Employee Benefits Programs Committee
November 14, 2007
Harvest Room-Capitol-Bismarck ND

Testimony by Janet Placek Welk
Education Standards and Practices Board

Good morning, Madam Chair and Members of the Employee Benefits Programs Committee. For the record, I am Janet Welk, Executive Director of the Education Standards and Practices Board. Thank you for the opportunity to share the Board's process of determining critical shortage areas for teachers in the state.

The Board defines critical shortages for many different reasons of which the retiree returning to work is one. The first and foremost reason the Board declares critical shortage is to enable local districts to hire someone that is not prepared as a teacher, but has a content major and is willing to teach for three years, while becoming a regularly prepared teacher under the alternate access license. This critical shortage designation also allows new teachers to receive waiver of loans through federal programs.

The critical shortage area designation is embedded within administrative rule 67.1-02-04-01 for the alternate access license. The basic language used by the Board follows:

67.1-02-04-01. Alternative access licenses for teacher shortages. Alternative access licenses will be issued under the following conditions:

1. Consideration for alternative access licenses will not be granted until after August first in any year.

2. Alternative access licenses may be issued only in areas where documented shortages of regularly licensed teachers exist as determined by the education standards and practices board. Shortage areas must be determined by the education standards and practices board based upon the ratio of regularly licensed teachers in the state who are qualified for the position to the number of schools with open positions requesting alternative access licensure. In cases where near shortages exist, the board must give additional consideration to whether the hiring school has made a diligent effort to attract and hire regularly licensed teachers.

3. The request for an alternative access license must be initiated by a school. The school board or administration must make the request in writing to the education standards and practices board for consideration of an alternative access license, indicating intent to offer a contract if licensure can be arranged. The request must document that a diligent effort has been made to employ a regularly licensed teacher to fill the position. Documentation of a diligent effort to employ qualified personnel should include information on how and how long the position was advertised, whether schools of education have been contacted in search of applicants, how many qualified applicants applied, how many applicants were interviewed, whether increases in salary or other incentives were offered in an attempt to attract qualified applicants, and whether these incentives are comparable to those offered by other schools of similar size and means.

As you can see from the underlined language above, the local district must document the work that has been done to hire a regularly licensed teacher.

To help document shortage areas, the Board reviews the following information:

Attachment A. Program Completers Report 1994-2006.
Attachment B. Monthly License Reports 12-Year Comparison

Attachment C. Classrooms starting school without a teacher documented by the Department of Public Instruction; and
D. Attachment D. School districts requesting alternate access licensure.

Since 1998, the Board has basically declared shortage areas in all middle/secondary content areas with the exception of physical education and social studies. Elementary education has never been declared a shortage area. June 2005, the Board added social studies to the critical shortage area based on NCLB and concerns of local school administrators in the economic and geography content areas.

The American Association for Employment in Education, Inc. for the past 28 years (since 1977) has studied educator supply and demand. They found during the 1990's, 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. 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 demand for educators in their states and locales. The tables on page 8 and 9 of the Report (which is attached) summarize the demand for educators by field and region. North Dakota is in Region 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.

Page 21 includes the data for Region 4. Data trends indicate thirty-seven fields more than one-half of all fields surveyed-are reported in considerable or some shortage. Seven fields including all elementary fields, health, physical education, and dance are reported in some surplus. No fields are reported in considerable surplus. These data trends align with the North Dakota ESPB findings of critical shortages in all fields with the exception of elementary education and physical education.

I'm also attaching a copy of the North Dakota Administrative and Instructional Personnel Data in Public Schools for the 2006-2007 school year. This document will provide you with level of education, years of experience, and personnel by age etc.

Also attached to this testimony for your information and reading pleasure, please find A Publication of the Policy Information Clearinghouse by the National Association of State Board of Education on Teacher Recruitment and Retention: A Survey of the Rural Landscape. Since North Dakota was listed as being part of the survey, I thought you might find it of interest.

That concludes my testimony, I would be happy to answer any questions at this time.

PROGRAM COMPLETERS REPORT

Education Standards and Practices Board

1994 through 2006

Degree Level

Bachelors — Majors

Code	School Year	94	95	96	97	98	99	00	01	02	03	04	O5	O6	Ttl.
50037	Early Childhood	23	18	14	35	98	24	21	31	3	31	51	51	35	435
50015	Elementary Education	347	335	314	372	378	379	396	399	390	392	359	394	348	4803
50017	Middle School	8	16	9	8	9	4	6	4	4	4	7	9	1	89
01005	Agriculture	6	4	15	10	8	8	9	7	8	8	7	2	5	97
02005	Art	5	4	6	6	7	5	4	3	2	5	5	7	6	65
24000	ESL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24500	Bilingual Education (minor)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03020	Business Education	35	23	27	25	18	20	15	21	17	30	20	19	21	291
08005	Coaching Athletics (minor)	0	0	0	0	0	0	0	0	0	0	0	0	6	6
05015	Drama/Communication Arts	0	0	0	0	0	0	1	2	0	10	1	0	1	15
21005	Driver Education (minor)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
05020	English	46	25	25	29	40	29	37	31	26	42	23	41	44	438
05045	Speech	2	1	4	0	2	0	0	2	2	0	1	1	0	15
06015	German	1	0	0	0	0	0	0	1	0	1	0	2	1	6
06035	Spanish	10	6	65	0	9	0	7	3	2	5	8	10	7	132
06010	French	2	0	2	2	1	0	0	1	1	3	1	0	0	13
06020	Greek	0	0	0	0	0	0	0	0	0	0	0	0	0	0
06025	Latin	5	0	0	0	0	7	0	0	0	0	1	0	0	13
18015	Health	5	4	4	7	9	8	3	8	1	6	6	11	10	82
09040	Family Consumer Sciences	5	5	5	1	3	4	2	4	8	5	5	6	3	56
04006	Marketing Education	3	2	2	6	0	0	0	0	0	3	1	2	1	20
11010	Mathematics	35	20	31	22	31	18	23	13	22	16	33	30	28	322
12010	Composite Music	37	35	26	30	22	25	17	31	27	31	12	17	13	323
12015	Vocal/Choral Music	0	0	0	0	0	0	3	5	3	2	4	8	2	27
12005	Instrumental Music	0	0	0	0	0	0	1	0	14	1	1	5	13	35
08025	Physical Educaiton	95	83	100	5	85	87	80	68	76	73	61	62	90	965
13010	Biology	11	14	22	22	21	15	17	14	15	17	21	15	21	225
13020	Chemistery	1	1	3	3	3	1	5	6	3	2	6	6	7	47
13035	Earth Science	1	2	1	1	3	0	1	2	1	1	1	1	1	16
13047	General Science (Composite)	0	3	4	3	2	3	6	6	5	6	2	6	2	48
13045	Physical Science	0	0	3	1	1	1	15	3	0	3	0	2	1	30
13050	Physics	0	0	0	0	0	0	1	1	0	0	1	0	1	4
15010	Economics	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15015	Geography	1	0	0	0	0	0	0	1	0	1	1	0	0	4
15020	History	17	17	20	20	28	21	26	18	17	23	25	24	46	302
15007	Political Science/Civics/Gov	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15035	Social Studies	46	30	21	35	56	35	58	52	62	49	55	47	34	580
15040	Sociology/Cultural Anthropolog	0	0	0	0	0	0	1	0	0	0	1	0	0	2
15030	Psychology	0	0	0	0	0	0	0	3	0	2	0	0	0	5
10007	Technology Education	1	1	4	0	2	0	3	2	2	1	2	5	5	28
17000	Trade, Industry, & Hlth Occ	0	0	0	0	6	8	0	0	1	0	0	0	3	18
03083	Instructional Technology	0	0	0	0	0	0	0	0	0	5	0	0	0	5
23000	Computer Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19005	Mental Retardation	54	53	23	27	28	15	20	17	11	15	16	18	19	316
19015	Special Education	0	0	0	0	0	0	0	0	0	0	0		0	0
19007	Speech Pathology	0	0	0	0	0	6	0	0	0	0	0		0	6
19010	Speech Lang Audio														
19040	Emotionally Disturbed	0	0	0	0	0	0	0	0	0	0	0			0
19025	Learning Disabilities	0	0	0	0	0	0	0	0	0	0	0			0
19020	Education of the Deaf	14	10	17	21	10	8	5	7	0	0	0	3	3	98
19045	Visually Impaired	0	0	0	0	0	0	0	0	0	0	0			0
19037	Early Childhood Special Ed	0	0	0	0	0	0	0	0	0	4	0			4
19055	Special Education Strategist														
19065	Physical/Health Specially														
50065	Library Science	0	0	0	0	0	0	0	0	0	0	0			0
50081	Adv. Prog. For Teachers	0	0	0	0	0	0	0	0	0	0	0			0
50020	Counselor for Schools	0	0	0	0	0	0	0	0	0	0	0			0
50045	Ed. Leadership - Principal	0	0	0	0	0	0	0	0	0	0	0			0
50045	Elementary Pricipal	0	0	0	0	0	0	0	0	0	0	0			0
50045	Secondary Principal	0	0	0	0	0	0	0	0	0	0	0			0
50045	Superintendent	0	0	0	0	0	0	0	0	0	0	0			0
5007	Reading Specialist	0	0	0	0	0	0	0	0	0	0	0			0
50080	School Psychology	0	0	0	0	0	0	0	0	0	0	0			0
50081	Supervisor	0	0	0	0	0	0	0	0	0	0	0			0
03084	Computing & Tech Leadership	0	0	0	0	0	0	0	0	0	0	0			0
	Other	0	0	0	0	0	0	0	0	0	0	0			0
	Other: Sce for Elem Tchr	0	0	0	0	0	0	0	0	0	0	0			0
	Other:advanced Programs-no	0	0	0	0	0	0	0	0	0	0	0			0
	credentials awarded														0
Total		816	712	767	691	880	731	783	766	723	797	738	804	778	9986

Bachelors — Minors

Code	School Year	94	95	96	97	98	99	00	01	02	03	04	O5	O6	Ttl.
50037	Early Childhood	0	0	0	0	0	0	11	62	44	37	33	40	32	259
50015	Elementary Education	0	0	0	0	0	0	0	0	0	0	0	0	23	23
50017	Middle School	0	0	0	0	0	0	0	7	5	12	5	5	3	37
01005	Agriculture	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02005	Art	0	0	0	0	0	0	2	4	0	1	0	1	1	9
24000	ESL	0	0	0	0	0	0	0	0	0	0	0	3	0	3
24500	Bilingual Education (minor)	0	0	0	0	0	0	0	0	0	0	0	0	2	2
03020	Business Education	0	0	0	0	0	0	5	3	6	1	2	0	1	18
08005	Coaching Athletics (minor)	0	0	0	0	0	0	38	97	67	63	54	51	60	430
05015	Drama/Communication Arts	0	0	0	0	0	0	1	1	8	1	0	0	3	14
21005	Driver Education (minor)	0	0	0	0	0	0	1	0	2	0	0	0	1	4
05020	English	0	0	0	0	0	0	3	8	5	7	3	2	0	28
05045	Speech	0	0	0	0	0	0	0	12	8	1	0	3	0	24
06015	German	0	0	0	0	0	0	1	0	3	1	0	0	0	5
06035	Spanish	0	0	0	0	0	0	4	13	3	1	2	4	3	30
06010	French	0	0	0	0	0	0	2	0	2	0	0	0	1	5
06020	Greek	0	0	0	0	0	0	0	0	0	0	0	0	0	0
06025	Latin	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18015	Health	0	0	0	0	0	0	9	11	16	20	13	19	24	112
09040	Family Consumer Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0
04006	Marketing Education	0	0	0	0	0	0	0	0	0	2	0	0	3	5
11010	Mathematics	0	0	0	0	0	0	4	7	12	1	2	2	7	35
12010	Composite Music	0	0	0	0	0	0	11	5	3	3	0	4	3	29
12015	Vocal/Choral Music	0	0	0	0	0	0	3	1	2	6	2	0	2	16
12005	Instrumental Music	0	0	0	0	0	0	4	2	4	5	5	6	2	28
08025	Physical Educaiton	0	0	0	0	0	0	12	14	1	4	3	7	3	44
13010	Biology	0	0	0	0	0	0	6	3	1	5	3	3	0	21
13020	Chemistery	0	0	0	0	0	0	4	3	3	4	5	3	4	26
13035	Earth Science	0	0	0	0	0	0	0	6	1	1	0	3	0	11
13047	General Science (Composite)	0	0	0	0	0	0	0	5	5	3	3	3	0	19
13045	Physical Science	0	0	0	0	0	0	0	1	0	1	0	0	0	2
13050	Physics	0	0	0	0	0	0	0	1	2	1	0	0	1	5
15010	Economics	0	0	0	0	0	0	0	0	1	0	0	0	0	1
15015	Geography	0	0	0	0	0	0	0	3	2	0	4	0	3	12
15020	History	0	0	0	0	0	0	15	18	12	12	13	8	5	83
15007	Political Science/Civics/Gov	0	0	0	0	0	0	2	1	2	0	2	0	4	11
15035	Social Studies	0	0	0	0	0	0	5	1	3	4	7	3	4	27
15040	Sociology/Cultural Anthropolog	0	0	0	0	0	0	1	0	1	4	5	5	1	17
15030	Psychology	0	0	0	0	0	0	19	49	24	23	26	7	10	158
10007	Technology Education	0	0	0	0	0	0	1	3	8	0	5	6	0	23
17000	Trade, Industry, & Hlth Occ	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03083	Instructional Technology	0	0	0	0	0	0	0	1	1	0	0	0	0	2
23000	Computer Science	0	0	0	0	0	0	2	3	3	0	4	2	2	16
19005	Mental Retardation	0	0	0	0	0	0	2	0	0	25	16	31	0	74
19015	Special Education	0	0	0	0	0	0	0	0	0	0	0	0	29	29
19007	Speech Pathology	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19010	Speech Lang Audio														
19040	Emotionally Disturbed	0	0	0	0	0	0	0	0	0	13	0	0	0	13
19025	Learning Disabilities	0	0	0	0	0	0	0	0	0	10	0	0	0	10
19020	Education of the Deaf	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19045	Visually Impaired	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19037	Early Childhood Special Ed	0	0	0	0	0	0	0	20	0	0	0	0	0	20
19055	Special Education Strategist							0	0	0	0	0	0	0	
19065	Physical/Health Specially														
50065	Library Science	0	0	0	0	0	0	0	0	1	3	1	7	3	15
50081	Adv. Prog. For Teachers	0	0	0	0	0	0	0	0	0	6	0	0	0	6
50020	Counselor for Schools	0	0	0	0	0	0	0	0	0	10	0	0	0	10
50045	Ed. Leadership - Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50045	Elementary Pricipal	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50045	Secondary Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50045	Superintendent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5007	Reading Specialist	0	0	0	0	0	0	0	0	0	0	0	0	6	6
50080	School Psychology	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50081	Supervisor	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03084	Computing & Tech Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Other	0	0	0	0	0	0	0	22	0	0	0	0	0	22
	Other: Sce for Elem Tchr	0	0	0	0	0	0	0	0	0	0	3	0	0	3
	Other:advanced Programs-no	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	credentials awarded														
Total		0	0	0	0	0	0	168	387	261	291	221	228	246	1802

Masters

Code	School Year	94	95	96	97	98	99	00	01	02	03	04	O5	O6	Ttl.
50037	Early Childhood	0	0	0	0	0	0	1	0	0	0	3	5	7	16
50015	Elementary Education	4	14	21	34	14	35	31	7	30	16	36	44	15	301
50017	Middle School	0	0	0	0	0	0	0	0	0	0	0			0
01005	Agriculture	3	4	5	7	9	6	2	2	2	0	0			40
02005	Art	0	0	0	0	0	0	0	0	0	0	0			0
24000	ESL	0	0	0	0	0	0	0	0	0	0	0			0
24500	Bilingual Education (minor)	0	0	0	0	0	0	0	0	0	0	0	0		0
03020	Business Education	5	2	1	1	0	3	0	0	0	0	0			12
08005	Coaching Athletics (minor)	0	0	0	0	0	0	0	0	0	0	0			0
05015	Drama/Communication Arts	0	0	0	0	0	0	0	0	0	0	0			0
21005	Driver Education (minor)	0	0	0	0	0	0	0	0	0	0	0			0
05020	English	0	0	0	0	0	0	0	6	4	0	1	2		13
05045	Speech	0	0	0	0	0	0	0	0	0	0	0			0
06015	German	0	0	0	0	0	0	0	0	0	0	0			0
06035	Spanish	0	0	0	0	0	0	0	0	0	0	0			0
06010	French	0	0	0	0	0	0	0	0	0	0	0			0
06020	Greek	0	0	0	0	0	0	0	0	0	0	0			0
06025	Latin	0	0	0	0	0	0	0	0	0	0	0			0
18015	Health	0	0	0	0	0	0	0	0	0	0	0			0
09040	Family Consumer Sciences	1	0	0	0	0	0	2	0	2	0	0			5
04006	Marketing Education	0	0	0	0	0	0	0	0	0	1	1			2
11010	Mathematics	3	7	5	11	9	9	5	4	5	0	5	3		66
12010	Composite Music	0	0	1	0	0	3	7	2	2	2	2	3		22
12015	Vocal/Choral Music	0	0	0	0	0	0	0	0	0	0	0			0
12005	Instrumental Music	0	0	0	0	0	0	0	0	0	0	0			0
08025	Physical Educaiton	0	0	0	0	0	0	4	8	0	5	5			22
13010	Biology	0	0	0	0	0	0	1	0	0	0	0			1
13020	Chemistery	0	0	0	0	0	0	0	1	0	0	0			1
13035	Earth Science	0	0	0	0	0	0	0	0	0	0	0			0
13047	General Science (Composite)	4	3	32	2	23	0	12	8	1	4	5	1		95
13045	Physical Science	0	0	0	0	0	0	0	0	0	0	0			0
13050	Physics	0	0	0	0	0	0	0	0	0	0	0			0
15010	Economics	0	0	0	0	0	0	0	0	0	0	0			0
15015	Geography	0	0	0	0	0	0	0	0	0	0	0			0
15020	History	0	0	0	0	0	0	0	0	0	2	2			4
15007	Political Science/Civics/Gov	0	0	0	0	0	0	0	0	0	0	0			0
15035	Social Studies	0	0	0	0	0	0	2	0	0	0	0			2
15040	Sociology/Cultural Anthropolog	0	0	0	0	0	0	0	0	0	0	0			0
15030	Psychology	0	0	0	0	0	0	0	0	0	0	0			0
10007	Technology Education	0	0	0	0	0	0	0	0	0	0	0			0
17000	Trade, Industry, & Hlth Occ	0	0	0	0	0	0	0	0	0	0	0			0
03083	Instructional Technology	0	0	0	0	0	0	0	0	0	0	0			0
23000	Computer Science	0	0	0	0	0	0	0	0	0	0	0			0
19005	Mental Retardation	0	0	0	0	0	0	0	0	0	0	28			28
19015	Special Education	32	36	38	53	28	46	30	0	0	0	0	8	4	275
19007	Speech Pathology	0	0	0	0	0	0	48	60	50	18	29	29	12	246
19010	Speech Lang Audio													31	31
19040	Emotionally Disturbed	6	0	0	0	23	0	2	3	2	0	1	2	4	43
19025	Learning Disabilities	1	0	0	0	0	0	16	15	10	3	10	16	11	82
19020	Education of the Deaf	0	0	0	0	0	0	5	0	1	0	0			6
19045	Visually Impaired	0	0	0	0	0	0	0	0	0	0	0	3	5	8
19037	Early Childhood Special Ed	0	0	0	0	0	0	2	22	47	47	24	4	6	152
19055	Special Education Strategist												23	39	62
19065	Physical/Health Specially													1	1
50065	Library Science	0	0	0	0	0	0	0	0	0	0	0			0
50081	Adv. Prog. For Teachers	23	30	21	24	30	26	4	0	35	29	13	25	17	277
50020	Counselor for Schools	13	65	51	46	14	40	21	37	7	4	13	7	10	328
50045	Ed. Leadership - Principal	4	5	4	3	2	1	0	7	24	0	0			50
50045	Elementary Pricipal	2	6	4	5	17	17	44	26	10	0	18	16		165
50045	Secondary Principal	96	5	2	5	6	3	0	4	9	12	21	16	54	233
50045	Superintendent	8	14	19	25	15	32	9	9	8	9	0			148
5007	Reading Specialist	26	7	10	5	1	6	11	0	0	4	9	7	9	95
50080	School Psychology	0	0	0	0	0	0	0	12	0	0	0			12
50081	Supervisor	2	0	2	0	1	0	0	0	0	0	0			5
03084	Computing & Tech Leadership	0	0	0	0	0	0	0	0	0	0	0			0
	Other	0	0	0	0	0	0	0	0	9	6	0	9		24
	Other: Sce for Elem Tchr	0	0	0	0	0	0	0	0	0	0	0			0
	Other:advanced Programs-no	0	0	0	0	0	0	0	0	0	0	7			7
	credentials awarded														0
Total		233	198	216	221	192	227	259	233	258	162	233	223	225	2880

