

Educator Supply and Demand in the United States

Highlights



The job market for educators peaked in 2001, softened in 2002, and continued to soften in 2003. Regional and subject variations from this trend were also reported.



Of the 64 fields surveyed, 26 continue to report shortages of educators.



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



For the eighth consecutive year, no fields are reported in the category of considerable surplus.



Of 93 supplementary comments provided by respondents, 50 percent cited school finance as a factor negative to the employment of educators.



A number of factors in the category of “teaching environment”—including testing and accountability issues—are 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 supply of and demand for educators.



Testing of students (including preparation and test administration) has a negative impact on the time available for instruction and increases stress for educators.

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

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The data in this 27th annual study of educator supply and demand will be useful to:

- ❖ College and university deans making decisions about teacher education programs.
 - Consider the ramifications of supply and demand with respect to program modifications, enrollment targets, and adding or deleting programs.
 - Recruiting students of color needs to be a focus of every college or department of education, considering the continuing critical shortage of minority teachers.
 - Prepare educators to work in settings with highly diverse populations.
 - Prepare educators to teach an increasing number of special needs students in regular classrooms.
- ❖ Human resource administrators in school systems searching for qualified candidates, and counselors advising future college students.
 - Understand that the projections for employment of teachers will make it difficult to find the right teacher for every classroom, given the regional mismatch of positions and candidates.
 - Consider the data when developing recruitment strategies.
 - Share the data with school counselors who advise students considering career choices.
- ❖ Officials in state departments and other education agencies involved with policy decisions affecting the field.
 - Be aware of the national increase in student enrollments and the ramifications for their states and agencies.
 - Evaluate additions to or deletions from teacher education programs with knowledge of supply and demand, as well as the changing patterns of enrollment in public schools.
 - Be aware that state and national mandates have an impact on the supply and demand of educators.
- ❖ College and university students selecting majors, graduates seeking employment, and career services representatives advising education students.

Implications for students selecting majors:

 - Compare interests to the job market indicators.
 - Consider selecting fields with relatively more demand.
 - Consider double certification, with at least one credential in a relatively high demand area.

Implications for graduates seeking employment:

 - Understand the market in the region of the country where you are seeking employment.
 - Understand that despite the economic concerns of 2002 and 2003, there is still a strong demand for teachers in many fields and geographic regions.

Implications for career services representatives advising education students:

 - Assist students who are interested in education in the selection of majors, and educate them about fields of high demand and regional variations in demand.
 - Assist candidates in balancing market factors with regions of choice.
 - Advise local school administrators about supply and demand factors.
- ❖ The media and general public to promote understanding of the issues in teacher supply and demand.
 - Understand that as the demand for educators stays strong, it is likely that persons will be hired who are uncertified or who are teaching out-of-field.
 - Understand the direct relationship between student learning and the quality of instruction/teaching.
 - Recognize that increasing enrollments in the public schools impact the hiring of teachers, class sizes, capacity of buildings, and cost of education.
 - Be aware that there are increasing numbers of students enrolling with English as a second language, creating challenges for teaching and learning.

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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.

