacerbated by the “highly qualified” provisions of NCLB.

## Region 11

- ❖ Of the 16 fields reported, 14 were in considerable or some shortage.
- ❖ Business education and Spanish were reported as balanced.

**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 page 2.)  
 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	2007	2006	
Agriculture	3.67	4.00	5.00	3.57	3.38	3.67	3.13	4.00	—	—	—	3.59	3.40	0.19
Art/Visual Education	2.00	2.63	2.89	2.94	2.85	2.77	2.55	2.67	2.63	—	4.00	2.71	2.70	0.01
Bilingual Education	4.50	4.48	3.29	4.24	4.42	4.53	4.22	4.12	4.20	—	—	4.28	4.27	0.01
Business Education	2.50	2.91	3.00	3.33	2.63	3.27	2.78	2.82	3.25	4.00	3.00	3.00	2.96	0.04
Computer Science Education	3.50	4.00	3.75	3.80	3.13	3.87	3.39	3.50	3.33	—	—	3.58	3.47	0.11
Dance Education	2.33	2.88	3.50	2.40	3.50	3.00	2.30	2.80	2.00	—	—	2.78	2.51	0.27
Driver Education/Traffic Safety	—	3.50	3.00	2.83	1.67	3.25	3.29	2.33	—	—	—	2.88	3.00	-0.12
Elementary Education														
Pre-K	2.78	3.28	2.43	2.91	3.27	3.57	2.37	2.39	2.82	3.50	—	2.83	2.81	0.02
Kindergarten	2.46	3.08	2.60	2.70	3.09	3.52	2.13	2.32	2.69	3.50	5.00	2.67	2.77	-0.10
Primary	2.23	3.07	2.18	2.43	3.21	3.55	1.80	2.13	2.73	3.50	5.00	2.51	2.67	-0.16
Intermediate	2.38	3.20	2.64	2.75	4.00	3.73	2.40	2.50	2.93	3.50	—	2.89	2.92	-0.03
Middle	3.08	3.63	3.22	3.23	4.04	4.04	2.92	2.95	3.14	3.00	—	3.32	3.32	0.00
English/Language Arts	2.92	3.50	2.82	3.18	3.18	3.51	2.65	2.64	2.92	3.00	5.00	3.02	3.06	-0.04
English as a Second Lang. (ESL)	4.36	4.24	3.50	4.07	4.29	4.50	3.95	3.75	4.20	4.00	4.00	4.09	3.94	0.15
Health Education	2.33	2.56	2.60	2.71	2.79	2.93	2.38	2.50	2.33	5.00	—	2.62	2.59	0.03
Home Economics/Consumer Sci.	3.25	3.20	2.50	3.47	3.00	3.25	3.79	3.67	3.00	—	—	3.34	3.24	0.10
Journalism Education	—	2.86	3.00	3.07	2.75	3.70	2.46	3.50	3.00	—	—	2.98	2.71	0.27
Languages														
Classics	3.00	3.17	2.67	3.82	3.00	3.44	3.25	3.30	4.00	—	—	3.34	3.18	0.16
French	2.71	3.05	3.14	3.35	3.44	3.48	3.29	3.36	4.00	5.00	—	3.35	3.18	0.17
German	3.00	3.07	3.00	3.36	3.30	3.17	3.19	3.63	5.00	5.00	—	3.28	3.04	0.24
Japanese	3.33	3.67	3.00	3.71	3.40	3.63	3.55	4.13	—	5.00	—	3.63	3.32	0.31
Spanish	3.78	3.78	3.67	4.10	4.10	4.26	3.76	4.03	4.25	5.00	3.00	3.97	3.89	0.08
Mathematics Education	4.08	4.85	4.60	4.43	4.58	4.77	4.28	4.33	4.71	5.00	5.00	4.48	4.36	0.12
Music Education														
Instrumental	3.25	3.50	3.71	3.68	3.11	2.94	2.98	3.05	4.00	—	—	3.25	3.12	0.13
Vocal	3.25	3.18	3.43	3.53	3.11	2.97	2.79	3.00	4.00	4.00	—	3.13	3.05	0.08
General	3.09	3.11	3.33	3.61	2.88	3.00	2.76	2.86	3.00	4.00	4.00	3.07	3.13	-0.06
Physical Education	2.56	2.58	2.43	2.28	2.74	2.58	2.13	2.50	3.00	4.00	4.00	2.39	2.50	-0.11
Reading	3.54	3.47	3.25	3.57	3.65	3.89	3.40	3.40	3.17	5.00	—	3.52	3.43	0.09
Science Education														
Biology	3.33	4.42	4.00	4.20	4.14	4.47	3.96	3.84	4.33	3.00	5.00	4.11	3.98	0.13
Chemistry	3.92	4.57	4.13	4.47	4.36	4.65	4.26	4.26	4.63	5.00	5.00	4.39	4.26	0.13
Earth/Physical	3.45	4.27	3.86	4.32	4.00	4.27	3.98	3.88	4.56	3.00	5.00	4.08	3.87	0.21
Physics	3.83	4.63	3.83	4.58	4.32	4.57	4.24	4.31	4.71	—	—	4.40	4.27	0.13
General	3.73	4.35	3.82	4.21	4.00	4.29	3.91	3.69	4.56	3.00	—	4.05	3.91	0.14
Social Studies Education	1.92	2.36	2.64	2.47	2.91	2.96	1.93	2.24	2.62	—	—	2.38	2.45	-0.07
Special Educaton														
Multicategorical	4.50	4.71	4.33	4.54	4.27	4.68	4.57	4.58	4.80	5.00	—	4.56	4.39	0.17
Emotional/Behavioral Disorders	4.00	4.85	4.25	4.43	4.20	4.50	4.32	4.42	4.60	—	—	4.42	4.29	0.13
Hearing Impaired	—	4.75	4.00	4.18	4.13	4.50	3.95	4.43	4.00	—	—	4.23	4.02	0.21
Learning Disability	4.40	4.86	4.33	4.29	4.20	4.61	4.31	4.06	4.60	5.00	—	4.38	4.19	0.19
Mental Retardation	5.00	4.91	4.50	4.45	4.10	4.50	4.24	4.00	4.67	—	—	4.38	4.13	0.25
Visually Impaired	—	4.80	4.33	4.67	4.00	4.40	4.17	4.17	5.00	—	—	4.38	3.85	0.53
Mild/Moderate Disabilities	4.40	4.77	4.00	4.47	4.27	4.63	4.28	4.06	4.67	—	5.00	4.42	4.27	0.15
Severe/Profound Disabilities	4.00	4.88	4.67	4.57	4.13	4.67	4.48	4.17	4.67	—	—	4.52	4.31	0.21
Early Childhood Special Ed.	4.20	4.50	4.33	4.31	4.17	4.52	3.98	3.73	4.50	5.00	—	4.17	4.00	0.17
Dual Certificate (Gen./Spec.)	4.14	4.60	4.43	4.46	4.08	4.58	4.06	4.00	4.67	—	5.00	4.28	4.15	0.13
Speech Education	3.00	3.78	3.00	3.23	3.19	3.50	3.00	4.11	4.50	5.00	—	3.36	3.28	0.08
Technology Education	3.67	3.67	3.80	4.12	3.31	3.73	3.32	3.56	4.33	—	—	3.64	3.44	0.20
Theatre/Drama Education	2.22	2.64	3.25	2.92	2.93	3.11	2.54	2.67	2.67	—	—	2.78	2.72	0.06