Spec. or 6th Year

Code	School Year	94	95	96	97	98	99	00	01	02	03	04	O5	O6	Ttl.
50037	Early Childhood	0	0	0	0	0	0	0	0	0	0	0			0
50015	Elementary Education	0	0	0	0	0	0	0	0	0	0	0			0
50017	Middle School	0	0	0	0	0	0	0	0	0	0	0			0
01005	Agriculture	0	0	0	0	0	0	0	0	0	0	0			0
02005	Art	0	0	0	0	0	0	0	0	0	0	0			0
24000	ESL	0	0	0	0	0	0	0	0	0	0	0			0
24500	Bilingual Education (minor)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03020	Business Education	0	0	0	0	0	0	0	0	0	0	0			0
08005	Coaching Athletics (minor)	0	0	0	0	0	0	0	0	0	0	0			0
05015	Drama/Communication Arts	0	0	0	0	0	0	0	0	0	0	0			0
21005	Driver Education (minor)	0	0	0	0	0	0	0	0	0	0	0			0
05020	English	0	0	0	0	0	0	0	0	0	0	0			0
05045	Speech	0	0	0	0	0	0	0	0	0	0	0			0
06015	German	0	0	0	0	0	0	0	0	0	0	0			0
06035	Spanish	0	0	0	0	0	0	0	0	0	0	0			0
06010	French	0	0	0	0	0	0	0	0	0	0	0			0
06020	Greek	0	0	0	0	0	0	0	0	0	0	0			0
06025	Latin	0	0	0	0	0	0	0	0	0	0	0			0
18015	Health	0	0	0	0	0	0	0	0	0	0	0			0
09040	Family Consumer Sciences	0	0	0	0	0	0	0	0	0	0	0			0
04006	Marketing Education	0	0	0	0	0	0	0	0	0	0	0			0
11010	Mathematics	0	0	0	0	0	0	0	0	0	0	0			0
12010	Composite Music	0	0	0	0	0	0	0	0	0	0	0			0
12015	Vocal/Choral Music	0	0	0	0	0	0	0	0	0	0	0			0
12005	Instrumental Music	0	0	0	0	0	0	0	0	0	0	0			0
08025	Physical Educaiton	0	0	0	0	0	0	0	0	0	0	0			0
13010	Biology	0	0	0	0	0	0	0	0	0	0	0			0
13020	Chemistery	0	0	0	0	0	0	0	0	0	0	0			0
13035	Earth Science	0	0	0	0	0	0	0	0	0	0	0			0
13047	General Science (Composite)	0	0	0	0	0	0	0	0	0	0	0			0
13045	Physical Science	0	0	0	0	0	0	0	0	0	0	0			0
13050	Physics	0	0	0	0	0	0	0	0	0	0	0			0
15010	Economics	0	0	0	0	0	0	0	0	0	0	0			0
15015	Geography	0	0	0	0	0	0	0	0	0	0	0			0
15020	History	0	0	0	0	0	0	0	0	0	0	0			0
15007	Political Science/Civics/Gov	0	0	0	0	0	0	0	0	0	0	0			0
15035	Social Studies	0	0	0	0	0	0	0	0	0	0	0			0
15040	Sociology/Cultural Anthropolog	0	0	0	0	0	0	0	0	0	0	0			0
15030	Psychology	0	0	0	0	0	0	0	0	0	0	0			0
10007	Technology Education	0	0	0	0	0	0	0	0	0	0	0			0
17000	Trade, Industry, & Hlth Occ	0	0	0	0	0	0	0	0	0	0	0			0
03083	Instructional Technology	0	0	0	0	0	0	0	0	0	0	0			0
23000	Computer Science	0	0	0	0	0	0	0	0	0	0	0			0
19005	Mental Retardation	0	0	0	0	0	0	0	0	0	0	0			0
19015	Special Education	0	0	0	0	0	0	0	0	0	0	0			0
19007	Speech Pathology	0	0	0	0	0	0	0	0	0	0	0			0
19010	Speech Lang Audio														0
19040	Emotionally Disturbed	0	0	0	0	0	0	0	0	0	0	0			0
19025	Learning Disabilities	0	0	0	0	0	0	0	0	0	0	0			0
19020	Education of the Deaf	0	0	0	0	0	0	0	0	0	0	0			0
19045	Visually Impaired	0	0	0	0	0	0	0	0	0	0	0			0
19037	Early Childhood Special Ed	0	0	0	0	0	0	0	0	0	0	0			0
19055	Special Education Strategist														0
19065	Physical/Health Specially														0
50065	Library Science	0	0	0	0	0	0	0	0	0	0	0			0
50081	Adv. Prog. For Teachers	0	0	0	0	0	0	0	0	0	0	0			0
50020	Counselor for Schools	0	0	0	0	0	0	0	0	0	0	0			0
50045	Ed. Leadership - Principal	0	0	0	0	0	0	0	2	0	0	0			2
50045	Elementary Pricipal	0	0	0	0	0	0	0	1	0	3	0		2	6
50045	Secondary Principal	2	5	4	4	6	4	1	4	1	7	0			38
50045	Superintendent	0	0	0	0	0	0	0	0	0	0	1			1
5007	Reading Specialist	0	0	0	0	0	0	0	5	0	0	0			5
50080	School Psychology	0	0	0	0	0	0	0	0	7	0	4			11
50081	Supervisor	0	0	0	0	0	0	0	0	0	0	0			0
03084	Computing & Tech Leadership	0	0	0	0	0	0	0	0	0	0	0	6		6
	Other	0	0	0	0	0	0	0	0	0	0	0		8	8
	Other: Sce for Elem Tchr	0	0	0	0	0	0	0	0	0	0	0			0
	Other:advanced Programs-no	0	0	0	0	0	0	0	0	0	0	0			0
	credentials awarded														0
Total		2	5	4	4	6	4	1	12	8	10	5	6	10	77

Doctoral

Code	School Year	94	95	96	97	98	99	00	01	02	03	04	O5	O6	Ttl.
50037	Early Childhood	0	0	0	0	0	0	0	0	0	0	0			0
50015	Elementary Education	0	0	0	0	0	0	0	0	0	0	0			0
50017	Middle School	0	0	0	0	0	0	0	0	0	0	0			0
01005	Agriculture	0	0	0	0	0	0	0	0	0	0	0			0
02005	Art	0	0	0	0	0	0	0	0	0	0	0			0
24000	ESL	0	0	0	0	0	0	0	0	0	0	0			0
24500	Bilingual Education (minor)	0	0	0	0	0	0	0	0	0	0	0	0		0
03020	Business Education	0	0	0	0	0	0	0	0	0	0	0			0
08005	Coaching Athletics (minor)	0	0	0	0	0	0	0	0	0	0	0			0
05015	Drama/Communication Arts	0	0	0	0	0	0	0	0	0	0	0			0
21005	Driver Education (minor)	0	0	0	0	0	0	0	0	0	0	0			0
05020	English	0	0	0	0	0	0	0	0	0	0	0			0
05045	Speech	0	0	0	0	0	0	0	0	0	0	0			0
06015	German	0	0	0	0	0	0	0	0	0	0	0			0
06035	Spanish	0	0	0							0	0			0
06010	French	0	0	0							0	0			0
06020	Greek	0	0	0							0	0			0
06025	Latin	0	0	0							0	0			0
18015	Health	0	0	0							0	0			0
09040	Family Consumer Sciences	0	0	0							0	0			0
04006	Marketing Education	0	0	0							0	0			0
11010	Mathematics	0	0	0							0	0			0
12010	Composite Music	0	0	0							0	0			0
12015	Vocal/Choral Music	0	0	0							0	0			0
12005	Instrumental Music	0	0	0							0	0			0
08025	Physical Educaiton	0	0	0							0	0			0
13010	Biology	0	0	0							0	0			0
13020	Chemistery	0	0	0							0	0			0
13035	Earth Science	0	0	0							0	0			0
13047	General Science (Composite)	0	0	0							0	0			0
13045	Physical Science	0	0	0							0	0			0
13050	Physics	0	0	0							0	0			0
15010	Economics	0	0	0							0	0			0
15015	Geography	0	0	0							0	0			0
15020	History	0	0	0							0	0			0
15007	Political Science/Civics/Gov	0	0	0							0	0			0
15035	Social Studies	0	0	0							0	0			0
15040	Sociology/Cultural Anthropolog	0	0	0							0	0			0
15030	Psychology	0	0	0							0	0			0
10007	Technology Education	0	0	0							0	0			0
17000	Trade, Industry, & Hlth Occ	0	0	0							0	0			0
03083	Instructional Technology	0	0	0							0	0			0
23000	Computer Science	0	0	0							0	0			0
19005	Mental Retardation	0	0	0							0	0			0
19015	Special Education	0	0	0							0	0			0
19007	Speech Pathology	0	0	0							0	0			0
19010	Speech Lang Audio														0
19040	Emotionally Disturbed	0	0	0							0	0			0
19025	Learning Disabilities	0	0	0							0	0			0
19020	Education of the Deaf	0	0	0							0	0			0
19045	Visually Impaired	0	0	0							0	0			0
19037	Early Childhood Special Ed	0	0	0							0	0			0
19055	Special Education Strategist														0
19065	Physical/Health Specially														0
50065	Library Science	0	0	0	0	0	0	0	0	0	0	0			0
50081	Adv. Prog. For Teachers	0	0	0	0	0	0	0	0	0	0	0		6	6
50020	Counselor for Schools	0	0	0	0	0	1	0	0	0	0	0			1
50045	Ed. Leadership - Principal	0	0	0	0	0	0	1	0	0	0	0			1
50045	Elementary Pricipal	0	0	0	0	0	0	0	1	2	2	0			5
50045	Secondary Principal	1	10	0	11	4	3	0	0	0	4	0			33
50045	Superintendent	0	0	0	0	0	0	0	1	1	3	0	4	24	33
5007	Reading Specialist	0	0	0	0	0	0	0	0	0	0	0			0
50080	School Psychology	0	0	0	0	0	0	8	0	0	0	0			8
50081	Supervisor	18	17	17	17	9	17	11	0	0	0	0			106
03084	Computing & Tech Leadership	0	0	0	0	0	0	0	0	0	0	0			0
	Other	0	0	0	0	0	0	0	0	0	0	0	38		38
	Other: Sce for Elem Tchr	0	0	0	0	0	0	0	0	0	0	0			0
	Other:advanced Programs-no	0	0	0	0	0	0	0	0	0	0	25			25
	credentials awarded														0
Total		19	27	17	28	13	21	20	2	3	9	25	42	30	256

Attachment A

MONTHLY LICENSE REPORTS 12-YEAR COMPARISON

1995-96, 1996-97,1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06 & 2006-07

	App Fee	2YrDgr	5YrDgr	AddEnd	Out/St	2YrEnt	2YrRen	2YrRnt	5YrRen	Dup	1YrAln	Emg	Emg				Licenses Issued	DL	2YrT&I	2YrT&R	5YrT&I	FP[2]	FP[2]	FP[2]			
7/95-8/24/95	0	0	0	0	0	83	165	0	164	15	3	0	0				412	0	4	0	0	0	0	0			
8/25/95-96	593	2	0	8	118	652	1031	68	894	66	14	19	0				2645	0	15	4	7	0	0	0			
1995-96	593	2	0	8	118	735	1096	68	1058	81	17	19	0				3057	0	19	4	7	0	0	0			
1996-97	412	1	5	15	151	822	1257	67	1562	71	48	4	0				3708	0	17	6	14	0	0	0			
1997-98	400	8	5	14	167	892	1368	104	1733	64	0	4	0				4097	0	12	22	11	879	5	0			
1998-99	365	4	4	19	181	803	1253	146	1754	82	0	9	1				3956	0	19	26	40	901	1	14			
1999-00	42	0	0	7	20	90	17	2	36	0	2	0	0				155	0	2	0	0	0	0	0			
	App Fee	2YrDgr	5YrDgr	AddEnd	Out/St	2YrInt	2YrRen	2YrRnt	5YrRen	Dup	Int/Recip	Interim	Int/Sub	Int/Prv	Ren/Prv	Prb	Licenses Issued	NtlBrd	2YrT&I	2YrT&R	5YrT&I	FPT1TM	FBI	BCI	PORT	30 YR	
1999-00	816	5	6	127	205	713	1193	143	1647	86	68	8	4	101	20	23	3912	1	20	14	23	925	1	11			
2000-01	903	16	15	94	206	645	1141	132	1633	94	193	13	11	69	7	18	3862	1	22	19	25	912	0	2			
2001-02	934	7	3	142	177	669	1050	150	1665	95	198	14	16	46	3	17	3829	0	6	13	15	945	0	0			
2002-03	769	7	5	137	184	506	1104	134	1626	101	229	29	11	49	8	14	3748	2	22	9	17	916	0	0			
2003-04	776	2	5	188	250	603	1132	78	1807	94	241	31	12	42	0	16	4022	1	33	11	30	*801	0	0			
2004-05	811	21	3	473	240	630	1123	92	1611	1749	242	26	24	4	0	21	3838	0	25	6	6	897	0	0	442	4	
2005-06	972	10	116	1210	289	697	1055	90	1746	3060	306	38	16	20	7	25	4047	0	9	8	41	844	X	X	2220	12	
2006-07	790	40	68	646	274	469	1158	111	1819	213	294	51	19	27	2	27	4083	0	9	16	17	780	X	X	5	28	

1998-1999 Totals, except application and fingerprinting fees, ended June 4, 1999 (pending programming changes by ISD) and new fees became effective.

Attachment B

Attachment C

Department of Public Inst
Management Information
ND Unfilled Positions as of the First Day of Class
School Year 2006-2007

Category	FTEs
Elementary (K-8)	32.80
HS Agriculture	1.50
HS Art	0.00
HS Business/Office Tech	1.00
HS Business Ed	1.00
HS Career Ed	0.00
HS Computer Ed	0.00
HS Diversified Occupations	2.00
HS Driver/Traffic Safety Ed	1.00
HS Economics/Free Enterprise	0.00
HS English Language Arts	4.00
HS Family/Consumer Sciences	1.50
HS Health	0.00
HS Health Careers	0.00
HS Languages	1.33
HS Marketing Ed	0.00
HS Mathematics	1.50
HS Music	3.00
HS PhyEd	0.50
HS Science	3.90
HS Social Studies	2.00
HS Tech Ed/Industrial Arts	2.60
HS Trade/Industrial Ed	1.00
HS Vocational Information Tech	4.00
Special Ed Director	0.80
Sp Ed Emotional Disturbance	2.10
Sp Ed Hearing Impaired	1.00
Sp Ed Mental Retardation	1.10
Sp Ed Occupational Therapy	1.00
Sp Ed Physical Therapy	2.00
Sp Ed Preschool	4.00
Sp Ed Program Coordinator	0.80
Sp Ed Psychological Services	0.00
Sp Ed Social Work	5.00
Sp Ed Specific Learning Disabilities	3.90
Sp Ed Speech/Language Services	11.20
Sp Ed Visually Impaired	3.00
Sp Ed Vocational Special Needs	1.40
Sp Ed Other Special Ed	0.90
Admin (Supt, Principals, etc)	4.80
Counselor	3.20
Librarian	3.07
Psychologist (Not Spec Ed)	0.00
Speech/Language Pathologist	0.70
Other	2.00
Elem Total	32.80
HS Total	31.83
Sp Ed Total	38.20
Nonteacher Total	13.77

Education Standards and Practices Board
2006-2007
Chapter 67.1-02-04 Alternate Access and Interim Emergency Licenses

Name	License #	License Type	Date	Major	School
Arvin, Karen 1867 37th St NE Larimore ND 58251	62696	14	09/12/06	Substitute	Larimore
Austreim, Codi 703 14th St W Williston ND 58801	90070	03	09/11/06	English	Williston
Ballard, Joyce PO Box 36 Edgeley ND 58433	62769	14	12/01/06	Substitute	Edgeley
Braaten, Lindsay **Letter of Approval** 106 22nd Ave N Fargo ND 58102	62560	21	08/01/06	Counseling	West Fargo
Bracamonte, Carlos 1112 19th Ave SE East Grand Forks MN 56721	90091	03	08/09/06	Spanish	Grand Forks
Burke, Howard S 4321 Hwy 2 Larimore ND 58251	90028	14	10/03/06	Substitute	Grafton
Campbell, Robert PO Box 443 Velva ND 58790-0443	90093	03	08/25/06	Science	Sawyer
Charlebois, Jill 2023 North 14th St #1 Bismarck ND 58501	62643	03	08/23/06	French	Mandan
Christensen, Laurie 8454 16th St SE Courtenay ND 58426	90067	03	08/29/06	Science	Kensal
Collins, Lacey 3227 11th St SW Minot ND 58701	62683	12/03	09/07/06	Spanish	Minot Ryan
Crane, Michelle 27222 Hwy 12 McLaughlin SD 57642	62620	03	08/19/06	Biology	Selfridge
Crouse, Michael 413 Saturn Dr Bismarck ND 58103	60909	03	08/08/06	Industrial Technology	Bismarck