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 2003	National 2002	Change
	1	2	3	4	5	6	7	8	9	10	11			
Agriculture	3.00	3.57	3.67	3.31	3.30	3.22	3.57	3.50	—	—	—	3.39	3.34	0.05
Art/Visual Education	2.56	1.94	2.36	2.82	2.82	2.71	2.61	2.61	2.88	3.00	—	2.65	2.88	-0.23
Bilingual Education	4.11	3.89	4.50	4.10	4.35	4.13	3.87	3.94	3.67	4.50	—	4.07	4.10	-0.03
Business Education	2.25	2.62	3.00	3.20	2.58	2.86	2.69	2.93	3.00	3.00	3.00	2.86	3.07	-0.21
Computer Science Education	2.25	3.50	3.00	3.42	3.28	3.50	3.40	3.20	3.75	3.67	—	3.35	3.65	-0.30
Dance Education	1.67	2.00	2.00	2.33	3.33	2.50	2.87	2.67	2.25	—	—	2.54	2.54	0.00
Driver Education/Traffic Safety	3.00	3.00	—	3.50	2.00	2.25	2.50	3.00	—	—	—	2.60	2.94	-0.34
Elementary Education														
Pre-K	2.00	3.06	3.30	2.43	3.00	3.06	2.21	2.40	2.82	3.00	4.00	2.62	2.95	-0.33
Kindergarten	2.00	2.69	3.00	2.38	3.06	3.003	2.18	2.33	2.63	3.00	4.00	2.55	2.85	-0.30
Primary	2.07	2.63	3.23	2.25	3.00	3.03	2.06	2.31	2.46	3.00	4.00	2.49	2.88	-0.39
Intermediate	2.15	2.65	3.45	2.34	3.21	3.18	2.50	2.52	2.57	3.00	4.00	2.69	3.03	-0.34
Middle	2.17	2.83	3.78	2.84	3.39	3.62	2.91	2.98	2.71	3.33	4.00	3.05	3.35	-0.30
English/Language Arts	2.38	2.78	3.08	3.07	3.17	3.04	2.71	2.72	2.52	3.00	3.50	2.87	3.10	-0.23
English as a Second Lang. (ESL)	3.56	3.53	4.40	3.87	3.93	3.83	3.58	4.12	3.13	5.00	—	3.78	3.91	-0.13
Health Education	2.00	2.64	3.25	2.61	2.58	2.49	2.29	2.25	3.00	2.67	—	2.49	2.63	-0.14
Home Economics/Consumer Sci.	3.00	2.78	3.00	3.41	3.15	3.13	3.25	4.00	1.67	2.67	—	3.15	3.42	-0.27
Journalism Education	1.50	2.80	3.00	3.00	2.77	2.67	2.58	3.00	2.67	3.00	—	2.76	2.97	-0.21
Languages														
Classics	3.00	3.00	3.00	3.55	2.71	3.67	2.73	3.63	3.00	—	—	3.23	3.32	-0.09
French	2.60	2.81	3.67	3.32	3.25	3.38	3.25	3.04	2.92	3.00	—	3.17	3.31	-0.14
German	2.50	2.75	2.33	3.31	3.19	3.52	3.14	3.13	2.25	3.00	—	3.14	3.22	-0.08
Japanese	2.17	3.00	3.00	3.00	3.33	3.86	3.45	3.43	3.33	3.00	—	3.23	3.44	-0.21
Spanish	3.25	3.29	4.29	3.85	4.12	4.05	3.69	3.96	3.62	3.33	—	3.82	3.96	-0.14
Mathematics Education	3.67	4.10	4.55	4.06	4.30	4.35	4.08	4.24	4.45	4.50	5.00	4.20	4.28	-0.08
Music Education														
Instrumental	2.67	3.08	3.50	3.47	3.00	2.96	3.01	2.92	2.75	2.33	—	3.08	3.29	-0.21
Vocal	2.50	3.00	3.50	3.49	2.88	2.94	3.03	2.86	2.75	2.33	—	3.06	3.23	-0.17
General	2.55	2.90	3.63	3.35	2.84	2.91	2.96	2.82	2.90	2.50	—	2.99	3.23	-0.24
Physical Education	2.30	2.05	2.63	2.40	2.47	2.43	2.22	2.29	2.67	2.67	3.00	2.36	2.55	-0.19
Reading	2.64	3.06	3.00	3.20	3.10	3.41	3.13	3.37	3.00	3.33	4.00	3.17	3.37	-0.20
Science Education														
Biology	2.75	4.22	3.13	3.70	3.85	3.99	3.68	3.80	4.00	3.33	4.50	3.79	3.89	-0.10
Chemistry	3.58	4.32	3.29	4.01	4.17	4.20	3.99	4.11	4.33	3.67	5.00	4.08	4.20	-0.12
Earth/Physical	2.90	3.95	3.57	3.69	3.81	3.93	3.71	3.80	4.08	3.67	—	3.76	3.96	-0.20
Physics	3.58	4.27	3.29	4.18	4.27	4.28	4.14	4.30	4.38	4.00	—	4.19	4.26	-0.07
General	3.00	4.10	3.79	3.65	3.78	3.96	3.61	3.59	3.82	3.33	4.00	3.71	3.81	-0.10
Social Studies Education	1.83	2.26	2.73	2.49	2.50	2.67	2.26	2.12	2.81	3.33	3.00	2.41	2.63	-0.22
Special Educaton														
Multicategorical	3.89	4.75	4.75	4.06	4.00	4.36	4.21	4.24	4.31	5.00	—	4.22	4.20	0.02
Emotional/Behavioral Disorders	3.67	3.75	4.00	3.87	3.81	4.34	4.21	4.18	4.57	5.00	—	4.09	4.42	-0.33
Hearing Impaired	3.80	4.50	3.00	3.94	3.58	4.67	3.38	3.71	4.33	—	—	3.95	4.17	-0.22
Learning Disability	3.67	4.08	3.50	3.84	3.80	4.27	3.95	4.05	4.75	5.00	—	4.05	4.21	-0.16
Mental Retardation	3.60	4.33	3.50	3.91	3.75	4.39	3.96	3.83	4.60	5.00	—	4.07	4.26	-0.19
Visually Impaired	3.50	5.00	4.00	3.89	4.00	4.50	3.69	4.00	4.33	5.00	—	4.04	4.19	-0.15
Mild/Moderate Disabilities	3.67	4.19	4.00	4.10	4.21	4.46	3.90	4.13	4.33	5.00	5.00	4.15	4.23	-0.08
Severe/Profound Disabilities	3.60	4.08	4.00	3.85	4.00	4.52	4.17	4.43	4.50	5.00	—	4.20	4.35	-0.15
Early Childhood Special Ed.	3.50	3.91	3.60	3.66	3.93	4.10	3.59	3.81	4.11	5.00	—	3.81	3.82	-0.01
Dual Certificate (Gen./Spec.)	3.40	3.92	3.50	3.74	4.13	4.13	3.77	4.06	4.50	5.00	5.00	3.98	3.92	0.06
Speech Education	2.17	3.56	3.00	3.11	3.20	3.33	2.91	3.30	4.00	4.00	—	3.14	3.19	-0.05
Technology Education	2.60	2.83	3.50	3.60	3.38	3.43	3.76	4.15	3.83	4.00	—	3.57	4.02	-0.45
Theatre/Drama Education	2.00	2.70	2.67	2.74	2.70	2.87	2.57	2.89	2.57	3.67	—	2.70	2.87	-0.17