Field	1	2	3	4	5	6	7	8	9	10	11	2007	2006	Change	
<b>Administration</b>															
Principal															
Elementary	3.00	3.35	3.17	3.40	3.35	3.37	3.34	3.56	4.20	4.00	—	3.39	3.36	0.03	
Middle School	3.00	3.35	3.20	3.53	3.59	3.50	3.45	3.63	4.25	4.00	—	3.50	3.48	0.02	
High School	3.25	3.36	3.33	3.65	3.59	3.44	3.50	3.66	4.40	5.00	—	3.55	3.53	0.02	
Business Manager	2.75	3.33	2.75	3.17	2.50	3.25	3.13	3.00	4.00	—	—	3.11	3.19	-0.08	
Curriculum Director	3.00	3.31	3.00	3.36	3.38	3.33	3.11	3.17	5.00	—	—	3.25	3.05	0.20	
Human Resources Director	2.67	3.25	3.00	3.47	3.00	3.22	3.06	2.88	2.00	—	—	3.14	3.10	0.04	
Superintendent	3.38	3.45	3.00	3.79	3.36	3.30	3.70	3.61	4.25	—	—	3.58	3.62	-0.04	
<b>Additional Services</b>															
Audiologist	4.00	4.50	3.00	4.43	3.25	3.89	3.88	4.00	—	—	—	3.96	3.91	0.05	
Counselor	3.25	3.83	3.20	3.62	3.60	3.45	3.14	2.89	3.25	3.00	—	3.34	3.34	0.00	
Gifted/Talented Education	4.00	3.40	3.00	3.59	3.44	3.77	3.21	3.09	—	—	—	3.39	3.17	0.22	
Library Science/Media Tech.	3.25	3.29	3.67	3.36	3.00	3.28	3.17	3.33	—	—	—	3.28	3.41	-0.13	
Occupational Therapist	1.00	4.00	2.67	3.83	3.80	4.00	4.00	3.88	5.00	—	—	3.83	3.63	0.20	
Physical Therapist	1.00	3.67	3.25	4.11	3.83	3.93	3.87	4.25	4.50	—	—	3.93	3.85	0.08	
School Nurse	4.50	4.00	3.75	4.00	4.00	4.45	3.89	4.09	3.67	—	—	4.05	3.63	0.42	
School Psychologist	3.33	3.64	3.00	3.72	3.50	3.52	3.32	3.74	3.67	—	—	3.56	3.47	0.09	
School Social Worker	3.50	3.43	3.25	3.57	3.50	3.31	3.00	3.17	4.00	—	—	3.29	3.08	0.21	
Speech Pathologist	4.00	4.50	3.00	4.43	4.00	3.87	4.04	4.29	—	5.00	—	4.16	4.02	0.14	
<b>COMPOSITE</b>	<b>3.27</b>	<b>3.72</b>	<b>3.39</b>	<b>3.67</b>	<b>3.53</b>	<b>3.76</b>	<b>3.38</b>	<b>3.48</b>	<b>3.85</b>	<b>4.19</b>	<b>4.47</b>	<b>3.56</b>	<b>3.46</b>	<b>0.10</b>	
Number of Participants	13	29	11	62	24	50	83	48	19	2	2	366*	373*		