Name	License #	Type	Date	Major	School
Cutting, Richard 32600 28th St NW Wilton ND 58579	62625	12/03	08/19/06	History	Garrison
Dasovick, Jeff 810 Empire Rd Dickinson ND 58601	90066	03	09/20/06	Music	Dickinson
Dobbs, Constance 504 5th St W Dickinson ND 58601	62585	14	08/09/06	Emergency Substitute	Dickinson
Dorrheim, Aimee **Letter of Approval** 1506 16th Ave E West Fargo ND 58078	90089	03	08/07/06	Counseling	West Fargo
Ellingson, Karolyn 2477 Glen Circle Grand Forks ND 58201	62797	3	01/04/08	Spanish	Grand Forks
Felchle, Amy 709 East Brewster St Harvey ND 58341	62655	12/03	10/17/06	Science	Harvey
Fischer, Anna PO Box 113 Flasher ND 58535	90086	03	09/15/06	Biology	Flasher
Fuchs, Kabie 221 East Court Univ Village Fargo ND 58102	62604	03	08/17/06	FACS	Fargo
Gabbert, Lanny 218 10th St NW Beulah ND 58523	62646	03	08/23/06	Science	New Salem
Halgrimson, Angela **Letter of Approval** 1332 18th Ave S Moorhead MN 56560	62561	21	08/01/06	Counseling	West Fargo
Hall, Margaret 4401 16th Ave S Ste 429 Williston ND 58801	90090	03	10/17/06	Music	Trinity Christian-Willistor
Horner, Jason 414 Broadway Napoleon ND 58561	62689	03	09/21/06	Business Ed	Napoleon
Hovland, Lana 3309 Washington St Fargo ND 58104	90004	03	08/19/06	FACS	Fargo

Name	License #	Type	Date	Major	School
Jelsing, Terry 2811 64th St NE Rugby ND 58368	62648	12/03	08/24/06	Art	Rugby
Klein, Kari 406 Meadow Ln Mott ND 58646	62728	03	10/03/06	Business	Mott/Regent
Klinge, Susan PO Box 295 St John ND 58369-0295	62782	14	12/28/06	Substitute	Rolette
Kuntz, Victoria 509 1st Ave NW Mandan ND 58554	90074	03	09/12/06	Science	Mandan
Langer, William 201 2nd St Perth ND 58363	62614	03	08/19/06	Science	Wolford
Larson, Ruperta 312 3rd St NW Parshall ND 58770	90040	14	08/03/06	Native Language	Substitute - Parshall
Leining, Liberty 4253 Woodhaven St S Fargo ND 58104	90047	03	08/08/06	Counseling	West Fargo
Liebelt, Susan 4539 2nd St SE Bowdon ND 58418-9382	90002	03	09/26/06	FACS	Fessenden-Bowdon
Lonning-Bjore, Kelly 4601 Boulder Ridge Rd Bismarck ND 58503	62617	12/03	08/18/06	MS Science/Biology	Fort Yates
McCullough, Mari 2502 East Country Club Dr Fargo ND 58103-5733	90055	14	08/23/06	Substitute	Fargo
Meier, Darcy 9550 SE 32nd Ave Venturia ND 58413	90095	14	07/11/06	Chemistry	Substitute-Bismarck
Messer, Justin 3501 11th St S #304 Fargo ND 58103	62658	03	08/25/06	Social Studies	Bowman
Muse, Heather 631 11th St E Dickinson ND 58601	90087	03	09/19/06	Math	Grenora
Myers Jr., Cyril 15905 Sheyenne Cir	62730	03	10/05/06	Music	Dakota Adventist

Name Bismarck ND 58503	License #	Type	Date	Major	School
Nold, Jeffrey PO Box 116 Grenora ND 58845	62691	12/03	09/11/06	Business	Grenora
Oscarson, Keira 1209 2nd Ave NE #3 Devils Lake ND 58301	62644	12/03	08/23/06	English	Devils Lake
Palmer, Ashlie PO Box 272 Hebron ND 58638	62722	03	09/28/06	Composite Music	Halliday
Quaday, Aaron 707 North 18th St Grand Forks ND 58203	62637	03	08/22/06	Biology	White Shield
Riehl, Sandra 1300 9th Ave SE Mandan ND 58554	90005	03	09/28/06	Biology	Prairie Learning Center
Rudser-Stolba, Paula 1800 Sunset Blvd Minot ND 58703	90068	03	08/19/06	FACS	Minot
Rystedt, Roberta PO Box 304 Powers Lake ND 58304	62624	03	09/21/06	Business	Powers Lake
Stark, Steven 710 19th Ave S Fargo ND 58103	62633	03	08/21/06	Drama	Fargo
Steinwand, Michelle 8213 85th St SE Ellendale ND 58436	90096	03	10/19/06	Business	Kulm
Strasman, Jeranna PO Box 176 Fordville ND 58231	62721	14	09/28/06	Substitute	Fordville-Lankin
Strating Schemionek, Susan 1819 Burke Blvd Devils Lake ND 58301	90097	03	11/29/06	Counseling	Devils Lake-LACTC
Swenson, Carissa PO Box 212 Halliday ND 58636	90062	03	07/31/06	Business	Halliday
Teou-Teou, Tomfei 34 Hanks Hill Rd Storrs Mansfield CT 06268 (we have not received a more recent address)	62565	03	08/09/06	German	Devils Lake
Thomas, Gary M	62746	03	11/14/06	Math	Belcourt

Name	License #	Type	Date	Major	School
RR 2 Box 89 Rolla ND 58367					
Weiler, Twana 106 6th Ave N Fargo ND 58103	90088	03	08/03/06	English	West Fargo
Wenstad, Kimberly 1822 15th Ave W Williston ND 58801	90073	14	08/25/06	Substitute	Williston
Wolf, Cody 207 2nd Ave E Dickinson ND 58601	62709	14	09/19/06	Substitute	Dickinson
Wolf, Pauline Route 1 Box 117 Finley ND 58230	136	14	07/11/06	Social Studies	Substitute-Emerado
Zacher, Ruth 4011 73rd Ave NW Parshall ND 58770	62665	12/03	08/28/06	FACS	Parshall
Jollie, Edward PO Box 1762 Belcourt, ND 58316-1762	90032	14	12/22/06	Substitute	Belcourt
Bowersox, Bruce 302 4th St SE Hillsboro, ND 58045-4908	61926	14	01/10/07	Substitute	Hillsboro
Emmel, Nancy 1322 N 1st St Fargo, ND 58102	62844	3	01/16/07	FACS	Fargo Oak Grove
Pemberton, Barry 1309 11th St N Fargo, ND 58102	62879	3	01/22/07	Chemistry	Fargo Shanley/Sullivan
Hoffman, Anna 601 6th Ave W Williston, ND 58801	90083	3	01/23/07	Art	Williston
Mary Throndl 1335 6th St S Fargo, ND 58103	62832	12 & 03	01/11/07	Spanish	Fargo
Lindsay Wilson 1306 10th St SW Jamestown, ND 58401	62960	3	02/28/07	Math	Tappen
Debbe Poitra PO Box 2008 Belcourt, ND 58316-2008	62968	14	03/08/07	Substitute	Belcourt

Name	License #	Type	Date	Major	School
Monica Cady-Skye 3477 BIA Road #7 Selfridge ND 58568	63041	14	05/09/07	Substitute	Solen
Jonathan Turk 1907 N 5th St Bismarck ND 58501-1806	62985	14	05/18/07	Substitute	Selfridge

Career and Technical Provisional

Phillips, Patrick 416 West Boulevard Ave Bismarck ND 58501	62439	18	06/27/06	Technical Studies	Bismarck

2004

Full Report of the 2004 Data

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 (NCLB) 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

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.

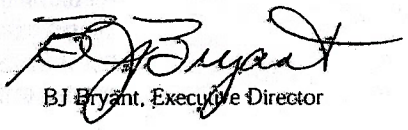
The current study is the 28th research study on educator supply and demand that AAEE has conducted. Within recent years, we have observed rather significant shifts in the education marketplace. AAEE has followed these trends while providing job market information that is current and specific to more 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).
State Report: $100 per state (includes state, regional, and national comparisons).
For customized state research studies, please contact the national office for information and estimates.

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Executive Summary

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 (NCLB) 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. Additionallly, 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 Eduation provided technical assistance in the collection and analysis of the data.

The Data

The tables on pages 8 and 9 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 remaining 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 implementaton 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.

Review of Literature

From the early 1990s through 2001, nearly all education fields faced teacher shortages (Loschert, 2004). By 2003, while some fields continued to face high demands, many fields had an equal number or surplus of candidates to fill job openings, as indicated by perceptions of institutions regarding supply. Even so, it appears the demand for teachers persists in urban and rural areas, as well in some southern states such as Georgia and Florida. Nationwide, areas still facing widespread shortages are special education, mathematics, the sciences, bilingual education, English as a Second Language (ESL), and Spanish language (AAEE, 2003).

Special education is a field described as having a "severe, chronic shortage" (McLeskey, Tyler and Flippin, 2004). In 2000, a Recruiting New Teachers' (RNT) study of the largest urban school districts reported that 98% of responding districts had an immediate demand for special education teachers. According to the Bureau of Labor Statistics (2004), employment of special education teachers is expected to increase faster than average through 2012 due to the growing enrollment of special education students, which is being fueled by legislation encouraging early intervention. Over the next 10 years, the Bureau of Labor and Statistics predicts shortages of qualified teachers in this area, noting public schools today serve more than 6 million students with disabilities. Even more, all 50 states and the District of Columbia require special education teachers to be licensed with a general education credential and a specialty certificate to teach special education students.

Another growing population facing the need for teachers is English Language Learners (ELLs). The National Clearinghouse of English Language Acquisition (NCELA) reports ELLs is the fastest growing K-12 population (Barron & Menken, 2002). Based on the most recent survey results from NCELA, in the 2000-01 school year, more than 4.5 million ELLs were enrolled in U.S. public schools, representing a 32.1% increase over the reported school enrollment for the 1997-1998 school year. ELL enrollment has increased at nearly 8 times the rate of total student enrollment over the past decade (Padolsky, 2002). A study by McKeon (1994) indicated that half of all teachers may anticipate educating an ELL during their careers. In the RNT study of urban schools (2000), 73% of respondents reported an immediate need for bilingual educators and 68% reported an immediate need for ESL teachers. The highest ELL enrollment was in California, followed by Texas, Florida, New York, Illinois, and Arizona; nevertheless the population is growing nationwide.

The need for math and science teachers is widespread as well, with respective 95% and 98% of urban school districts in the *Urban Teacher Challenge* reporting an immediate need for teachers in these areas (Recruiting New Teachers, 2000). The National Commission on Mathematics and Science Teaching for the 21st Century (2000) recently reported "the demand for certified and fully qualified math and science teachers is far outpacing supply" and projected that 170,000 new middle and high school math and science teachers will be needed over the next 10 years (p. 21). Factors leading to demand for teachers in these areas are different from special education and ESL. Some attribute the shortage to the opportunities in industry and other non-teaching professions appealing to those teachers with math and science certification (Neuborne, 2004). This is echoed by The National Commission for Mathematics and Science Teaching (2000), which notes that the preparation programs and skills of math and science teachers command much higher salaries in other careers than are typically paid to teachers.

Minority students make up about 40% of the student population throughout the U.S., accounting for about 69% of the student population in urban school districts; minority teachers make up about 36% of the teaching force in urban areas and about 5% of the teaching force across the country (Shure, 2001). During the 1999-2000 school year, *USA Today* reported 38% of public schools did not have a single teacher of color (NEA, 2004). The Great City Schools Report (2000) highlights the need for more minority teachers in urban districts surveyed, where about 69% of students are minorities but only 36% of the teaching force is minority. Almost three quarters of responding districts reported an immediate need for teachers of color.

Although it appeared that half of the teaching areas have enough supply to meet the demand, many caution that the teacher shortages of the 1990s have not disappeared. In an interview with NEA Today (2004), B.J. Bryant, executive director of AAEE, attributed the overall leveling in supply and demand in many subjects to the current economic situations of 2002 and 2003, not to an overabundance of teacher education students. She reported that states and communities are facing large budget shortfalls, and as a result, many extracurricular activities and enrichment classes have been dropped, and class sizes have increased. Many teachers and staff have been terminated. According to Bryant, "if a school district had all the money it needed, we'd be right back to the shortages of 2001" (Loschert, 2004). This is partially because many teachers are reaching retirement age (National Center for Education Statistics, 2002), and many researchers posit teacher attrition is becoming a growing problem.

Reports on teacher attrition range from 20%-50% of beginning teachers leaving the profession during their first three years, with the highest turnover in rural and urban areas (Darling-Hammond, 2000; Ingersoll, 2001; Ingersoll and Smith, 2003; NEA, 2004). A Teacher Attrition and Mobility study (U.S. Department of Education, 2004) found that 29% of those who leave public schools do so to retire, while 20% leave to pursue other careers and obtain better salaries or benefits. In explaining the factors leading to teacher attrition, many cite poor working conditions, disruptive students, lack of student motivation, violence in schools, uninvolved parents, lack of professionalism, heavy workloads, invasive bureaucracy, accountability standards requiring satisfactory levels of performance on standardized tests, isolation from colleagues, and large class sizes as deterrents to remaining in or entering the profession (Bureau of Labor Statistics, 2004; Voke, 2002). In inner cities and rural areas, many schools have difficulty attracting and retaining teachers. The Bureau of Labor and Statistics attributes this to overcrowded and ill-equipped schools, higher-than-average poverty rates, remote location for rural schools and relatively low salaries.

According to Boe, Cook, Bobbitt and Weber (1998), many teachers are leaving special education in particular to change careers altogether, while others are switching to general education, often due to the especially difficult working conditions for special education teachers. The Bureau of Labor Statistics (2004) notes that, while the field of special education can be rewarding, it can also be "emotionally and physically draining." This is attributed to heavy workloads, considerable amounts of paperwork and the looming threat of legal action that can be taken by parents who feel their child is not receiving adequate education. Researchers note that Congress is working to provide states financial support to address the

teacher shortage and to assist teachers in attaining the required certification to teach; however, they caution certification requirements in No Child Left Behind may exacerbate the teacher shortage (Billingsley & McLeskey, 2004).

Ingersoll (2003) notes that raising teacher salaries may be a way to fill positions, but he suggests that a better alternative may be to address working conditions identified by new teachers as their reason to leave teaching. Nationwide, there are many teacher recruitment and retention initiatives in place to combat the shortages. These include CalTeach out of California, Project ReSpecT in South Carolina and the Hawaii, Oregon, and South Carolina recruitment and retention center, specifically devoted to attracting special education teachers. The Excelsior Teacher Initiative (ETI), based in New York City, seeks to fill positions in math, science, special education, Spanish, bilingual education, ESL, and speech therapy. As cited in Voke (2002), many states have offered relocation benefits, signing bonuses, student loan forgiveness, and training for education paraprofessionals. In efforts to retain new teachers, school districts are implementing teacher-mentoring programs. For instance, school districts in Rochester, New York and Columbus, Ohio are providing mentor teachers with incentives such as relieving them from a portion of their course load to allow them to work with new teachers. Rates of retention in these areas have improved substantially (Stern, 2003). To ensure that every student has the opportunity to learn from qualified teachers, it is important for educational researchers to continue to identify areas of need and reasons for shortage, so that educational institutions and educational policy makers can continue to implement strategies to address them.

Methodology

The 28th AAEE study of teacher supply and demand in the United States was conducted in 2004. The reports since 1994 have included nonmember colleges and universities as well as AAEE members, more than doubling the number of institutions included in the data collection efforts. All institutions preparing educators, as listed in the Higher Education Directory (HEP), were sent surveys in May 2004. Approximately one month after the initial survey mailing, follow-up requests and second surveys were sent. Recipients of the hard-copy survey were given the option of completing the survey online. Additional surveys were faxed and e-mailed to colleges and universities that have responded within the past three years. Participants were asked to respond with data for each of the teaching fields for which their institutions prepared candidates. Additionally, telephone follow-up calls and faxes were made to increase the response rate.

A three-year longitudinal analysis was conducted on data from 2002, 2003, and 2004. This AAEE annual study examines the availability of educators from the supply side of universities and colleges. Periodically, a regional study of employers is conducted to help validate the responses of the colleges and universities. These studies were conducted in 1994, 1995, and 1997 in Southeastern U.S., Middle Atlantic States, and Great Lakes States (SEASCUS, MAASCUS, and GLASCUS respectively) within the ASCUS association, now AAEE. These studies have consistently validated the data provided by representatives from colleges and universities.

Questions of the Study

The assumption of this national annual survey research is that the opinions and responses of university directors of career services, directly involved in the employment of education graduates, and of deans/directors of teacher education divisions throughout the U.S. accurately reflect the K-12 job market. This assumption is supported through the corroborating evidence provided by the three regional correlations based on employers' responses.

The major questions addressed in the 2004 study were:

What was the relative supply and demand of educators in 64 teaching, administrative, and support fields for the academic year 2003-2004, with a ranking from considerable shortage to considerable surplus of educators?

- What are the expectations of employment opportunities for the 2004-2005 academic year?
- What are the expectations regarding the increase or decrease in the number of minority candidates enrolling in education at the institutions surveyed?
- What are the additional issues or factors affecting educator supply and demand on either a regional or national basis: funding, retirement, government mandates, demographic shifts, changing teacher education enrollments, and mobility of new graduates and experienced educators?
- What are the trends in the supply of and demand for education candidates across the years of 2002, 2003 and 2004?

The Study Sample

A survey instrument was mailed in May 2004 to 1,267 institutions of higher education that prepare teachers in the United States. Of this number, 548 were mailed to institutional members of AAEE who are career services directors responsible for the career planning and placement of graduates in teacher education and related careers. The remaining 719 were mailed to deans and directors of teacher education in universities that are not members of AAEE (see Appendix A). Two respondents indicated that they wanted to be removed from the study sample due to closure of their programs. Usable questionnaires were received from 426 institutions. (A complete listing of the responding institutions by region is found in Appendix D of this report.)

The AAEE members returned 292 surveys for a return rate of 53.3%. Deans and directors of education programs who are not AAEE members returned 134 surveys for a return rate of 18.6%. In total, the response rate was 33.6%. Of the total returned surveys, 90 were completed online, and 336 were completed on paper and mailed or faxed to the AAEE office. The responses were representative by response wave, and are slightly lower than the previous year's response rates, particularly with respect to nonmember institutions. Information on the responding sample sizes by region and by membership is contained in Appendix A.

The AAEE member institutions produce at least 65% of the total annual number of newly prepared educators. A large proportion of responding institutions came from five of the eleven regions (Regions 4, 5, 6, 7, and 8), which reinforces the idea that institutions from these parts of the country produce a disproportionate number of the teachers for the nation. Regions 6, 7, and 8 are home to 57% of the nation's teacher education institutions.

Instrumentation

The same 64 educator fields were used in the 2004 survey as appeared in the 2003 instrument. The 48 teaching fields used in earlier surveys were increased to 63 fields in 2001 and to 64 in 2002.

The instrument asked about employment opportunities in the coming year for elementary,

secondary, and special education. The instrument also requested information on projected availability of minority candidates for the future academic year. These questions previously were asked for elementary and secondary fields; beginning with 2000, the survey added the fields of special education to both questions.