Field	1	2	3	4	5	6	7	8	9	10	11	2002	2001	Change
Administration														
Principal														
Elementary	3.00	3.16	3.29	3.31	3.31	3.35	3.53	3.47	3.69	—	4.00	3.37	3.59	-0.22
Middle School	3.11	3.13	3.29	3.37	3.25	3.43	3.66	3.42	3.58	—	—	3.39	3.65	-0.26
High School	3.22	3.21	3.14	3.48	3.21	3.41	3.68	3.47	3.75	—	4.00	3.43	3.72	-0.29
Business Manager	2.33	3.00	3.00	3.20	3.00	3.14	3.08	3.11	3.50	—	—	3.06	3.38	-0.32
Curriculum Director	2.67	3.00	3.20	3.07	3.00	3.06	3.00	3.31	2.50	—	—	3.04	3.18	-0.14
Human Resources Director	2.00	3.14	3.00	3.00	2.60	2.79	3.20	2.88	3.50	—	—	2.93	3.23	-0.30
Superintendent	3.00	3.23	3.00	3.58	3.20	3.25	3.66	3.70	4.29	—	—	3.50	3.67	-0.17
Additional Services														
Audiologist	3.00	4.00	3.00	4.00	3.57	3.20	3.78	3.85	—	—	—	3.75	3.84	-0.09
Counselor	3.00	3.11	3.33	3.57	3.52	3.14	3.42	3.00	3.31	4.00	4.50	3.30	3.36	-0.06
Gifted/Talented Education	2.40	3.25	3.00	3.38	3.00	3.13	3.05	3.33	—	3.00	—	3.09	3.33	-0.24
Library Science/Media Tech.	2.67	2.83	3.33	3.53	3.15	3.26	3.37	3.53	3.00	—	—	3.31	3.60	-0.29
Occupational Therapist	2.50	3.00	3.25	3.63	2.80	2.71	3.56	3.30	3.50	—	—	3.22	3.36	-0.14
Physical Therapist	2.50	3.00	4.00	3.45	3.14	3.09	3.17	3.50	3.33	5.00	—	3.30	3.48	-0.18
School Nurse	3.00	3.40	4.00	3.59	3.22	3.54	3.42	3.73	3.43	5.00	—	3.52	3.44	0.08
School Psychologist	3.25	3.21	3.33	3.83	3.42	3.25	3.40	3.39	3.60	—	—	3.43	3.52	-0.09
School Social Worker	2.50	3.00	3.33	3.17	3.29	3.24	3.46	3.30	3.50	—	—	3.26	3.26	0.00
Speech Pathologist	3.00	4.33	4.00	3.90	3.50	3.64	3.47	3.83	—	—	—	3.74	3.91	-0.17
COMPOSITE	2.80	3.26	3.43	3.27	3.34	3.46	3.11	3.27	3.35	3.39	4.14	3.27	3.45	-0.18
Number of Participants	16	35	16	80	41	86	109	82	31	3	2	501*	498*	