\* 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)**

Multicategorical (Spec. Ed.)	4.56
Severe/Profound Disabilities (Spec. Ed.)	4.52
Mathematics Education	4.48
Emotional/Behavioral Disorders (Spec. Ed.)	4.42
Mild/Moderate Disabilities	4.42
Physics	4.40
Chemistry	4.39
Mental Retardation (Spec. Ed.)	4.38
Learning Disability (Spec. Ed.)	4.38
Visually Impaired	4.38
Bilingual Education	4.28
Dual Certificate (Gen./Spec.)	4.28
Hearing Impaired	4.23

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

Early Childhood Special Education	4.17
Speech Pathologist	4.16
Biology	4.11
English as a Second Language	4.09
Earth/Physical	4.08
School Nurse	4.05
General Science	4.05
Languages – Spanish	3.97
Audiologist	3.96
Physical Therapist	3.93
Occupational Therapist	3.83
Technology Education	3.64
Languages – Japanese	3.63
Agriculture	3.59
Computer Science Education	3.58
Superintendent	3.58
School Psychologist	3.56
High School Principal	3.55
Reading	3.52
Middle School Principal	3.50

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

Gifted/Talented Education	3.39
Elementary Principal	3.39
Speech Education	3.36
Languages – French	3.35
Languages – Classics	3.34
Counselor	3.34
Home Economics/Consumer Science	3.34
Elementary – Middle	3.32
School Social Worker	3.29
Library Science/Media Technology	3.28
Languages – German	3.28
Curriculum Director	3.25
Music – Instrumental	3.25
Human Resources Director	3.14
Music – Vocal	3.13
Business Manager	3.11
Music – General	3.07
English/Language Arts	3.02
Business Education	3.00
Journalism Education	2.98
Elementary – Intermediate	2.89
Driver Education/Traffic Safety	2.88
Elementary – Pre-Kindergarten	2.83
Theatre/Drama	2.78
Dance Education	2.78
Art/Visual Education	2.71
Elementary – Kindergarten	2.67
Health Education	2.62