Finally, the instrument included Likert-type items regarding factors likely to impact the employment of prospective educators. Beginning with the 2000 survey, four factors in the area of teaching environment were added: salaries, benefits, school violence, and working conditions. The 2002 survey continued to add emphasis to the study of factors by delineating whether each factor (e.g., retirement, class size, etc.) would affect supply, demand, or both. The 2003 survey removed four factors and added ten new factors. Those removed did not provide timely and relevant information. In 2004, the same factors remained but were renamed in a few instances and were reformatted into a Demand section and a Supply section.

Stability of Data Across Data Sets

For each of the 48 original teaching fields, the means for each survey and year (ASCUS 1995, AAEE 1996-2004, SEASCUS 1994, MAASCUS 1995, GLASCUS 1997) were compared. There was consistency among the 13 cohorts of respondents regarding fields with perceived shortage, surplus, and balanced conditions with respect to supply and demand. While some variation among the means was to be expected, the number of respondents for any one education field would influence the relative stability of the estimated mean. There is strong agreement between the "suppliers" (AAEE responses) and the "demanders" (employers from SEASCUS, MAASCUS, and GLASCUS).

Intraclass correlations were generated across 45 of the original 48 teaching fields for 13 data sets (ASCUS 1995, AAEE 1996 through 2004, SEASCUS 1994, MAASCUS 1995, and GLASCUS 1997). Intraclass correlations ranged from a low of .57 to a high of .99 (see Appendix B which also contains definitions of the data sets). The correlations across the years 1994, 1995, and 1997 based on the responses from the demand side (school districts) were a low of .91 to a high of .98. The data across years for ASCUS/AAEE are very stable from year to year. The same is true for the data from employers (SEASCUS 1994, MAASCUS 1995, and GLASCUS 1997). The correlations across years are higher for years that are closer in proximity to each other and become lower as time between studies increases.

Data Analyses

The data were analyzed by checking for representativeness of the return sample on the variables of AAEE/non-AAEE membership, regions, and response wave. The response sample was found to be representative by response wave, but not representative by region and AAEE/non-AAEE membership. Significantly more AAEE members returned the survey than non-AAEE members. This situation is not likely to adversely influence the reported data as the majority of teacher preparation institutions with high enrollments belong to AAEE. In addition, there were small differences in response rate by region, particularly for non-AAEE members.

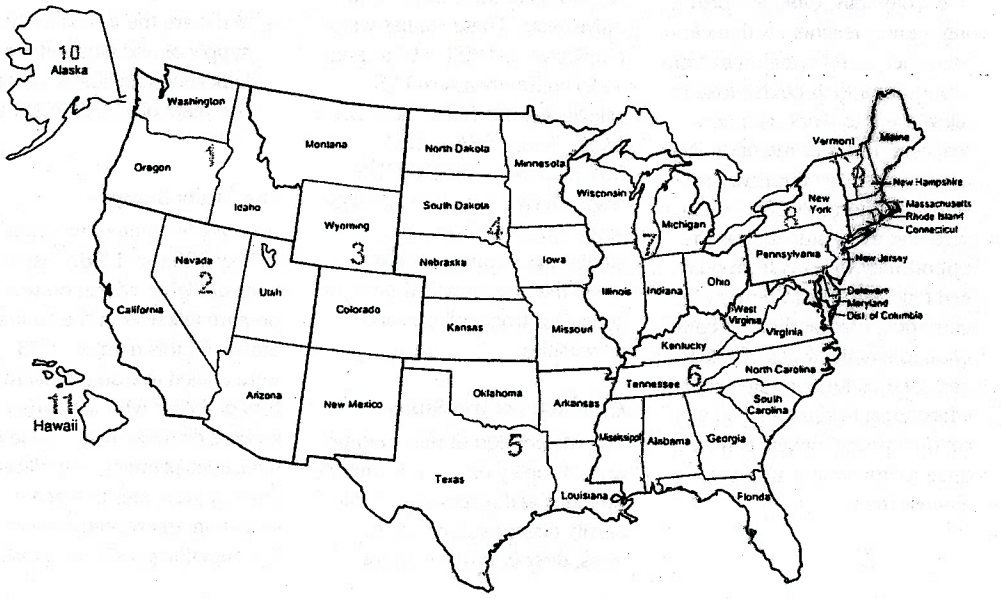
AAEE members and nonmembers were compared across each of the 64 education fields with respect to perceived need for those fields. There were significant differences, based on independent samples t-tests, on 6 of the 64 fields, with non-AAEE institutions indicating a higher perceived need for educators. On most items, the perceptions of the AAEE and non-AAEE members were neither statistically different nor practically meaningful. Therefore, the responses from both AAEE and non-AAEE institutions were combined into an overall data set. The combined data set was then analyzed on a national basis as well as by region, using 11 regions identified by AAEE (see Figure 1). For each of the 64 fields, regional composites and averages were compiled to address the study questions identified above.

The number of responses differs by region, and caution should be exercised when interpreting data from some regions (e.g., regions 10 and 11 are each only one state with few responses). Analyses of variance with Scheffe post-hoc analyses were conducted to see if perceptions of the respondents differed among the 2001-2002, the 2002-2003, and the 2003-2004 academic years and opportunities for elementary, secondary, and special education teachers.

A standard error was calculated for each of the 64 fields. These values had some variation because of differing sample sizes and different standard deviations. Most of these values hovered around a value of .10, and this value has been chosen to indicate expected chance variation across each of the education fields. Therefore, when differences across years exceed .10, it is believed these represent meaningful changes. This was done to identify potentially meaningful differences that were not detected as statistically significant most likely due to small sample size.

Figure 1. AAEE Supply/Demand Regions

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; 11=Hawaii



2004 National and Regional Results

The 2004 supply and demand study examined the perceptions of career service representatives and deans and directors of teacher education on teacher supply and demand. Data analyses yielded information on 64 education fields in 11 different geographic regions across the United States. The results are reported by educational field, national average, and region.

Respondents were asked to rate the job market for each education field on a 5-point scale with "1" representing considerable surplus of candidates, "5" representing a considerable shortage of candidates, and "3" indicating a balanced job market. After the data were compiled and analyzed, the national average score for each teaching field was charted. See Table 1 on page 8 for national and regional data for each field.

The ratings for all 64 fields surveyed in 2004 are illustrated in relative demand order in Table 2 on page 9, beginning with those fields in considerable shortage and continuing to those in some surplus. For the ninth consecutive year of the AAEE research, no fields were found to be in considerable surplus nationally.

Considerable Shortage

Fields identified as having a considerable shortage of candidates are those fields for which there is an average demand score of 4.21 or greater on the 5-point scale. For candidates, this category represents multiple job opportunities, while employers may experience challenges in filling positions. The respondents rated eight fields in the considerable shortage category. Included were six special education areas, physics, and math education. In 2003, multicategorical special education was the only field reported as in considerable shortage.

It is worth noting, however, that visual impairment was rated at 4.20, which is just below the 4.21 cut-off point. This is another indicator that special education continues to be a very strong job market. While the number of teaching fields listed as in considerable shortage decreased in 2003, the results of this survey indicate a stronger job market for 2004.

Some Shortage

Fields identified as having some shortage of candidates are those fields in which there is an average demand score of 3.41 to 4.20 on a 5-point scale. This year 24 of the 64 fields fell in the some shortage category. For candidates, this area represents a strong likelihood for employment, while employers may have difficulty filling positions. In addition to visually impaired, other fields reported in this category included science, Spanish, special services, bilingual, ESL, and administration. Science includes chemistry, biology, general science, and earth/physical science. Special services personnel include speech pathologist, audiologist, physical therapist, school nurse, library science/media technology, school psychologist, and occupational therapist. Administrative areas include superintendent, elementary, middle school, and high school principal.

Some teaching fields that were previously considered balanced have moved up to the some shortage category. For example, computer science education and library science/media specialist moved from the balanced supply and demand category to the some shortage category. No fields moved down from the some shortage category to the balanced supply and demand category.

Balanced Supply and Demand

Fields identified as having balanced supply and demand of candidates are those fields in which there is an average demand score of 2.61 to 3.40 on a 5-point scale. There are 27 fields out of 64 represented in the balanced category. For candidates and employers, this category represents a reasonably optimistic situation. Candidates have a reasonable expectation for obtaining a desirable position and employers can be reasonably confident they will be able to find qualified candidates. As always, candidates may not find the position they desire in the location they desire.

Areas in the balanced category included vocational, administrative, languages, the arts, and some elementary fields. Fields such as agriculture education, business education, and home economics/consumer science were all listed in the balanced category. Administrative areas included business manager, curriculum director, and human resources director.

Language areas found in the balanced category were classics, French, Japanese, and German. Included in the arts area were speech education, theatre/drama, instrumental and vocal music, and art/visual education.

The elementary fields in the balanced category included pre-K, kindergarten, and intermediate.

Some Surplus

Fields identified as having some surplus of candidates are those fields in which there is an average demand score of 1.81 to 2.60 on a 5-point scale. There were five teaching fields represented in the some surplus category. Candidates in surplus areas may typically experience some difficulty obtaining employment in education and will likely have to conduct wider job searches.

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

Considerable Surplus

Fields identified as having considerable surplus of candidates are fields in which there is an average demand score of 1.00 to 1.80 on a 5-point scale. For the ninth consecutive year, no fields have fallen within the considerable surplus category.

Changes from the Previous Year

In this year's study, 54 of the 64 fields (84%) reflected an increase in demand. Only nine fields were lower than reported in 2003 and one was identical; none of the nine fields with downward movement caused a change of category.

Using a difference of .10 or greater in the national composite score as an indication of notable change from the previous year, there were 28 fields that exhibited such a change. Of those 28 fields, 26 indicated an increase in demand.

Only two fields, German and Japanese, reported a decrease in demand greater than .10. This is a change from last year when 47 fields exhibited a downward trend in demand. No data were collected this year as to why German and Japanese fell in demand, but experienced observers of the study speculate that testing may be driving the curriculum, and these areas are not required for state student competency tests. Budget cuts may eliminate small classes, and if districts cannot find qualified teachers (both languages have been reported in the some shortage category in previous years), they may eliminate programs, resulting in "no" demand rather than high demand.

Six fields reported an increase in excess of .20. They are: emotional/behavior disabled, severe/profound disabled, early childhood special education, occupa-

-- continues on page 10

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 6.)

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

tional therapy, physical therapy, and speech pathology, as well as the field of driver education (reported by institutions where the field is still offered). It is interesting to note that five of these six fields are related to special education or special needs.

Overall, 32 out of 64 (50%) of the education fields were perceived to be in considerable or some shortage. An additional 27 out of 64 were perceived to be balanced between supply and demand. The composite ranking for all education fields for 2004 was 3.35, up .08 from 2003. This ranking fell within the upper end of the balanced category.

National Three-Year Trend Data

This year's AAEE research study examined three-year trend data from 2002 to 2004 for 64 fields. Three-year trend data are reported in Table 3.

It was noteworthy that in 2004, four fields followed a downward trend for the three years, two fields followed an upward trend, and the remaining 58 fields exhibited no trend in the three year period. Only one field increased in demand by > .30 (physical therapist). Six fields moved by > .20 (all special needs fields plus drivers education). Two fields decreased in demand by > .10 (German and Japanese). Only nine fields changed downward between 2003 and 2004.

Overall, the composite ranking for 2004 was 3.35, placing the composite demand for educators in the balanced category. This marks a notable change in the three-year period, since 2003 was .18 lower than 2002, but 2004 showed a slight increase of .08 over 2003. Looking at many fields in the three-year trend, 2004 showed a slight upturn from 2003 which was typically lower than 2002, providing a U-shaped trend. In general 2002 was a higher year, with 2003 the lower year and a slight reverse upward in 2004. As mentioned elsewhere, these fluctuations appear to be driven by finances—school budgets increasing or decreasing the demand for hiring educators—not by shifts in supply of educators.

In order to further examine the three-year trends of the 64 fields, a Scheffe post-hoc analysis was conducted on fields demonstrating significant difference. The data can be seen in "Sig" Column of Table 3. Twenty-six of the 64 fields showed significant differences across three years (2002-2003-2004). Eleven of 26 also reflect a meaningful difference between 2003 and 2004. An additional 19 meaningful differences are not statistically significant between 2003 and 2004; the composite reflects a significant difference with 2002 being greater than 2003 and 2004. In addition, 55 of the 64 fields demonstrated a meaningful difference of .10 or greater in one or more of those years. The majority of the remaining meaningful differences occurred between 2002 and 2003, reflected by the precipitous drop in 2003, as shown in Table 3.

Thus, despite the gradual downturn during 2002 and 2003, the highest demand areas in 2004 continue to be all areas of special education, bilingual education, ESL, Spanish, mathematics education, all areas of science, technology education, all principalships, superintendent, audiology, school nursing, and school psychology, all of which fell into the considerable shortage or some shortage categories. At the other end of the spectrum, five fields—dance education, elementary/ primary, health education, physical education, and social studies education—were in the some surplus category. For the ninth consecutive year, there were no fields in the considerable surplus category.

The data, however, may belie the actual situation. School funding cuts have played a major role in the reflected decrease in teacher demand. Budget reductions have forced schools to hire fewer teachers and to rely on increasing class sizes or cutting programs in order to balance budgets. It is significant that one-half of all added comments from survey respondents referred to the negative impact that national, state, and local finances had had on educator employment.

It is yet unclear what ultimate effects No Child Left Behind legislation is having on the trends in educator supply and demand. Certainly, the standards call for fully certified and licensed educators to be hired. Also, with standardized testing of students setting the parameters for curriculum choices in many schools, the "tested" fields of reading, communications, and math will be as fully staffed as school systems can afford. However, the "non-tested" areas of music, physical education, theatre, foreign languages, etc. may be in less demand if budget dollars are needed for the required competency areas.

Projected Availability of Opportunities

Respondents were asked about their expectations of employment possibilities for the current year as compared to 2003-2004 school year for elementary, secondary, and special education teachers (see Table 4 on page 12). At the elementary and secondary levels, more than half of the respondents indicated that employment opportunities would be the same, 55.7% and 53.8% respectively. We see a pattern similar to last year's distribution of responses.

Availability of Minority Candidates

Institutions were asked to provide their perceptions of the increase or decrease in the number of minority teacher candidates coming through their institutions for the current year as compared to the previous year, a one-year comparison. The NCES (1998) predicted by the early 21st century, the percentage of minority teachers would shrink to a low of 5 percent. The perceptions of the institutional responses, however, do not suggest the supply of minority teachers is diminishing.

Overall, in elementary and secondary settings, the majority of respondents indicated a number of minority teacher candidates consistent with the previous year, 63.5% and 66.6% respectively. When the responses are disaggregated by region, regional variations are reflected. In some instances, the reader should take note that different numbers of respondents across regions will result in variations of percentages due to sample size.

For the current year, within elementary education, only Regions 5 and 6 fell below the 50% threshold of seeing no change (see Table 5). Region 5 (TX, OK, AR, and LA), more so than other regions, appears to have a split 'vote', as 23.5% indicated a decrease from the previous year of 1 - 5%, 32.4% indicated an increase of 1 - 5%, and the same percentage indicated no change. This could be due to one state's effect within the region. One such example would be varying routes to certification within states, alternative versus traditional. For instance, NCES (1999) reported that Texas's alternative certification programs produce almost half of their minority teachers. In Region 6, while the majority of respondents reported stable to slight increase in minority teacher candidates,

Table 3 Key

4.21-5.00 = Considerable Shortage
3.41-4.20 = Some Shortage
2.61-3.40 = Balanced
1.81-2.60 = Some Surplus
1.00-1.80 = Considerable Surplus

Three-Year Trend
"+" = all three years upward
"-" = all three years downward
"0" = three years in different directions
L=Low Year;
M=Middle Year;
H=High Year

Significance
B = 2002 > 2003 and 2002 > 2004
C = 2002 > 2003
D = 2002 > 2004
Blank = no significance

Table 3

Three-Year Trends (Key on page 10.)

Field	2004	2003	2002	2004	2003	2002	+ - 0	1-yr. diff.	Sig
Agriculture	3.36	3.39	3.34	M	H	L	0	-0.03	
Art/Visual Education	2.69	2.65	2.88	M	L	H	0	0.04	A
Bilingual Education	4.12	4.07	4.10	H	L	M	0	0.05	
Business Education	2.89	2.86	3.07	M	L	H	0	0.03	B
Computer Science Education	3.43	3.35	3.65	M	L	H	0	0.08	B
Dance Education	2.48	2.54	2.54	L			0	-0.06	
Driver Education Traffic Safety	2.85	2.60	2.94	M	L	H	0	0.25	*
Elementary - Pre-K	2.74	2.62	2.95	M	L	H	0	0.12	A *
Elementary - Kindergarten	2.65	2.55	2.85	M	L	H	0	0.10	A *
Elementary - Primary	2.59	2.49	2.88	M	L	H	0	0.10	A *
Elementary - Intermediate	2.75	2.69	3.03	M	L	H	0	0.06	A
Elementary - Middle School	3.11	3.05	3.35	M	L	H	0	0.06	A
English/Language Arts	2.95	2.87	3.10	M	L	H	0	0.08	A
English as a Second Language	3.82	3.78	3.91	M	L	H	0	0.04	
Health Education	2.46	2.49	2.63	L	M	H	-	-0.03	
Home Ec/Consumer Science	3.25	3.15	3.42	M	L	H	0	0.10	*
Journalism Education	2.78	2.76	2.97	M	L	H	0	0.02	
Languages - Classics	3.25	3.23	3.32	M	L	H	0	0.02	
Languages - French	3.12	3.17	3.31	M	L	H	0	-0.05	C
Languages - German	2.95	3.14	3.22	L	M	H	-	-0.19	C *
Languages - Japanese	3.04	3.23	3.44	L	M	H	-	-0.19	*
Languages - Spanish	3.86	3.82	3.96	M	L	H	0	0.04	
Mathematics Education	4.21	4.20	4.28	M	L	H	0	0.01	
Music - Instrumental	3.21	3.08	3.29	M	L	H	0	0.13	B *
Music - Vocal	3.16	3.06	3.23	M	L	H	0	0.10	B *
Music - General	3.07	2.99	3.23	M	L	H	0	0.08	B
Physical Education	2.38	2.36	2.55	M	L	H	0	0.02	B
Reading	3.31	3.17	3.37	M	L	H	0	0.14	B *
Science - Biology	3.88	3.79	3.89	M	L	H	0	0.09	
Science - Chemistry	4.16	4.08	4.20	M	L	H	0	0.08	
Science - Earth/Physical Science	3.88	3.76	3.96	M	L	H	0	0.12	B *
Science - Physics	4.31	4.19	4.26	H	L	M	0	0.12	*
Science - General	3.85	3.71	3.81	H	L	M	0	0.14	*
Social Studies Education	2.49	2.41	2.63	M	L	H	0	0.08	B
Spec. Ed. - Multicategorical	4.36	4.22	4.20	H	M	L	+	0.14	*
Spec. Ed. - Emotional/Behavior. Dis.	4.32	4.09	4.42	M	L	H	0	0.23	B *
Spec. Ed. - Hearing Impaired	4.11	3.95	4.17	M	L	H	0	0.16	*
Spec. Ed. - Learning Disability	4.22	4.05	4.21	H	L	M	0	0.17	*
Spec. Ed. - Mental Retardation	4.23	4.07	4.26	H	L	M	0	0.16	*
Spec. Ed. - Visually Impaired	4.20	4.04	4.19	H	L	M	0	0.16	*
Spec. Ed. - Mild/Moderate Disabilities	4.32	4.15	4.23	H	L	M	0	0.17	*
Spec. Ed. - Severe/Profound Dis.	4.42	4.20	4.35	H	L	M	0	0.22	*
Spec. Ed. - Early Childhood Spec. Ed.	4.08	3.81	3.82	H	L	M	0	0.27	*
Spec. Ed. - Dual Cert. (Gen./Spec.)	4.14	3.98	3.92	H	M	L	+	0.16	*
Speech Education	3.20	3.14	3.19	H	L	M	0	0.06	
Technology Education	3.74	3.57	4.02	M	L	H	0	0.17	B *
Theatre/Drama	2.70	2.70	2.87			H	0	0.00	
Principal - Elementary	3.43	3.37	3.59	M	L	H	0	0.06	B
Principal - Middle School	3.48	3.39	3.65	M	L	H	0	0.09	B
Principal - High School	3.51	3.43	3.72	M	L	H	0	0.08	A
Business Manager	3.14	3.06	3.38	M	L	H	0	0.08	B
Curriculum Director	3.06	3.04	3.18	M	L	H	0	0.02	
Human Resources Director	3.05	2.93	3.23	M	L	H	0	0.12	*
Superintendent	3.59	3.50	3.67	M	L	H	0	0.09	
Audiologist	3.71	3.75	3.84	M	L	H	0	-0.04	
Counselor	3.29	3.30	3.36	L	M	H	-	-0.01	
Gifted/Talented Education	3.22	3.09	3.33	M	L	H	0	0.13	*
Library Science/Media Tech.	3.49	3.31	3.60	M	L	H	0	0.18	B *
Occupational Therapist	3.46	3.22	3.36	H	L	M	0	0.24	*
Physical Therapist	3.66	3.30	3.48	H	L	M	0	0.36	*
School Nurse	3.51	3.52	3.44	M	L	H	0	-0.01	
School Psychologist	3.49	3.43	3.52	M	L	H	0	0.06	
School Social Worker	3.30	3.26	3.26	H			0	0.04	
Speech Pathologist	3.95	3.74	3.91	H	L	M	0	0.21	*
Composite	3.35	3.27	3.45	M	L	H	0	0.08	A
Number of colleges responding	426	501	498						

almost 8% (about 6 institutions) indicated a decrease of at least 6%.