* 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 4.22

Fields with Some Shortage (4.20 - 3.41)

Mathematics Education 4.20

Severe/Profound Disabilities 4.20

Physics 4.19

Mild/Moderate Disabilities 4.15

Emotional/Behavior Disorders 4.09

Chemistry 4.08

Bilingual Education 4.07

Mental Retardation 4.07

Learning Disability 4.05

Visually Impaired 4.04

Dual Certificate (Gen./Spec.) 3.98

Hearing Impaired 3.95

Languages – Spanish 3.82

Early Childhood Special Education 3.81

Biology 3.79

English as a Second Language 3.78

Earth/Physical 3.76

Audiologist 3.75

Speech Pathologist 3.74

General Science 3.71

Technology Education 3.57

School Nurse 3.52

Superintendent 3.50

High School Principal 3.43

School Psychologist 3.43

Fields with Balanced Supply and Demand (3.40 - 2.61)

Agriculture 3.39

Middle School Principal 3.39

Elementary Principal 3.37

Computer Science Education 3.35

Library Science/Media Technology 3.31

Counselor 3.30

Physical Therapist 3.30

School Social Worker 3.26

Languages – Classics 3.23

Languages – Japanese 3.23

Occupational Therapist 3.22

Languages – French 3.17

Reading 3.17

Home Economics/Consumer Science 3.15

Languages – German 3.14

Speech Education 3.14

Gifted/Talented Education 3.09

Music – Instrumental 3.08

Music – Vocal 3.06

Business Manager 3.06

Elementary – Middle 3.05

Curriculum Director 3.04

Music – General 2.99

Human Resources Director 2.93

English/Language Arts 2.87

Business Education 2.86

Journalism Education 2.76

Theatre/Drama 2.70

Elementary – Intermediate 2.69

Art/Visual Education 2.65

Elementary – Pre-Kindergarten 2.62

Fields with Some Surplus (2.60 - 1.81)

Driver Education/Traffic Safety 2.60

Elementary – Kindergarten 2.55

Dance Education 2.54

Elementary – Primary 2.49

Health Education 2.49

Social Studies Education 2.41

Physical Education 2.36

Fields with Considerable Surplus (1.80 - 1.00)

None

From data supplied by survey respondents. In some instances, the averages are based upon limited input and total reliability is not assured.

Regional I Data Trends and

Region 1 Data Trends

- ❖ No fields are reported in considerable shortage; 14 fields, including all special education fields, mathematics, chemistry, physics, and ESL are reported in some shortage.
- ❖ Two fields—dance education and journalism—are reported in considerable surplus.

Observations and Comments

- ❖ State budget cuts in Oregon have had a negative impact on hiring new teachers.
- ❖ School systems are depending on early retirements, but there is a huge deficit in the funding for the retirement system.

Region 2 Data Trends

- ❖ The special education fields of multicategorical, hearing impaired, and mental retardation are reported in considerable shortage, as are speech pathology, physics, chemistry, and biology.
- ❖ No fields are reported in considerable surplus.
- ❖ Social studies, physical education, dance, and art/visual education are reported as having some surplus.