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

Elementary – Primary	2.51
Physical Education	2.39
Social Studies Education	2.38

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

None

**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	2007 Mean	2006 Mean		2007 Mean	2006 Mean
Growing Student Enrollment	*3.60	NA	State Funding	3.16	3.14
Early Retirement	3.45	3.38	Amount of Teacher Influence	3.11	3.02
Routine Retirement	3.40	3.29	Local Funding	3.06	3.01
Decreasing Class Size	*3.32	NA	Federal Funding	3.04	2.96
Limited English-Proficient Students	3.26	3.36	Hiring of Retirees	3.00	2.99
	Midpoint			Midpoint	
Federal Funding	2.98	2.78	Foreign-prepared Teachers	2.97	2.87
Local Board Policies	2.98	2.98	Economic Conditions	2.90	2.92
State Mandates	2.92	2.88	Working Conditions	2.87	2.80
State Funding	2.91	2.73	Amount of Administrative Support	2.86	2.87
Local Funding	2.90	2.84	Teacher Salaries	2.82	2.75
Increasing Class Size	*2.77	NA	Amount of Student Motivation	2.81	2.80
Postponed Retirement	2.73	2.67	Postponed Retirement	2.80	2.85
Federal Mandates	2.68	2.68	Local Board Policies	2.79	2.81
Declining Student Enrollment	*2.42	NA	School Safety	2.75	2.70
			Career Shifts Out of Education	2.71	2.83
<b>Factors Affecting the Supply of Educators</b>	<b>2007 Mean</b>	<b>2006 Mean</b>	Amount of Teaching Time	2.69	2.73
Career Shifts into Education	3.51	3.57	State Mandates	2.64	2.65
Alternative Certification/Licensure	3.39	3.35	Classroom Intrusions	2.63	2.70
Teacher Benefits	3.30	3.04	Testing of Teachers	2.52	2.55
Distance Learning Teacher Education	3.19	3.08	Federal Mandates	2.52	2.50
			Discipline Problems	2.21	2.43

\* The definitions and method of calculation for these factors were changed for 2006. Results are not comparable to those of previous years.

## Factors Affecting Education Employment

The study of educator supply and demand involves more than merely counting the number of new graduates versus the number of school district openings. Respondents shared their perceptions about how 12 demand and 25 supply factors affect the educator job market. The results are reported in Table 3 above.

### Demand Factors

Two of the demand factors—student enrollment and class size—were further divided. Student enrollment included the options of “growing” and “declining”; class size included the options of “increasing” and “decreasing.” In each case, respondents were asked to rate only one category. The results in both categories were split.

For the student enrollment factor, 238 participants responded growing, resulting in a national mean of 3.60 (positive influence), while 149 responded declining, for a national mean of 2.42 (negative influence).

The class size factor showed a similar split, with 266 responding increasing, with a national mean of 2.77 (negative) and 133 responding decreasing for a national mean of 3.32 (positive).

The national results for the funding demand factors—federal, state, and local—were all rated as negative, but the national means masked regional differences. Respondents from regions 2, 5, 6, and 10 perceived each of these factors as having a positive influence; respondents

from regions 1, 3, 4, and 7 perceived them as negative.

Routine and early retirement were perceived as positive factors. With the exceptions of Alaska and Hawaii, the mean ratings were 3.20 or higher.

### Supply Factors

On the supply side, the funding factors all registered means modestly above the 3.00 midpoint. Regional differences were less pronounced than those on the demand side.

The national mean for teacher salaries reflected a negative perception while the national mean for teacher benefits reflected a positive.

Regional differences appeared again here. In Regions 5, 8, and 9, salaries were perceived

as a positive factor; in Regions 1, 2, 4, 10, and 11, salaries were perceived as a negative with ratings of 2.50 or below.

The supply factors of alternate certification and distance learning were ranked as positive influences in all regions. Also in every region, the factor of foreign prepared teachers had a ranking very near the midpoint, indicating it does *not* influence supply.

The national means for school safety and working conditions have increased steadily each year since 2002, indicating that respondents perceive both factors as moving toward the 3.00 “no influence” midpoint. Discipline problems, however, remain a moderate negative influence on teacher supply.

» Conclusions continued from page 3

influences on the supply of educators. Teachers have been trained and labeled highly qualified and yet, what they know works best in their classroom is

now being modified by NCLB.

NCLB is in the process of reauthorization. It remains to be seen if some of the problematic issues that it has raised will

be resolved. Federal legislation cannot be expected to address all of the challenges that arise from the goal of having all students taught by qualified, caring

teachers. The balance of the supply and demand of well-trained and committed teacher candidates continues to be the focus of this research.