Viewing the responses regarding secondary minority candidates, we see a similar overall pattern, with only Region 5 falling below the 50% threshold of reporting seeing no change. Region 6 is only slightly above at 54.7%. Unlike elementary, secondary institutions seem to have some split in their perceptions, as many regions have the same number of respondents indicating a 1 - 5% increase as those indicating a 1 - 5% decrease in minority teacher candidates. These regions include Region 1, Region 3, Region 5, Region 8, and Region 9. Within secondary, Region 6 and Region 1 had the largest percentage of respondents reporting moderate decreases—at least 6%—in their minority teacher candidates.

Within special education, about three-fourths of institutions responding indicated no change in the perceived number of minority teacher candidates. There is great similarity in perceptions by region, with the possible exception of Regions 3 and 5. Region 3, composed of Montana, Wyoming, Colorado, and New Mexico had no institution indicating an increase or decrease of greater than 6%. Instead, about 46% of respondents reported no change, 38% reported a 1 - 5% increase and a little more than 15% reported a decrease of 1 - 5%. Region 5 had great variability, with almost 12% indicating a 6 - 9% increase, approximately 18% reporting 1 - 5% increase and around 15% signaling a 1 - 5% decrease in candidates.

Issues of Supply and Demand Related to the Special Education Professions

The nationwide demand for special educators remained the highest of any field. Along with physics and math teachers, six categories of special educators were in considerable shortage including severe/profound disabilities, multi-categorical, emotionally disturbed/behavior disorders, mild/moderate disabilities, mental retardation, and learning disabilities (see Table 2). Teaching of the visually and hearing impaired, as well as early childhood special educators, were fields in some shortage. Candidates in occupations related to special education—speech pathology, audiology, physical therapy, school psychology, and occupational therapy—were a little easier for school districts to find, though still considered areas of some shortage.

The demand for special educators varied little by region, with the possible exception of the severe/profound disabilities category of teachers, which had only a moderate shortage in the Eastern region (see Table 1). More regional variation existed for special education support occupations such as speech pathologist (the Western, Mountain, and Northeastern regions still showed a considerable shortage), occupational therapists (the Northeast showing a considerable shortage unlike the balanced supply in other regions, especially the West and Southwest) and physical therapists (balanced supply in the West but some shortages everywhere else).

The increase in demand for special educators from 2003 to 2004 outpaced the general increase in demand for teachers as a whole by a factor of two in each special education field and for physical and occupational therapists (see Table 1). Modest shortages remained constant only in the related occupations of audiologists and school psychologists. The increasing need for special education teachers may reflect an increase in demand due to a slight rebound in state and local funding for education or the increasing number of students being identified as needing those services.

When asked about employment opportunities for special educators for the next school year (2004-2005), about half of the respondents believed they would be better, and a third thought opportunities would be about the same. In contrast, only one in three believed that secondary teaching opportunities would improve and only one in four thought elementary job opportunities would increase.

It should be noted that the category of "multi-categorical" in special education is a relatively new category in licensure being offered by an increasing number of states over the past five years. This may explain its emergence as a high shortage area (second highest of any field in 2004) as more and more school districts seek candidates with the multicategorical license. This may facilitate staffing crunches in classrooms that are combining students with an array of disabilities, including regular education classrooms.

Table 4

Projections of Availability of Teaching and Education-Related Employment Opportunities for 2004-2005 Based on Current Year (2003-2004)

Elementary

		Much Greater	Greater	Same	Less	Much Less	Total
National	n	17	77	229	71	17	411
	%	4.1	18.7	55.7	17.3	4.1	100.0

Secondary

		Much Greater	Greater	Same	Less	Much Less	Total
National	n	19	109	222	56	7	413
	%	4.6	26.4	53.8	13.6	1.7	100.0

Special Education

		Much Greater	Greater	Same	Less	Much Less	Total
National	n	65	135	127	45	13	385
	%	16.9	35.1	33.0	11.7	3.4	100.0

Factors Affecting Educator Supply and Demand

For the past 12 years, AAEE has collected information on the factors that affect the supply of educators 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 supply) affect the education job market and its context. For each factor, response choices ranged from 5 (significantly positive influence) to 1 (significantly negative influence). The 2004 results are reported in Table 6 on page 14. Analysis of the factors was completed using the scale indicated.

Demand Factors

Local funding and state funding were perceived as moderately negative influences on the demand for new educators. This is consistent with the comments provided by respondents indicating that state and local funding issues have had negative influences on the demand for educators. States and cities across the country have responded to budget changes or shortfalls in various degrees, but it is clear that most areas have been affected negatively by funding over the past three years. The remaining

Table 5

Availability of Minority Candidates

In general, do you expect to see an increase or decrease in the number of minority teacher candidates this year as compared to last year in teaching fields offered by your institution.

Elementary

	+10%	+6-9%	+1-5%	No Change	-1-5%	-6-9%	-10%
National 2004	2.7	1.5	17.8	63.5	11.4	1.5	1.7
National 2003	1.0	2.7	23.7	64.3	5.6	0.6	2.1
National 2002	1.6	3.6	22.8	63.7	5.4	2.2	0.8
National 2001	2.1	2.8	21.2	67.5	4.7	0.6	1.1
National 2000	2.4	3.9	19.3	67.2	5.8	0.6	0.9
National 1999	3.2	4.3	18.1	64.7	8.1	0.4	1.1
Region 1			6.7	73.3	13.3	6.7	
Region 2	2.9		8.8	73.5	8.8	2.9	2.9
Region 3	6.3		18.8	62.5	12.5		
Region 4	1.5	1.5	13.2	76.5	7.4		
Region 5	5.9	5.9	32.4	32.4	23.5		
Region 6	1.6	4.7	23.4	48.4	14.1	4.7	3.1
Region 7	1.2		21.2	61.2	12.9		3.5
Region 8	6.1		9.1	78.8	4.5		1.5
Region 9			29.2	58.3	12.5		
Region 10					50.0	50.0	
Region 11				100.0			

Secondary

	+10%	+6-9%	+1-5%	No Change	-1-5%	-6-9%	-10%
National 2004	1.7	2.4	14.9	66.6	10.7	2.2	1.5
National 2003	1.0	2.7	17.9	69.6	5.8	0.8	2.1
National 2002	1.2	3.0	19.7	68.0	5.0	2.0	1.2
National 2001	1.5	2.7	20.0	68.1	4.6	1.3	1.7
National 2000	2.4	3.2	19.0	67.6	5.6	0.9	1.3
National 1999	2.6	2.4	15.6	68.5	8.4	1.1	1.3
Region 1			12.5	62.5	12.5	6.3	6.3
Region 2	2.9	2.9	8.8	70.6	11.8	2.9	
Region 3			18.8	62.5	18.8		
Region 4	1.5		15.2	77.3	4.5	1.5	
Region 5	2.9	11.8	17.6	47.1	17.6	2.9	
Region 6	1.6	3.1	18.8	54.7	10.9	6.3	4.7
Region 7		1.2	16.9	68.7	10.8	1.2	1.2
Region 8	4.4	2.9	8.8	75.0	7.4		1.5
Region 9			16.7	66.7	16.7		
Region 10				50.0	50.0		
Region 11			33.3	66.7			

Special Education

	+10%	+6-9%	+1-5%	No Change	-1-5%	-6-9%	-10%
National 2004	2.2	1.9	10.8	72.6	8.9	1.6	1.9*
National 2003	1.4	1.2	14.1	76.0	4.1	0.9	2.3
National 2002	1.8	2.5	17.2	70.6	3.6	2.3	2.0
National 2001	1.3	2.5	11.5	78.5	3.2	0.9	1.6
National 2000	2.6	1.7	12.0	74.4	6.7	1.0	1.7
Region 1	6.3	6.3		75.0	6.3	6.3	
Region 2	3.2		6.5	77.3	9.7		3.2
Region 3			38.5	46.2	15.4		
Region 4			10.2	81.4	6.8		1.7
Region 5	2.9	11.8	17.6	50.0	14.7		2.9
Region 6	5.1		13.6	61.0	11.9	5.1	3.4
Region 7	1.4	1.4	9.6	76.7	6.8	2.7	1.4
Region 8	1.8		3.5	87.7	5.3		1.8
Region 9		4.5	13.6	72.7	9.1		
Region 10				50.0	50.0		
Region 11			33.3	66.7			

*Question was not asked about special education specifically in years prior to 2000.

10 factors in the demand section are in the mid ranges; however, it should be noted that none of the demand factors are in the positive ranges (above 3.41).

Supply Factors

Increasing teacher education enrollments and personal career shifts were perceived by respondents as two factors providing moderately positive influences on the supply of educators. The other two factors above the midpoint also are related 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 move into education as a career change.

Seven factors with ratings below 2.60 were categorized as moderately negative influences on the supply of new educators, including: mobility of experienced teachers, state mandates, teacher salaries, federal mandates, school violence/safety, testing of teachers, and discipline problems. Nineteen factors (two above the midpoint and seventeen below the midpoint) were in the mid range; however, it should be noted that out of 28 factors, four are seen as positive influences and 24 as negative influences.

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 educators.

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. Particularly when looking at the supply factors, these may directly impact the decisions of individuals to enter or stay in the field. This information is critical for

Table 6

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
Limited English-Proficient Students	3.27
Routine Retirement	3.25
Student Enrollment	3.07
	Midpoint
Class Size	2.91
Local Mandates	2.85
Postponed Retirement	2.78
State Mandates	2.74
Federal Mandates	2.66
Federal Funding	2.63
Local Funding	2.48
State Funding	2.28

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
Amount of Teacher Influence	2.90
Foreign-prepared Teachers	2.89
Teacher Benefits	2.89
Federal Funding	2.86
Local Funding	2.85
State Funding	2.82
Postponed Retirement	2.82
Local Board Policies	2.75
Classroom Intrusions	2.74
Amount of Administrative Support	2.73
Mobility of New Graduates	2.71
Amount of Teaching Time	2.69
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

education officials and human resources administrators to understand and assimilate into their decision making. Whatever school system administrators can do to recognize and address the factors that are negatively affecting the supply of educators will be a substantial step toward recruiting highly qualified educators and creating the programs or services to lead to higher retention of excellent teachers.

Conclusions and Recommendations

As mentioned in several areas of this report, the 2004 data show a slight upward trend, as compared to slight downward trends in 2002 and 2003, with half of the fields studied appearing in the categories of some shortage or considerable shortage.

Special education continues to include fields with considerable shortages that show no sign of diminishing. Budget shortfalls caused a slight dip in demand for 2002 and 2003, but there are no large-scale solutions to the issue of recruiting and retaining special education teachers. Other continuing shortage areas are mathematics, sciences, bilingual education, Spanish, and ESL.

Slight surpluses of candidates are found nationally in only five fields: elementary-primary, social studies, dance, health, and physical education. Regional differences exist for the relative demand for educators. For the ninth consecutive year, no fields are reported in the category of considerable surplus. However, it must be noted that different regions, states and even portions of states may have very unique job markets that the national averages tend to mask. These regional and local variations are often connected to the number of teacher-training programs available nearby and the attractiveness of the hiring school system (excellent working conditions, high salaries, etc.).

The results of factors affecting the supply of educators indicated a pessimistic picture of conditions that encourage or discourage individuals from entering or staying in the profession: 24 out of 28 factors were seen as negatively impacting the supply of educators. All 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, creates 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 affect the supply of educators. The variations between state certification/licensure standards and those of NCLB can create confusion for potential candidates. Additionally, NCLB creates concerns on the part of school systems regarding how to fill positions in shortage fields while simultaneously trying to comply with standards and requirements.

- Over the past 28 years, AAEE has had the opportunity to examine supply and demand in a consistent way. During this time certain themes continue to occur:
- Educator supply and demand has been remarkably balanced nationally — even when regions and disciplines have experienced wide variations in supply and/or demand for educators.
- Students continue to make personal career choices despite market realities. Job market information is extremely important for individuals making career decisions, but ultimately each person chooses the certification/licensure area that he/she wishes to study, even in instances where candidate surpluses exist in particular regions or disciplines.

Recommendations for Further Study

A nation-wide study of employer perceptions regarding the supply and demand of educators is needed.

Research is necessary to assess the impact of the "highly qualified" designation on educator supply and demand.

Further study is needed on the impact of working conditions and the teaching environment as factors affecting the recruitment

and retention of educators.

Further study is needed on the impact, particularly long-term, of alternative licensure paths: the length of service of an alternatively prepared educator: the impact on student learning; and the impact on the totality of the teacher education process in the future.

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Appendix A
Response Rate

	Mailed	Valid Response	Percent
National			
Member	548	292	53.3
Non-member	719	134	18.6
Total	1267	426	33.6
Region 1			
Member	19	12	63.2
Non-member	21	4	19.0
Total	40	16	40.0
Region 2			
Member	33	24	72.7
Non-member	53	12	22.6
Total	86	36	41.9
Region 3			
Member	17	13	76.5
Non-member	12	3	25.0
Total	29	16	55.2
Region 4			
Member	92	57	62.0
Non-member	53	15	28.3
Total	145	72	49.7
Region 5			
Member	44	24	54.5
Non-member	80	11	13.8
Total	124	35	28.2
Region 6			
Member	67	24	35.8
Non-member	219	41	18.7
Total	286	65	22.7
Region 7			
Member	127	68	53.5
Non-member	82	18	22.0
Total	209	86	41.1
Region 8			
Member	116	53	45.7
Non-member	117	17	14.5
Total	233	70	30.0
Region 9			
Member	33	15	50.0
Non-member	76	10	13.2
Total	106	25	23.6
Region 10			
Member	1	-	0.0
Non-member	4	2	50.0
Total	5	2	40.0
Region 11			
Member	2	2	100.0
Non-member	2	1	50.0
Total	4	3	75.0

Appendix B

Pearson Intraclass Correlations for Longitudinal Studies of Supply and Demand

	National Studies										SEASCUS	MAASCUS	GLASCUS
	2004	2003	2002	2001	2000	1999	1998	1997	1996	1995	1994	1995	1997
2004	1.00	0.96	0.98	0.94	0.94	0.94	0.91	0.91	0.89	0.87	0.75	0.65	0.68
		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2003		1.00	0.97	0.93	0.96	0.96	0.96	0.96	0.95	0.93	0.84	0.75	0.77
			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2002			1.00	0.93	0.96	0.96	0.95	0.95	0.93	0.91	0.80	0.68	0.71
				0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2001				1.00	0.95	0.93	0.90	0.88	0.85	0.83	0.68	0.57	0.60
					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2000					1.00	0.99	0.96	0.95	0.93	0.91	0.78	0.66	0.70
						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1999						1.00	0.98	0.97	0.95	0.93	0.81	0.71	0.74
							0.00	0.00	0.00	0.00	0.00	0.00	0.00
1998							1.00	0.99	0.98	0.97	0.87	0.77	0.80
								0.00	0.00	0.00	0.00	0.00	0.00
1997								1.00	0.99	0.98	0.89	0.80	0.83
									0.00	0.00	0.00	0.00	0.00
1996									1.00	0.99	0.91	0.82	0.85
										0.00	0.00	0.00	0.00
1995										1.00	0.92	0.82	0.85
											0.00	0.00	0.00
SEASCUS 1994											1.00	0.91	0.93
												0.00	0.00
MAASCUS 1995												1.00	0.98
													0.00
GLASCUS 1997													1.00

Key

National Studies: 28 AAEE (formerly ASCUS) studies of university responses.
SEASCUS: Southeastern ASCUS (now SAEE) correlation study of school district employers.
MAASCUS: Mid--Atlantic ASCUS (now MAEE) correlation study of school district employers.
GLASCUS: Great Lakes ASCUS (now MWAEE) correlation study of school district employers.