Observations and Comments

- ❖ California faces the dual challenge of a budget crisis and significant changes in credentialing.
- ❖ There is a fear that testing all candidates for subject-matter competency will negatively impact the number of available minority candidates.
- Utah's budget shortfalls of the past two years have precipitated a decline in teacher hiring and an increase in class sizes.

Region 3 Data Trends

- ❖ Math, Spanish, ESL, bilingual, and multicategorical special education are reported in considerable shortage.
- ❖ Twenty-one fields are reported as in some shortage.
- ❖ No fields are reported in considerable surplus.

Observations and Comments

- ❖ In Colorado, many who had been working in central administration at the district level have moved back to classroom teaching positions.
- ❖ Teacher salaries in Montana are among the lowest in the country. As a consequence, many teaching positions are open across the state as teachers relocate for higher salaries.

Region 5 Data Trends

- ❖ Bilingual education, mathematics, physics, and the special education field of mild/moderate disabilities are reported in considerable shortage.
- ❖ Nineteen fields are reported in some shortage; thirty-five fields are reported as balanced.
- ❖ Some surplus is reported in the fields of business, drivers' education, health, and physical education, as well as in social studies.

Observations and Comments

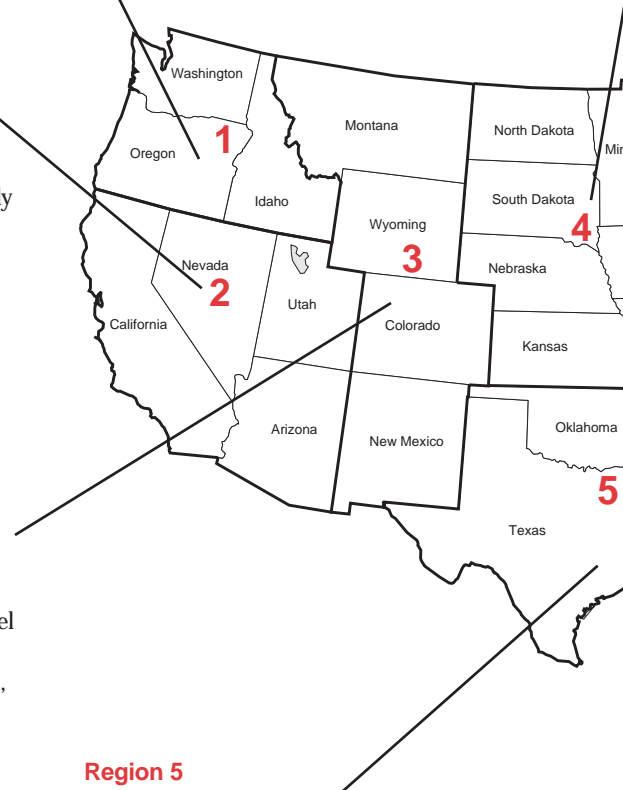
- ❖ In Oklahoma, hiring freezes were in place and many teachers were laid off due to state budget shortfalls. Graduates are heavily recruited to other states, especially Texas, Georgia, and Florida.
- ❖ School finance in Texas is a major problem. Issues of local, state, and federal funding present a complex and confusing scene.

Region 4 Data Trends

- ❖ More than 50 percent of the fields are reported in some shortage.
- ❖ Nine fields—pre-K, kindergarten, primary, physical education are reported in some shortage.
- ❖ No fields are reported in the considerable surplus.

Observations

- ❖ Budget crunches have had a negative impact on teacher offerings.
- ❖ Low salaries coupled with high demands for teacher performance have become disheartening.
- ❖ Increased class sizes are commonplace.
- ❖ Teacher layoffs have been widespread; even in some states.



Highlights and Observations

Region 4

Trends

ported as in some shortage.
intermediate, social studies, dance, and
surplus.
shortage or considerable surplus categories.

Observations and Comments

act on both teacher hirings and curricular
or student achievement are causing teachers to
en experienced teachers are at risk.



Region 9

Data Trends

- ❖ All special education fields except early childhood special education, as well as mathematics, chemistry, physics, and superintendent are reported in considerable shortage.
- ❖ Seven fields are reported in some surplus, and home economics/consumer science is reported in considerable surplus.

Observations and Comments

- ❖ The Maine state scholarship program created to retain educators in the state has had both positive and negative influences.
- ❖ With the advent of new teacher tests, the number of candidates in Massachusetts has decreased in the past three years. In the near future, there may also be a considerable shortage of teachers at all levels due to expected retirements.

Region 8

Data Trends

- ❖ The fields of severe/profound disabilities, multicategorical special education, physics, and mathematics are reported in considerable shortage.
- ❖ Twenty-nine fields are in some shortage; twenty-four are in balance; and seven are reported in some surplus.

Observations and Comments

- ❖ Growth of charter schools in Delaware has had a negative impact on public-school teacher hiring.
- ❖ As elsewhere in the country, the economy has been a major negative factor to hiring.
- ❖ Testing plays a larger role each year in teacher licensure/certification.

Region 7

Data Trends

- ❖ Twenty-nine fields are reported in some shortage; ten fields are reported in some surplus.
- ❖ The special education fields of multicategorical and emotional/behavioral disorders are reported in considerable shortage. No fields are reported in considerable surplus.

Observations and Comments

- ❖ Categories of licensure, with subject-area requirements, makes it difficult to staff schools in Ohio. There is a surplus of early childhood education majors and a shortage of middle childhood majors. Inequitable school funding also creates pockets of low income and high need areas.
- ❖ State budgets drive school staffing. In the current climate, districts have imposed layoffs. Planned reductions in class sizes will not continue unless state or federal money resurfaces.
- ❖ Teachers in Michigan are deferring retirements due to the economy.

Region 6

Data Trends

- ❖ Eight of the ten special education fields, plus mathematics and physics, are reported in considerable shortage.
- ❖ Twenty fields are reported as some shortage. Only four fields—dance, health, physical, and drivers' education—are reported in some surplus.
- ❖ Remaining fields are in considerable or some shortage, or balanced.

Observations and Comments

- ❖ West Virginia is losing student population due to a poor economic climate. Fewer students results in less demand for teachers.
- ❖ NCLB has a negative effect on experienced teachers who are now identified as "not highly qualified."
- ❖ Increased testing of students who have little chance of showing improvement affects teacher retention negatively.

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

Economic conditions and events of the past year have left their marks on U.S. education in a number of ways. Among those ways is a renewed interest in the helping professions, which may bode well for school systems around the country seeking to employ enough qualified educators to fill their classrooms.

On the other hand, recent economic conditions have damaged state budgets and, in turn, public school district budgets. These conditions have not affected the overall "big picture" factors that influence supply and demand (retirements, student enrollments, etc.), but they have curtailed some staffing that school districts would have preferred to maintain or build upon.

In general, however, the demand for educators continues.

Data Collection

The AAEE Supply and Demand Research Committee and more than 500 colleges of education throughout the U.S. generated the research for which results are presented here.

Surveys were sent to every teacher education college in the U.S., asking career center staff and/or education deans to respond to market questions about each education field and factors impacting supply and demand. The Research and Data Analysis Consultation Service at The Ohio State University provided technical assistance in tabulating the results presented here.

The Data

The tables on the gatefold of this report summarize the demand for educators by field and region, using the regions outlined on the adjacent panels. The tables also include 2003 national data for each field with comparative statistics from 2002.

Table 1 identifies each education field with numbers ranging from "1" to "5," with "5" representing a considerable

shortage of educators, "1" representing a considerable oversupply of educators, and "3" representing a balanced job market (enough educators per position and vice versa).

As you follow each field across the table, you will see that there are significant variations from region to region in the demand for educators.

Table 2 reports the national composites in rank order, beginning with fields in the shortage brackets and continuing in descending order.

2003 National and Regional Results

A closer look at the tables reveals the following findings across the five categories.

Considerable Shortage

For 2003, only the field of multicategorical special education appears in this category. That compares with seven fields determined to be in considerable shortage in 2002 and confirms a somewhat softer market for even those holding special education certifications.