Appendix C

Regional Relative Demand By Teaching Area

Region 1
Idaho, Oregon, Washington

Considerable Shortage (5.00-4.21)	
Multicategorical Sp. Ed.	4.50
Emotionally Dis./Behavior Dis.	4.50
Mental Retardation	4.50
Visually Impaired	4.50
Dual Cert.	4.50
Physics Ed	4.42
Learning Disability	4.33
Severe/Profound Dis.	4.33
Hearing Impaired	4.25
Early Childhood Sp. Ed.	4.25
Some Shortage (4.20-3.41)	
Mild/Moderate Dis.	4.20
Bilingual Ed	4.13
Math Ed	4.08
Chemistry Ed	4.08
Agriculture Ed	4.00
School Nurse	4.00
School Psychologist	4.00
Speech Pathologist	4.00
Gen Science Ed	3.92
ESL	3.85
Earth/Physical Ed	3.78
Biology Ed	3.77
Music - Instrumental	3.70
Music - Vocal	3.70
Music - General	3.70
Lang - Spanish	3.62
Technology Ed.	3.60
Counselor	3.56
Principal - High School	3.50
Business Manager	3.50
Balanced Supply and Demand (3.40-2.61)	
Computer Science Ed	3.33
Home Ec./Family Consumer Science	3.33
Principal - Elementary	3.25
Principal - Middle School	3.25
Superintendent	3.25
Gifted/Talented Ed	3.20
Reading	3.09
Business Ed	3.00
Driver Ed/Traffic Safety	3.00
Lang - Classics	3.00
Speech Ed.	3.00
Audiologist	3.00
Library Science/Media Technology	3.00
Occupational Therapist	3.00
Physical Therapist	3.00
School Social Worker	3.00
Middle School	2.93
Lang - Japanese	2.80
Lang - German	2.70
Some Surplus (2.60-1.81)	
Lang - French	2.60
Art/Visual Ed	2.56
Theatre/Drama Ed.	2.55
English/Language Arts	2.54
Dance Ed	2.50
Journalism Ed	2.50
Physical Ed	2.45
Social Studies Ed	2.38
Health Ed	2.33
Kindergarten	2.29
Pre-K	2.22
Intermediate	2.20
Primary	2.13
Curriculum Director	2.00
Considerable Surplus (1.80-1.00)	
No fields	
No data	
Human Resources Director	

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.

Regional Relative Demand By Teaching Area

Region 2
Arizona, California, Nevada, Utah

Considerable Shortage (5.00-4.21)

Severe/Profound Dis.	4.62
Mild/Moderate Dis.	4.57
Multicategorical Sp. Ed.	4.50
Emotionally Dis./Behavior Dis.	4.40
Speech Pathologist	4.36
Math Ed	4.33
Learning Disability	4.33
Mental Retardation	4.33
Early Childhood Sp. Ed.	4.33
Chemistry Ed	4.30
Gen Science Ed	4.30
Physics Ed	4.27
Hearing Impaired	4.25
Earth/Physical Ed	4.23

Some Shortage (4.20-3.41)

Biology Ed	4.16
Dual Cert.	4.00
Audiologist	4.00
Bilingual Ed	3.94
Agriculture Ed	3.80
Visually Impaired	3.67
Technology Ed.	3.60
Driver Ed/Traffic Safety	3.50
School Psychologist	3.50
ESL	3.45

Balanced Supply and Demand (3.40-2.61)

Gifted/Talented Ed	3.40
Reading	3.38
Speech Ed.	3.38
Lang - Spanish	3.25
Business Manager	3.25
Principal - Elementary	3.24
Principal - High School	3.24
Computer Science Ed	3.20
Principal - Middle School	3.19
School Nurse	3.18
Human Resources Director	3.17
English/Language Arts	3.16
Pre-K	3.11
Music - Instrumental	3.05
Middle School	3.04
Lang - Classics	3.00
Curriculum Director	3.00
Library Science/Media Technology	3.00
Occupational Therapist	3.00
Physical Therapist	3.00
School Social Worker	3.00
Counselor	2.95
Music - Vocal	2.90
Home Ec./Family Consumer Science	2.90
Superintendent	2.90
Lang - Japanese	2.89
Primary	2.88
Music - General	2.86
Intermediate	2.85
Kindergarten	2.77
Lang - French	2.74

Some Surplus (2.60-1.81)

Journalism Ed	2.60
Theatre/Drama Ed.	2.60
Lang - German	2.54
Business Ed	2.46
Art/Visual Ed	2.45
Health Ed	2.40
Social Studies Ed	2.31
Physical Ed	2.30
Dance Ed	2.25

Considerable Surplus (1.80-1.00)

No fields

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.

Regional Relative Demand By Teaching Area

Region 3
Colorado, Montana, New Mexico, Wyoming

Considerable Shortage (5.00-4.21)	
Hearing Impaired	4.67
Mental Retardation	4.50
Visually Impaired	4.50
School Nurse	4.50
Emotionally Dis./Behavior Dis.	4.43
Math Ed	4.42
Severe/Profound Dis.	4.40
Speech Pathologist	4.33
Learning Disability	4.29
Mild/Moderate Dis.	4.25
Chemistry Ed	4.22
Some Shortage (4.20-3.41)	
Multicategorical Sp. Ed.	4.20
Early Childhood Sp. Ed.	4.20
Dual Cert.	4.17
Physics Ed	4.13
Lang - Spanish	4.11
Bilingual Ed	4.00
ESL	4.00
Gifted/Talented Ed	4.00
Occupational Therapist	4.00
Gen Science Ed	3.83
Music - Instrumental	3.75
Music - Vocal	3.75
Earth/Physical Ed	3.75
Superintendent	3.67
Music - General	3.56
Computer Science Ed	3.50
Audiologist	3.50
Library Science/Media Technology	3.50
Physical Therapist	3.50
Biology Ed	3.42
Balanced Supply and Demand (3.40-2.61)	
Principal - Middle School	3.33
Principal - High School	3.33
School Psychologist	3.33
School Social Worker	3.33
Principal - Elementary	3.30
Reading	3.27
Counselor	3.25
Technology Ed.	3.14
Journalism Ed	3.00
Business Manager	3.00
Curriculum Director	3.00
Human Resources Director	3.00
Middle School	2.92
Pre-K	2.89
Lang - French	2.89
Business Ed	2.83
English/Language Arts	2.80
Intermediate	2.73
Kindergarten	2.69
Primary	2.69
Some Surplus (2.60-1.81)	
Art/Visual Ed	2.56
Agriculture Ed	2.50
Home Ec./Family Consumer Science	2.50
Lang - Classics	2.50
Lang - German	2.43
Lang - Japanese	2.33
Social Studies Ed	2.21
Theatre/Drama Ed.	2.17
Health Ed	2.14
Dance Ed	2.00
Physical Ed	2.00
Speech Ed.	2.00
Considerable Surplus (1.80-1.00)	
No fields	
No data	
Driver Ed/Traffic Safety	

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.

Regional Relative Demand By Teaching Area

Region 4
Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

Considerable Shortage (5.00-4.21)	
Emotionally Dis./Behavior Dis.	4.39
Physics Ed	4.34
Learning Disability	4.32
Chemistry Ed	4.27
Severe/Profound Dis.	4.25
Mild/Moderate Dis.	4.24
Math Ed	4.22
Some Shortage (4.20-3.41)	
Technology Ed.	4.17
Multicategorical Sp. Ed.	4.14
Mental Retardation	4.14
Hearing Impaired	4.00
Visually Impaired	4.00
Early Childhood Sp. Ed.	4.00
Audiologist	4.00
Dual Cert.	3.96
Biology Ed	3.95
Speech Pathologist	3.89
Lang - Spanish	3.89
Agriculture Ed	3.82
ESL	3.81
Superintendent	3.79
Earth/Physical Ed	3.76
Bilingual Ed	3.73
Gen Science Ed	3.72
Physical Therapist	3.64
Principal - High School	3.60
Music - Instrumental	3.57
Library Science/Media Technology	3.56
Principal - Middle School	3.55
Home Ec./Family Consumer Science	3.53
School Psychologist	3.53
Principal - Elementary	3.52
Counselor	3.48
Music - Vocal	3.48
Music - General	3.48
Reading	3.44
School Nurse	3.43
Balanced Supply and Demand (3.40-2.61)	
Computer Science Ed	3.40
School Social Worker	3.31
Occupational Therapist	3.30
Driver Ed/Traffic Safety	3.25
Speech Ed.	3.23
Human Resources Director	3.22
Gifted/Talented Ed	3.19
English/Language Arts	3.14
Business Ed	3.11
Lang - French	3.11
Lang - Classics	3.00
Lang - Japanese	3.00
Theatre/Drama Ed.	3.00
Business Manager	3.00
Curriculum Director	3.00
Middle School	2.92
Lang - German	2.92
Art/Visual Ed	2.90
Journalism Ed	2.81
Social Studies Ed	2.61
Some Surplus (2.60-1.81)	
Intermediate	2.51
Health Ed	2.46
Pre-K	2.43
Kindergarten	2.38
Physical Ed	2.35
Dance Ed	2.33
Primary	2.25
Considerable Surplus (1.80-1.00)	
No fields	

Data Trends

- Thirty-seven fields—more than one-half of all fields surveyed—are reported in considerable or some shortage.
- Seven fields, including all elementary fields, health, physical educaton, and dance are reported in some surplus. No fields are reported in considerable surplus.

Observations and Comments

- In Kansas, class sizes are increasing due to state funding issues. Missouri and Minnesota also reports increasing class sizes due to lack of state and local funding.
- Minnesota teachers are postponing retirements due to high cost of health care.
- North Dakota reports an attrition of teachers due to lack of administrative support.

Regional Relative Demand By Teaching Area

Region 5
Arkansas, Louisiana, Oklahoma, Texas

Considerable Shortage (5.00-4.21)	
Multicategorical Sp. Ed.	4.50
Mild/Moderate Dis.	4.50
Bilingual Ed	4.41
Severe/Profound Dis.	4.40
Emotionally Dis./Behavior Dis.	4.33
Learning Disability	4.33
Dual Cert.	4.31
Early Childhood Sp. Ed.	4.25
Chemistry Ed	4.22
Some Shortage (4.20-3.41)	
Visually Impaired	4.17
Mental Retardation	4.14
Physics Ed	4.14
Biology Ed	4.13
Gen Science Ed	4.08
Math Ed	4.00
Earth/Physical Ed	3.92
Lang - Spanish	3.89
Speech Pathologist	3.82
Physical Therapist	3.80
Hearing Impaired	3.67
ESL	3.64
Middle School	3.50
Technology Ed.	3.50
School Social Worker	3.50
Superintendent	3.41
Balanced Supply and Demand (3.40-2.61)	
Gifted/Talented Ed	3.38
Principal - High School	3.36
Lang - Japanese	3.33
School Nurse	3.33
Intermediate	3.31
Computer Science Ed	3.29
Principal - Middle School	3.27
Counselor	3.26
Audiologist	3.25
School Psychologist	3.22
Lang - Classics	3.20
Reading	3.20
Principal - Elementary	3.18
Agriculture Ed	3.17
Pre-K	3.15
Library Science/Media Technology	3.14
Kindergarten	3.11
Music - Instrumental	3.09
Social Studies Ed	3.08
Speech Ed.	3.08
English/Language Arts	3.04
Primary	3.03
Home Ec./Family Consumer Science	3.00
Lang - French	3.00
Music - Vocal	3.00
Business Manager	3.00
Curriculum Director	3.00
Human Resources Director	3.00
Occupational Therapist	3.00
Music - General	2.95
Journalism Ed	2.88
Art/Visual Ed	2.87
Dance Ed	2.86
Lang - German	2.69
Health Ed	2.61
Some Surplus (2.60-1.81)	
Theatre/Drama Ed.	2.42
Physical Ed	2.41
Business Ed	2.33
Driver Ed/Traffic Safety	2.33
Considerable Surplus (1.80-1.00)	
No fields	

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.

Regional Relative Demand By Teaching Area

Region 6

Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

Considerable Shortage (5.00-4.21)	
Severe/Profound Dis.	4.75
Visually Impaired	4.50
Mild/Moderate Dis.	4.50
Multicategorical Sp. Ed.	4.47
Math Ed	4.45
Bilingual Ed	4.44
Dual Cert.	4.31
Emotionally Dis./Behavior Dis.	4.30
Early Childhood Sp. Ed.	4.26
Physics Ed	4.26
Hearing Impaired	4.22
Lang - Spanish	4.21
Mental Retardation	4.21
Learning Disability	4.21
Some Shortage (4.20-3.41)	
Chemistry Ed	4.14
ESL	4.14
Speech Pathologist	4.00
Earth/Physical Ed	3.96
Biology Ed	3.93
School Nurse	3.92
Audiologist	3.86
Gen Science Ed	3.85
Physical Therapist	3.80
Superintendent	3.79
Middle School	3.78
Occupational Therapist	3.71
Technology Ed.	3.64
Reading	3.64
Computer Science Ed	3.63
Speech Ed.	3.58
Library Science/Media Technology	3.57
Lang - Classics	3.56
Principal - Middle School	3.54
School Psychologist	3.50
Home Ec./Family Consumer Science	3.47
Principal - Elementary	3.46
Lang - German	3.46
Lang - French	3.42
Principal - High School	3.41
Balanced Supply and Demand (3.40-2.61)	
Counselor	3.40
School Social Worker	3.38
Pre-K	3.36
English/Language Arts	3.33
Intermediate	3.32
Primary	3.27
Kindergarten	3.26
Business Manager	3.20
Gifted/Talented Ed	3.20
Business Ed	3.18
Curriculum Director	3.15
Music - General	3.03
Lang - Japanese	3.00
Music - Instrumental	3.00
Music - Vocal	2.97
Agriculture Ed	2.91
Journalism Ed	2.86
Human Resources Director	2.83
Driver Ed/Traffic Safety	2.80
Theatre/Drama Ed.	2.72
Some Surplus (2.60-1.81)	
Art/Visual Ed	2.57
Social Studies Ed	2.54
Health Ed	2.50
Physical Ed	2.42
Dance Ed	2.38
Considerable Surplus (1.80-1.00)	
No fields	

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.

Regional Relative Demand By Teaching Area

Region 7
Illinois, Indiana, Michigan, Ohio, Wisconsin

Considerable Shortage (5.00-4.21)	
Severe/Profound Dis.	4.48
Physics Ed	4.33
Bilingual Ed	4.31
Multicategorical Sp. Ed.	4.30
Mental Retardation	4.21
Mild/Moderate Dis.	4.21
Some Shortage (4.20-3.41)	
Dual Cert.	4.13
Emotionally Dis./Behavior Dis.	4.11
Chemistry Ed	4.09
Learning Disability	4.07
Early Childhood Sp. Ed.	4.06
Math Ed	4.03
Hearing Impaired	4.00
Visually Impaired	4.00
Lang - Spanish	3.93
ESL	3.89
Earth/Physical Ed	3.88
Speech Pathologist	3.85
Audiologist	3.83
Biology Ed	3.78
Technology Ed.	3.73
Lang - Classics	3.71
Gen Science Ed	3.69
Principal - Middle School	3.64
Superintendent	3.63
Principal - High School	3.60
School Psychologist	3.58
Occupational Therapist	3.57
Physical Therapist	3.57
Library Science/Media Technology	3.53
Computer Science Ed	3.48
Principal - Elementary	3.47
School Nurse	3.42
Balanced Supply and Demand (3.40-2.61)	
Lang - Japanese	3.40
School Social Worker	3.36
Counselor	3.32
Home Ec./Family Consumer Science	3.28
Lang - French	3.23
Agriculture Ed	3.14
Lang - German	3.14
Music - Instrumental	3.13
Curriculum Director	3.13
Business Manager	3.09
Music - Vocal	3.07
Reading	3.07
Speech Ed.	3.00
Human Resources Director	3.00
Music - General	2.96
Business Ed	2.96
Middle School	2.92
Gifted/Talented Ed	2.86
Driver Ed/Traffic Safety	2.82
English/Language Arts	2.79
Art/Visual Ed	2.78
Theatre/Drama Ed.	2.74
Journalism Ed	2.67
Some Surplus (2.60-1.81)	
Intermediate	2.55
Health Ed	2.54
Social Studies Ed	2.42
Physical Ed	2.40
Pre-K	2.38
Dance Ed	2.38
Kindergarten	2.36
Primary	2.18
Considerable Surplus (1.80-1.00)	
No fields	

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.

Regional Relative Demand By Teaching Area

Region 8
Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania

Considerable Shortage (5.00-4.21)	
Emotionally Dis./Behavior Dis.	4.38
Multicategorical Sp. Ed.	4.38
Physics Ed	4.35
Visually Impaired	4.33
Hearing Impaired	4.29
Math Ed	4.27
Some Shortage (4.20-3.41)	
Learning Disability	4.12
Dual Cert.	4.09
Bilingual Ed	4.00
ESL	4.00
Mental Retardation	4.00
Mild/Moderate Dis.	4.00
Chemistry Ed	3.98
Technology Ed.	3.91
Severe/Profound Dis.	3.89
Library Science/Media Technology	3.88
Lang - Spanish	3.79
Speech Pathologist	3.78
Early Childhood Sp. Ed.	3.75
Agriculture Ed	3.71
Speech Ed.	3.67
Physical Therapist	3.67
Biology Ed	3.66
Earth/Physical Ed	3.64
Principal - High School	3.64
Gen Science Ed	3.63
Principal - Elementary	3.62
Principal - Middle School	3.58
Superintendent	3.52
Home Ec./Family Consumer Science	3.50
School Nurse	3.45
Audiologist	3.43
Balanced Supply and Demand (3.40-2.61)	
Reading	3.38
School Psychologist	3.31
School Social Worker	3.29
Lang - Japanese	3.25
Computer Science Ed	3.20
Lang - Classics	3.20
Occupational Therapist	3.20
Business Manager	3.13
Lang - French	3.08
Curriculum Director	3.06
Counselor	3.04
Business Ed	3.00
Driver Ed/Traffic Safety	3.00
Journalism Ed	3.00
Theatre/Drama Ed.	3.00
Human Resources Director	3.00
Gifted/Talented Ed	3.00
Middle School	2.92
Music - Vocal	2.86
Music - Instrumental	2.82
Lang - German	2.74
English/Language Arts	2.72
Music - General	2.66
Some Surplus (2.60-1.81)	
Intermediate	2.59
Pre-K	2.57
Art/Visual Ed	2.52
Primary	2.51
Dance Ed	2.50
Kindergarten	2.49
Physical Ed	2.30
Health Ed	2.25
Social Studies Ed	2.17
Considerable Surplus (1.80-1.00)	
No fields	

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.

Regional Relative Demand By Teaching Area

Region 9
Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Considerable Shortage (5.00-4.21)

Chemistry Ed	4.54
Physics Ed	4.54
Multicategorical Sp. Ed.	4.50
Emotionally Dis./Behavior Dis.	4.50
Visually Impaired	4.50
Occupational Therapist	4.50
Speech Pathologist	4.50
Severe/Profound Dis.	4.43
Learning Disability	4.33
Computer Science Ed	4.33
Earth/Physical Ed	4.31
Gen Science Ed	4.31
Mental Retardation	4.29
Superintendent	4.29
Biology Ed	4.24

Some Shortage (4.20-3.41)

Bilingual Ed	4.20
Mild/Moderate Dis.	4.20
Dual Cert.	4.10
Lang - Spanish	4.08
Math Ed	4.07
Lang - Classics	4.00
Hearing Impaired	4.00
Early Childhood Sp. Ed.	4.00
Technology Ed.	4.00
Physical Therapist	3.75
ESL	3.71
Principal - Middle School	3.70
Principal - High School	3.70
Principal - Elementary	3.60
Business Manager	3.50
Curriculum Director	3.50
Gifted/Talented Ed	3.50
School Psychologist	3.50

Balanced Supply and Demand (3.40-2.61)

Reading	3.40
Library Science/Media Technology	3.33
School Nurse	3.33
Counselor	3.31
Lang - French	3.30
School Social Worker	3.29
Lang - German	3.20
Business Ed	3.00
Middle School	3.00
Lang - Japanese	3.00
Music - Vocal	3.00
Music - General	3.00
Human Resources Director	3.00
Audiologist	3.00
Social Studies Ed	2.94
Pre-K	2.94
Music - Instrumental	2.88
Dance Ed	2.80
Kindergarten	2.80
Intermediate	2.67
Home Ec./Family Consumer Science	2.67
Physical Ed	2.64
Theatre/Drama Ed.	2.63
English/Language Arts	2.62

Some Surplus (2.60-1.81)

Primary	2.59
Art/Visual Ed	2.53
Health Ed	2.33

Considerable Surplus (1.80-1.00)

No fields

No data

Agriculture Ed
Driver Ed/Traffic Safety
Journalism Ed
Speech Ed.