Some Shortage

This year, 25 of the 64 fields fell into this category, compared with 26 fields one year ago. It is interesting to note that the six special education fields that were reported in considerable shortage one year ago are now reported in some shortage. And it is further interesting to note that multicategorical special education—the only field to appear in the considerable shortage category this year—has moved up from some shortage.

The sciences and mathematics continue to report shortages of educators, as do many of the fields that provide special services to students such as audiology, speech pathology, psychology, and school nurses.

School superintendents and high school principals continue

to report in some shortage, reflecting the ongoing concerns about the ever-increasing demands of these positions.

Balanced Supply and Demand

Of the 64 fields surveyed, 31 (nearly half) fall into the balanced category this year. For both candidates and employers, this represents a reasonably optimistic situation. Candidates have a reasonable expectation of obtaining a desirable position, and employers have a reasonable expectation that they will be able to hire qualified candidates.

Fields in the balanced category include all foreign languages except Spanish (some shortage). They also include fields requiring large numbers of candidates such as English/language arts, reading, and three of the five elementary education fields.

Several areas that serve the needs of special populations also report as balanced. These include physical therapy, social work, occupational therapy, and education of the gifted. Counselor supply and demand is also balanced.

Some Surplus

One year ago, only two fields—physical education and dance education—appeared in this category. The 2003 survey results add five fields to this category: driver education/traffic safety, the elementary fields of kindergarten and primary, health education, and social studies.

This category has historically included fields where many institutions offer programs and large numbers of students are enrolled.

Considerable Surplus

For the eighth consecutive year, no fields report in this category.

Changes from the Previous Year

Using a difference of .10 or greater in the national composite

score as an indication of change from the previous year, 54 of the 64 fields reported such a change. This represents a continuation of the trend reported one year ago when 52 fields reported such a change.

Fields reporting decreases of .30 or greater included: business education, all elementary education categories, the special education field of emotional/behavioral disorders, technology education, and the administrative fields of business manager and human resources director.

Only four fields reported no change or an increase, and none of these was reported at a level of significance.

Conclusions and Recommendations

The continuing downward trend in demand for educators is most likely a reflection of the state budget crises that are reported almost daily across the country. However, as this report goes to press, leading economic indicators have taken upward turns. Education is a well-documented lagging indicator of economic conditions and it likely that this cycle will turn out to be no different.

However, there are still worrisome signs on the horizon. As school enrollments continue to increase, changes in staffing practices (hiring out-of-field, on-the-job certification, and alternative certification) continue.

As states continue to mandate higher standards for professionally prepared educators, they simultaneously create loopholes for out-of-field placements and temporary licensure for those who have no teacher training.

The full impact of the No Child Left Behind legislation is yet to be felt. But anecdotal evidence is beginning to collect to lead to a conclusion that despite the act's higher purpose, it is having a significant negative effect on educator morale.

American Association for Employment in Education, Inc.

Since 1934, the American Association for Employment in Education, Inc. has focused on enhancing and promoting university career services and school district human resources as integral and critical components of the education process. The association manages diverse services, publications, and activities designed to help schools, colleges, and universities meet their staffing needs. AAEE is an international association that unites the two vital components of education staffing—school districts and colleges.

Education is a unique profession. It requires colleges to provide focused career services, and simultaneously, it requires school systems to develop dynamic hiring strategies. With rapid changes in the marketplace, both sides of the staffing equation are essential to ensure the quality staffing of schools today and tomorrow: qualified and caring teachers, administrators, and support personnel in every school system. In its effort to provide the education community with information about the yearly recruitment of educators, the AAEE is pleased to provide this research report of the association's 2003 study on educator supply and demand in the United States. This is the 27th year that AAEE has prepared the report.

AAEE acknowledges the work of the 2003 Supply/Demand Research Committee. As a team, they analyzed the data which were collected and prepared the material for this report. Special appreciation is also extended to the Research and Data Analysis Consultation Service at The Ohio State University. AAEE also expresses its gratitude to the representatives of the 500-plus colleges and universities that participated in the survey. It is their input that has allowed us to prepare this report.

The association wishes to pay tribute to Jim Akin, retired director of career services at Kansas State University, who conducted the initial supply/demand 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: \$5 per copy. One complimentary copy per member of AAEE.

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