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.

Regional Relative Demand By Teaching Area

Region 10
Alaska

Considerable Shortage (5.00-4.21)

Math Ed	5.00
Gen Science Ed	5.00
Mild/Moderate Dis.	5.00

Some Shortage (4.20-3.41)

Kindergarten	4.00
ESL	4.00
Lang - Spanish	4.00
Early Childhood Sp. Ed.	4.00
Dual Cert.	4.00
Counselor	4.00
Primary	3.50
Intermediate	3.50
Middle School	3.50

Balanced Supply and Demand (3.40-2.61)

Pre-K	3.00
Music - General	3.00
Reading	3.00
Social Studies Ed	3.00
Principal - Elementary	3.00
Principal - High School	3.00
Superintendent	3.00

Some Surplus (2.60-1.81)

English/Language Arts	2.00

Considerable Surplus (1.80-1.00)

No fields

No data

Agriculture Ed
Art/Visual Ed
Bilingual Ed
Business Ed
Computer Science Ed
Dance Ed
Driver Ed/Traffic Safety
Health Ed
Home Ec./Family Consumer Science
Journalism Ed
Lang - Classics
Lang - French
Lang - German
Lang - Japanese
Music - Instrumental
Music - Vocal
Physical Ed
Biology Ed
Chemistry Ed
Earth/Physical Ed
Physics Ed
Multicategorical Sp. Ed.
Emotionally Dis./Behavior Dis.
Hearing Impaired
Learning Disability
Mental Retardation
Visually Impaired
Severe/Profound Dis.
Speech Ed.
Technology Ed.
Theatre/Drama Ed.
Principal - Middle School
Business Manager
Curriculum Director
Human Resources Director
Audiologist
Gifted/Talented Ed
Library Science/Media Technology
Occupational Therapist
Physical Therapist
School Nurse
School Psychologist
School Social Worker
Speech Pathologist

Data Trends

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

Observations and Comments

- Teacher education enrollments in Alaska should show an increase next year.

Regional Relative Demand By Teaching Area

Region 11
Hawaii

Considerable Shortage (5.00-4.21)

Math Ed	5.00
Gen Science Ed	5.00
Multicategorical Sp. Ed.	5.00
Mild/Moderate Dis.	5.00
Principal - High School	5.00
Dual Cert.	4.50

Some Shortage (4.20-3.41)

Middle School	4.00
Biology Ed	4.00
Principal - Elementary	4.00
Principal - Middle School	4.00
Counselor	4.00
Intermediate	3.50

Balanced Supply and Demand (3.40-2.61)

Business Ed	3.00
Pre-K	3.00
Lang - Japanese	3.00
Lang - Spanish	3.00
Music - General	3.00
Physical Ed	3.00
Primary	2.67

Some Surplus (2.60-1.81)

Kindergarten	2.50
Art/Visual Ed	2.00
ESL	2.00
Social Studies Ed	2.00

Considerable Surplus (1.80-1.00)

No fields

No data

Agriculture Ed
Bilingual Ed
Computer Science Ed
Dance Ed
Driver Ed/Traffic Safety
English/Language Arts
Health Ed
Home Ec./Family Consumer Science
Journalism Ed
Lang - Classics
Lang - French
Lang - German
Music - Instrumental
Music - Vocal
Reading
Chemistry Ed
Earth/Physical Ed
Physics Ed
Emotionally Dis./Behavior Dis.
Hearing Impaired
Learning Disability
Mental Retardation
Visually Impaired
Severe/Profound Dis.
Early Childhood Sp. Ed.
Speech Ed.
Technology Ed.
Theatre/Drama Ed.
Business Manager
Curriculum Director
Human Resources Director
Superintendent
Audiologist
Gifted/Talented Ed
Library Science/Media Technology
Occupational Therapist
Physical Therapist
School Nurse
School Psychologist
School Social Worker
Speech Pathologist

Data Trends

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

Observations and Comments

- State funding issues, coupled with a desire to decrease elementary class sizes and perceptions of unsafe/inadequate working conditions, create a mixed picture in Hawaii.

Appendix D

Participants in the 2004 AAEE Supply and Demand Study

Region 1

Boise State University
Brigham Young University-Idaho
Central Washington University
City University
Eastern Oregon University
Lewis and Clark College
Lewis-Clark State College
Maryhurst University
Northwest Nazarene University
Portland State University
Seattle University
Southern Oregon University
University of Oregon
University of Puget Sound
University of Washington
Western Washington University
Willamette University

Region 2

Arizona State University
California College of Arts
California Lutheran University
California State Poly. Univ. - Pomona
California State Univ. - Bakersfield
California State Univ. - Chico
California State Univ. - Fresno
California State Univ. - Hayward
California State Univ. - Los Angeles
California State Univ. - Northridge
California State Univ. - Sacramento
California State Univ. - San Marcos
Claremont Graduate School
College of Notre Dame
Fresno Pacific University
Humboldt State University
La Sierra University
Mount Saint Mary's College
Pacific Union College
Pepperdine University
Point Loma Nazarene College
San Diego State University
San Jose State University
University of Arizona
University of California-Berkeley
University of California-Davis
University of La Verne
University of Nevada-Reno
University of San Diego
University of San Francisco
Utah State University
Utah Valley State College
Weber State University
Westminster College of Salt Lake City
Whittier College

Region 3

Adams State College
College of the Southwest
Colorado College
Colorado State University
Eastern New Mexico University
Montana State University
Montana State University-Northern
New Mexico Highlands University
New Mexico State University
Rocky Mountain College
University of Denver
University of Great Falls
University of Montana
University of Montana - Western
University of New Mexico
University of Northern Colorado
Western New Mexico University

Region 4

Augustana College
Bemidji State University
Benedictine College
Bethany College
Bethel College
Black Hills State University
Briar Cliff University
Central College
Central Methodist College
Central Missouri State University
Clarke College
College of Saint Catherine
College of the Ozarks
Concordia College
Concordia University
Cornell College
Creighton University
Crown College
Dakota State University
Dana College
Dickinson State University
Dordt College
Drake University
Drury College
Emporia State University
Fontbonne College
Fort Hays State University
Graceland University
Grinnell College
Gustavus Adolphus College
Iowa State University
Jamestown College
Kansas State University
Lindenwood College
Macalester College
Mayville State University
MidAmerica Nazarene University
Midland Lutheran College
Minnesota State University Moorhead
Minnesota State University, Mankato
Minot State University
Missouri Southern State College
Missouri Western State College
Morningside College
North Central University
North Dakota State University
Northern State University
Northwest Missouri State University
Park University
Peru State College
Pittsburg State University
Rockhurst University
Saint Cloud State University
Saint Mary's University of Minnesota
Simpson College
South Dakota State University
South Dakota Teacher Placement Center
Southeast Missouri State University
Southwest Baptist University
Southwest Minnesota State University
Southwest Missouri State University
Trinity Bible College
Union College
University of Iowa
University of Kansas
University of Minnesota-Morris
University of Minnesota-Twin Cities
University of Missouri-Columbia
University of Nebraska-Kearney
University of Nebraska-Lincoln
University of Nebraska-Omaha
University of North Dakota
University of Northern Iowa
University of Sioux Falls
University of South Dakota
Upper Iowa University
Valley City State University
Wayne State College
Westminister College
William Jewell College
York College

Region 5

Abilene Christian University
Angelo State University
Arkansas State University
Arkansas Tech University
Baylor University
Dallas Baptist University
Harding University
Henderson State University
Howard Payne University
Langston University
McMurry University
Midwestern State University
Northeastern State University
Oklahoma Panhandle State University
Oklahoma State University
Sam Houston State University
Southwestern Oklahoma State University
Southwestern University
St. Edwards University
St. Mary's University
Stephen F. Austin State University
Tarleton State University
Texas A&M University-Commerce
Texas Christian University
Texas Southern University
Texas Tech University
Texas Woman's University
Trinity University
University of Arkansas
University of Central Arkansas
University of Central Oklahoma
University of Louisiana at Monroe
University of Mary Hardin-Baylor
University of North Texas
University of Oklahoma
University of Science & Arts of Oklahoma
University of Texas at Arlington
University of Texas at Dallas
University of Texas at El Paso
University of Texas of the Permian Basin
University of the Ozarks
West Texas A & M University

Region 6

Alabama A&M University
Alcorn State University
Alderson-Broaddus College
Alice Lloyd College
Athens State University
Benedict College
Bennett College
Berry College
Bethel College
Blue Mountain College
Bluefield State College
Brescia University
Campbell University
Clemson University
Coastal Carolina University
College of Charleston
Concord College
Converse College
Duke University
East Tennessee State University
Eastern Kentucky University
Elon College
Erskine College
Fairmont State College
Flagler College
Florida Atlantic University
Florida Institute of Technology
Florida Memorial College
Florida State University College of Education
Gardner-Webb College
Georgetown College
Georgia Southern University
Georgia Southwestern State University
Greensboro College
High Point University
Kennesaw State College
King College
Lipscomb University
Longwood University
Mary Washington College
Marymount University
Middle Tennessee State University
Mississippi College
Mississippi State University
Newberry College
Peabody College of Vanderbilt University
Queens University of Charlotte
Radford University
Roanoke College
Rollins College
Samford University
Shenandoah University
Southeastern College
Southern Adventist University
St. Andrews Presbyterian College
State University of West Georgia
Tennessee Technological University
Toccoa Falls College
Trevecca Nazarene College
Troy State University
Union University
University of Alabama
University of Charleston
University of Georgia
University of North Carolina at Asheville
University of North Carolina at Charlotte
University of North Carolina at Greensboro
University of North Carolina at Wilmington
University of Richmond
University of South Alabama
University of Southern Mississippi
University of Tampa
University of Tennessee at Chattanooga
University of Virginia
University of Virginia's College at Wise
Valdosta State University
Virginia Commonwealth University
Warner Southern College
Wesleyan College
West Virginia University
West Virginia Wesleyan College
Western Carolina University
Western Kentucky University
Wheeling Jesuit College
William Carey College

Region 7

Anderson University
Ashland University
Augustana College
Ball State University
Barat College of DePaul University
Benedictine University
Bluffton College
Bradley University
Butler University
Capital University
Cardinal Stritch
Carthage College
Central Michigan University
Cleveland State University
College of Mount Saint Joseph
College of Wooster
Concordia College
Concordia University
Concordia University-Wisconsin
Cornerstone University
Defiance College
DePaul University
DePauw University
Dominican University
Eastern Illinois University
Franciscan University of Steubenville
Franklin College
Goshen College
Grand Valley State University
Greenville College
Heidelberg College
Huntington College
Illinois State University
Illinois Wesleyan University
Indiana Univ. - Purdue Univ. Indianapolis
Indiana University Bloomington
John Carroll University
Judson College
Kent State University
Lakeland College
Lawrence University
Malone College
Manchester College
Marian College of Fond du Lac
Marietta College
McKendree College
Miami University
Michigan Technological University
Millikin University
Monmouth College
Mount Mary College
Mount Union College
Mount Vernon Nazarene University
Muskingum College
North Central College
North Park University
Northeastern Illinois University
Northern Illinois University
Northern Michigan University
Oakland University
Ohio Dominican University
Ohio Northern University
Ohio State University
Ohio State University Mansfield Campus
Ohio Wesleyan University
Olivet College
Olivet Nazarene University
Purdue University
Purdue University Calumet
Purdue University North Central
Quincy University
Saint Mary's College
Saint Mary-of-the-Woods College
Shawnee State University
Silver Lake College
Southern Illinois Univ. at Carbondale
Spring Arbor University
St. Norbert College
St. Xavier University
Tri-State University
Trinity Christian College
University of Akron
University of Dayton
University of Illinois at Springfield
University of Illinois at Urbana-Champaign
University of Michigan
University of Michigan-Flint
University of Southern Indiana
University of Toledo

University of Wisconsin-Green Bay
University of Wisconsin-La Crosse
University of Wisconsin-Oshkosh
University of Wisconsin-Parkside
University of Wisconsin-River Falls
University of Wisconsin-Stevens Point
University of Wisconsin-Stout
University of Wisconsin-Superior
University of Wisconsin-Whitewater
Ursuline College
Valparaiso University
VanderCook College of Music
Wheaton College
Wilmington College
Wisconsin Lutheran College
Wittenberg University
Wright State University
Xavier University
Youngstown State University

Region 8

Albright College
Alvernia College
Bloomsburg University
California University of Pennsylvania
Centenary College
Clarion University of Pennsylvania
College of New Jersey
College of Saint Rose
CUNY-Medgar Evers College
D'Youville College
Delaware State University
Dominican College
Dowling College
Edinboro University of Pennsylvania
Elizabethtown College
Elmira College
Geneva College
Graduate College of Union University
Indiana University of Pennsylvania
Ithaca College
Juniata College
King's College
Kutztown University of Pennsylvania
La Salle University
Lehigh University
Long Island University
Loyola College in Maryland
Lycoming College
Mansfield University of Pennsylvania
Marist College
Marymount College
Marywood University
Messiah College
Monmouth University
Moravian College
Muhlenberg College
Nazareth College
New Jersey City University
Niagara University
NY Institute of Technology
Pennsylvania State University
Pratt Institute
Richard Stockton College of New Jersey
Roberts Wesleyan College
Rutgers-The State Univ. of NJ
Rutgers-The State Univ. of NJ. Camden campus
Saint John's University
Seton Hall University
Shippensburg University of Pennsylvania
Siena College
Slippery Rock University
St. Francis College
St. Francis University
St. Joseph's College
St. Lawrence University
St. Mary's College of Maryland
St. Vincent College
SUNY College at Buffalo
SUNY at Potsdam
SUNY at Stony Brook
SUNY College at Brockport
SUNY College at Cortland
SUNY College at Fredonia
SUNY College at Geneseo
Susquehanna University
Syracuse University
The Sage Colleges
Towson State University
University at Buffalo
University of Delaware
University of Maryland Baltimore County
University of Maryland Eastern Shore
University of the Arts
Ursinus College
Utica College
Washington & Jefferson College
Waynesburg College
West Chester University of Pennsylvania
Westminster College
Widener University
William Paterson University of NJ
York College of Pennsylvania

Region 9

Albertus Magnus College
Anna Maria College
Bennington College
Central Connecticut State University
Colby-Sawyer College
Eastern Connecticut State Univ.
Fitchburg State College
Framingham State College
Harvard Grad. School of Education
Lesley University
New England College
Regis College
Rhode Island College
Rivier College
Roger Williams University
Salve Regina University
Simmons College
Smith College
Springfield College
St. Michael's College
Suffolk University
Thomas College
Tufts University
University of Bridgeport
University of Hartford
University of Maine at Farmington
University of Maine at Presque Isle
University of Massachusetts-Amherst
University of Southern Maine
University of Vermont
Wheelock College

Region 10

University of Alaska
University of Alaska-Anchorage
University of Alaska-Southeast

Region 11

Chaminade University
University of Hawaii at Manoa

2004
EXECUTIVE
SUMMARY

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
Limited English-Proficient Students	3.27
Routine Retirement	3.25
Student Enrollment	3.07
	Midpoint
Class Size	2.91
Local Mandates	2.85
Postponed Retirement	2.78
State Mandates	2.74
Federal Mandates	2.66
Federal Funding	2.63
Local Funding	2.48
State Funding	2.28

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
Amount of Teacher Influence	2.90
Foreign-prepared Teachers	2.89
Teacher Benefits	2.89
Federal Funding	2.86
Local Funding	2.85
State Funding	2.82
Postponed Retirement	2.82
Local Board Policies	2.75
Classroom Intrusions	2.74
Amount of Administrative Support	2.73
Mobility of New Graduates	2.71
Amount of Teaching Time	2.69
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 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 supply) 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

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.

Regional I
Data Trends an

Regi
Data T

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

Observations a

- In Kansas, class sizes are increasing due nesota also reports increasing class size
- Minnesota teachers are postponing retir
- North Dakota reports an attrition of teac

Regi
Data T

- Of the twenty fields reported, twelve are English/language arts is reported in som

Observations a

- Teacher education enrollments in Alaska

Regi
Data T

- Of the twenty-three fields reported, t shortage.
- Kindergarten, art, ESL, and social stu

Observations a

- State funding issues, coupled with a sizes and perceptions of unsafe/inad mixed picture in Hawaii.

Highlights
d Observations

ion 4
rends

of all fields surveyed—are reported in

ds, health, physical educaton, and dance
re reported in considerable surplus.

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.
hers due to lack of administrative support.

on 10
rends

in considerable or some shortage. Only
e surplus.

and Comments

should show an increase next year.

on 11
rends

welve are in considerable or some

idies are reported in some surplus.

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 considerble 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 occured 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. Additionallly, 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 Eduation 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 remaining 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 implementaton 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.

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.

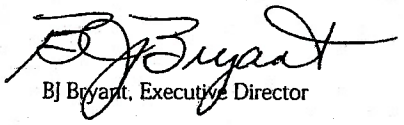
The current study is the 28th research study on educator supply and demand that AAEE has conducted. Within recent years, we have observed rather significant shifts in the education marketplace. AAEE has followed these trends while providing job market information that is current and specific to more 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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North Dakota Administrative and Instructional Personnel Data in Public Schools

2006-2007

Prepared by
Management Information Systems

FOREWORD

Each year the North Dakota Department of Public Instruction collects information concerning personnel employed in North Dakota public elementary and secondary schools. The information presented in this publication is based on the Licensed Personnel Records and the Nonlicensed Personnel Reports from public schools that were collected at the start of the 2006-2007 school year.

The information contained herein concerns the level of education, professional experience, age, college or university attended, and average annual salaries by major assignment for full-time licensed personnel. The salary reported is to be the salary received for instructional purposes only and should not include payments for extracurricular activities. With the exception of Table 5 licensed personnel employed less than full time and less than 180 days by school districts are not included in the calculations. Table 5 contains degree information for full- and part-time public school personnel.

Table 15-A shows average annual salaries DPI has reported to the National Education Association using their definitions. These definitions are included in the table.

In addition to the statewide summaries contained in Tables 1-15, sets of data are presented on both a statewide and a regional basis for full-time licensed personnel employed with public school districts, special education units and vocational education centers. These sets contain summaries by position; gender, experience and salary; degree information; age; and type of license. Another table contains a statewide summary of personnel by race. Because of incomplete data, in some cases the totals from one section to another section do not agree.

Tables 53 and 54 contain the hourly salaries paid nonlicensed personnel employed by public schools. The data is presented for those employees employed nine months or more and for those employed less than nine months.

The North Dakota Department of Public Instruction does not discriminate on the basis of race, sex, age, religion, handicap, or national origin.

Tracy Korsmo
Director
Management Information Systems
Department of Public Instruction
http://www.dpi.state.nd.us

February 2007

Table 1
Full-time Administrative Personnel by Level of Education 2006-07

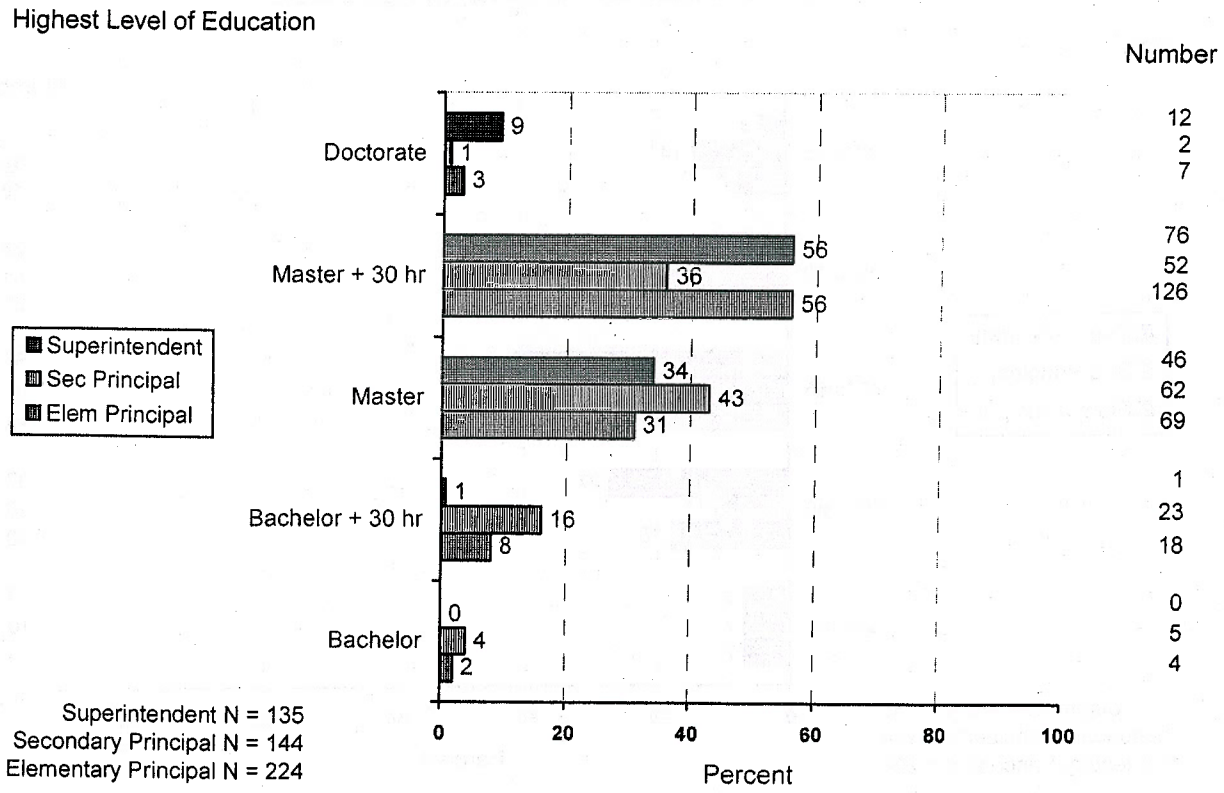


Table 2
Full-time Administrative Personnel by Years of Experience 2006-07

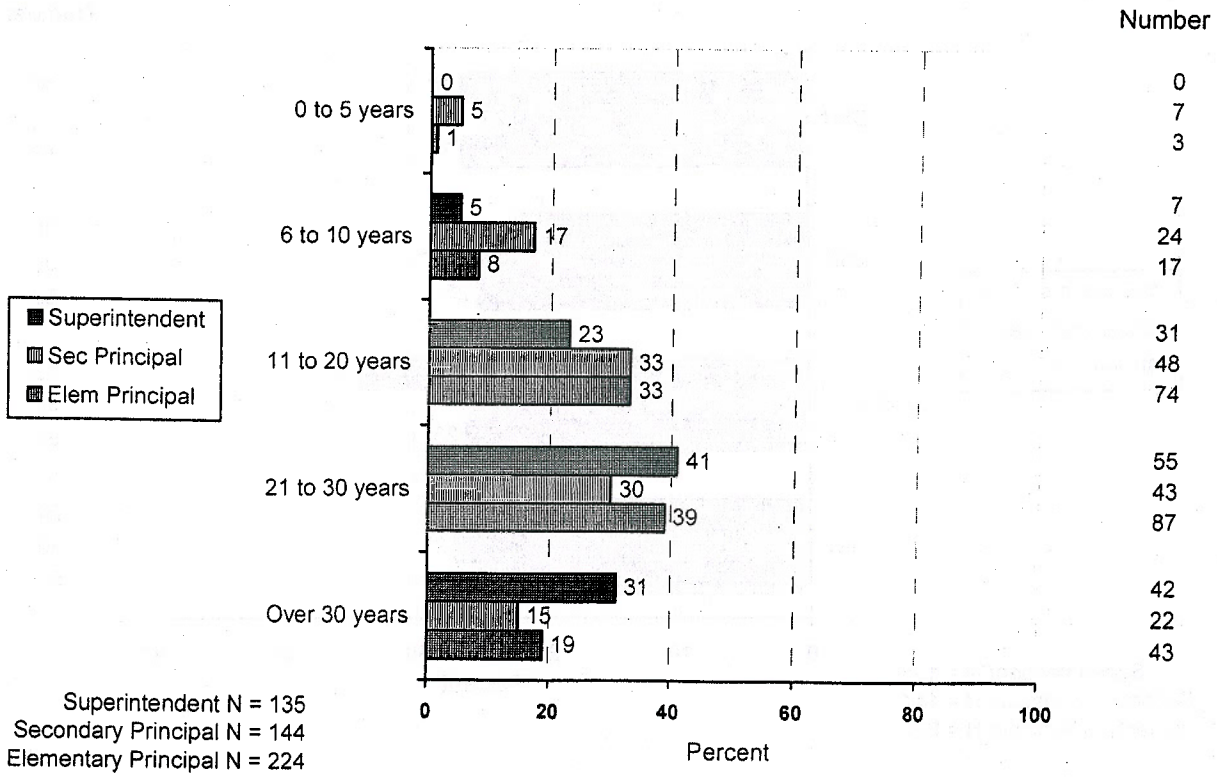
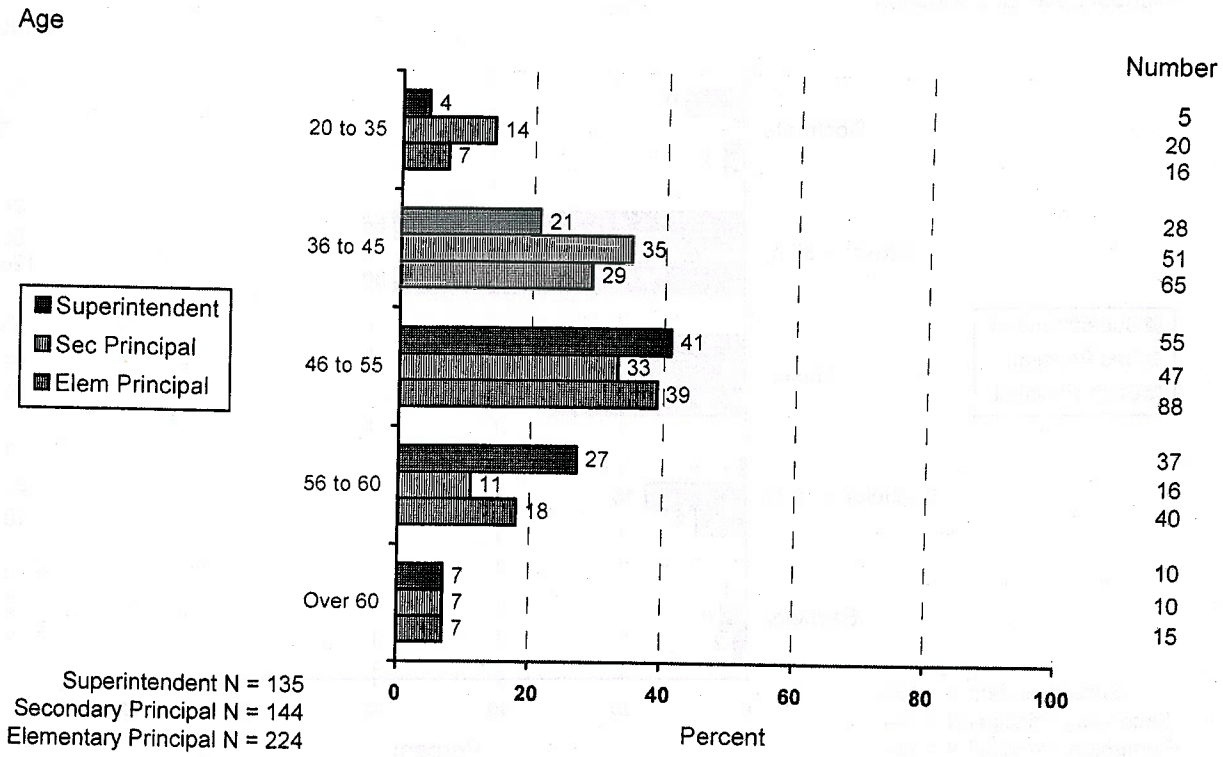
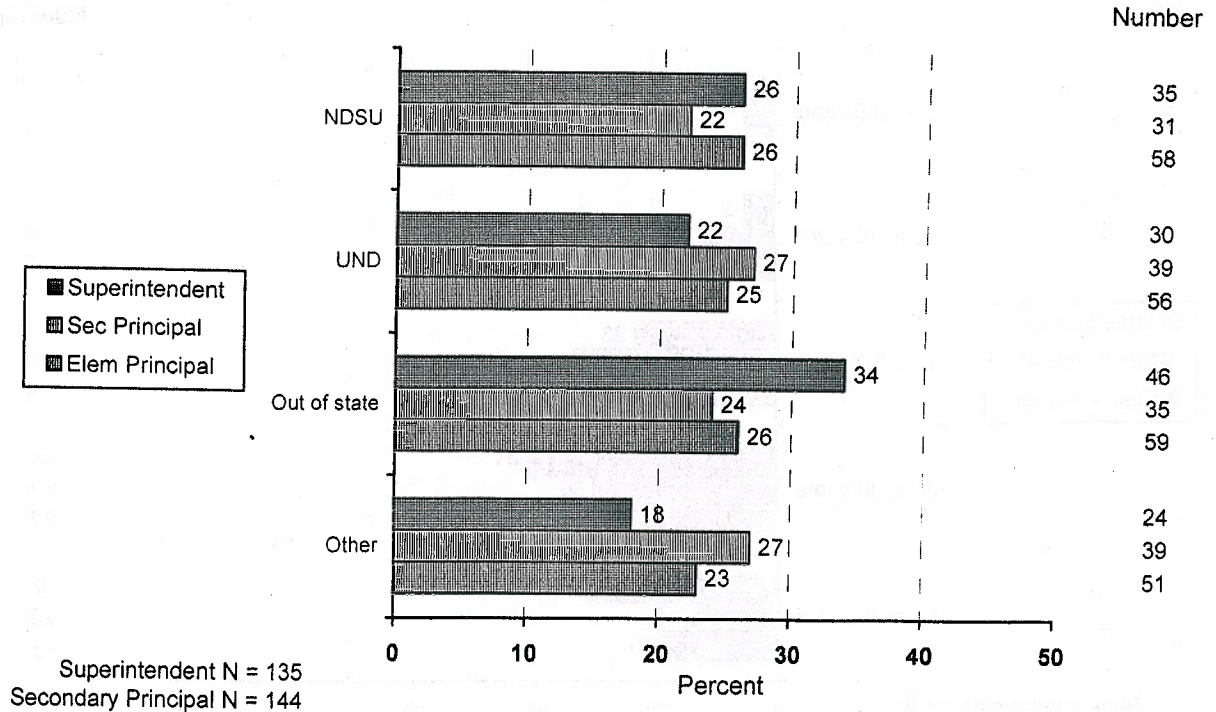


Table 3
Full-time Administrative Personnel by Age 2006-07



Superintendent N = 135
Secondary Principal N = 144
Elementary Principal N = 224

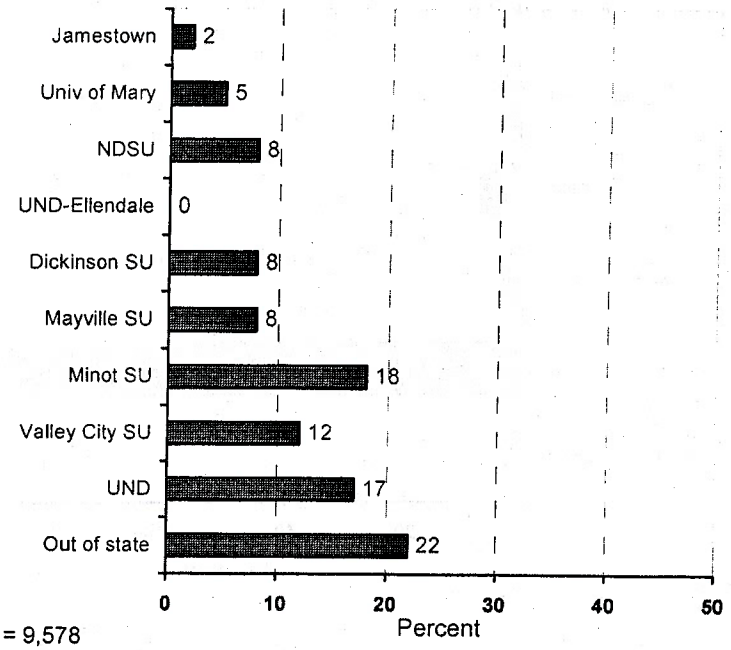
Table 4
Full-time Administrative Personnel by Location Where Highest Degree Was Earned 2006-07



Superintendent N = 135
Secondary Principal N = 144
Elementary Principal N = 224

Table 5
Full-time and Part-time Personnel by Location Where Bachelor Degree Was Earned 2006-07

College or University

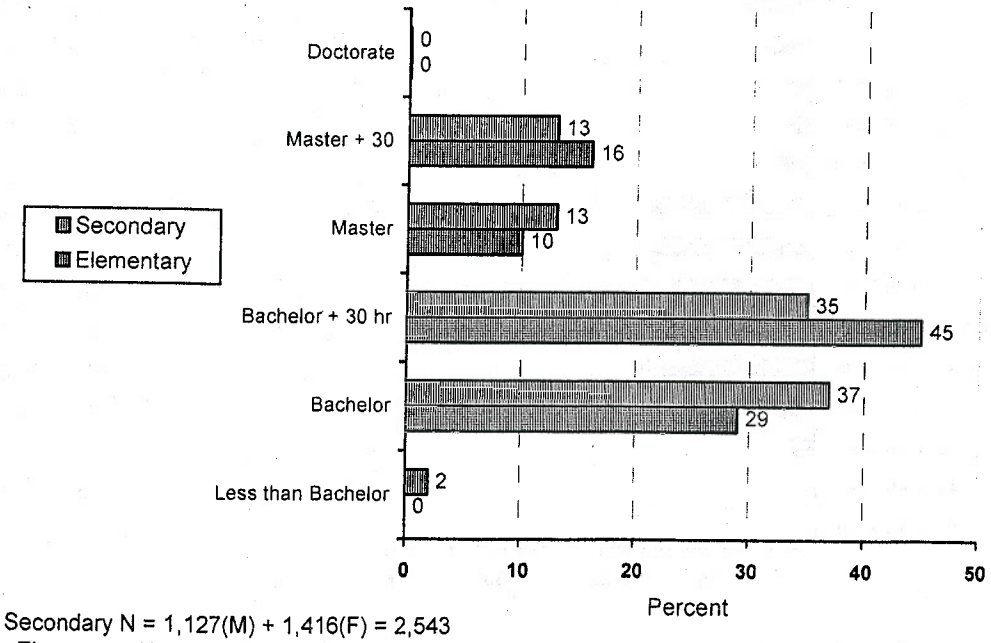


	Number Full-Time	Part-Time
Jamestown	219	21
Univ of Mary	444	31
NDSU	672	73
UND-Ellendale	7	4
Dickinson SU	723	57
Mayville SU	671	50
Minot SU	1,592	128
Valley City SU	1,096	88
UND	1,490	106
Out of state	1,940	166

N = 8,854(F) + 724(P) = 9,578

Table 6
Full-time Instructional Personnel by Level of Education 2006-07

Highest Level of Education

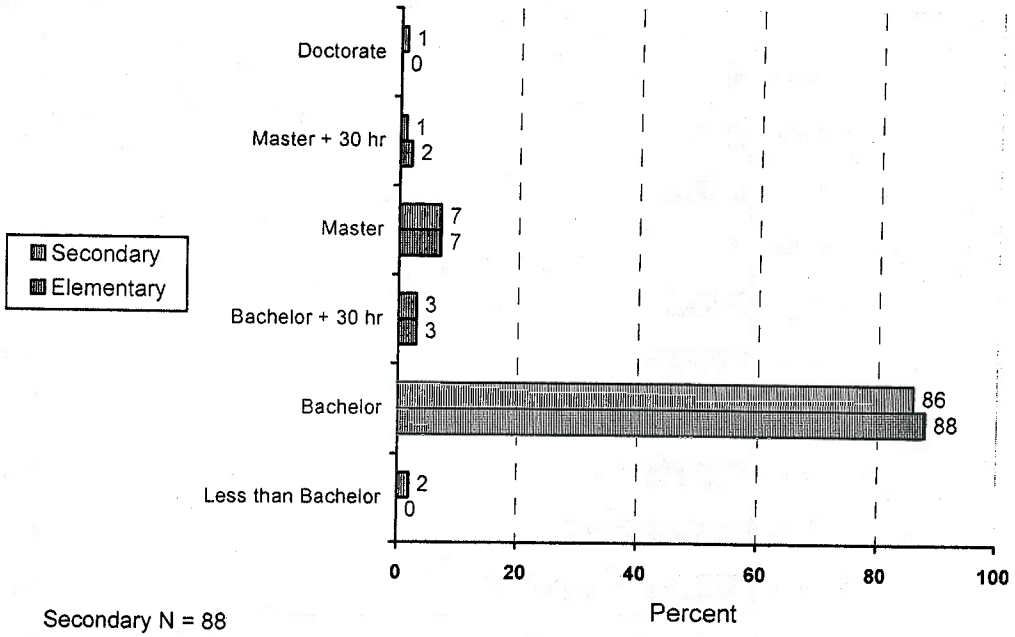


	Number Male	Female
Doctorate	6	2
	1	1
Master + 30	126	203
	109	773
Master	154	175
	84	467
Bachelor + 30 hr	348	546
	297	2,133
Bachelor	454	483
	389	1,151
Less than Bachelor	39	7
	3	4

Secondary N = 1,127(M) + 1,416(F) = 2,543
Elementary N = 883(M) + 4,529(F) = 5,412

Table 7
Full-time First-year Instructional Personnel by Level of Education 2006-07

Highest Level of Education

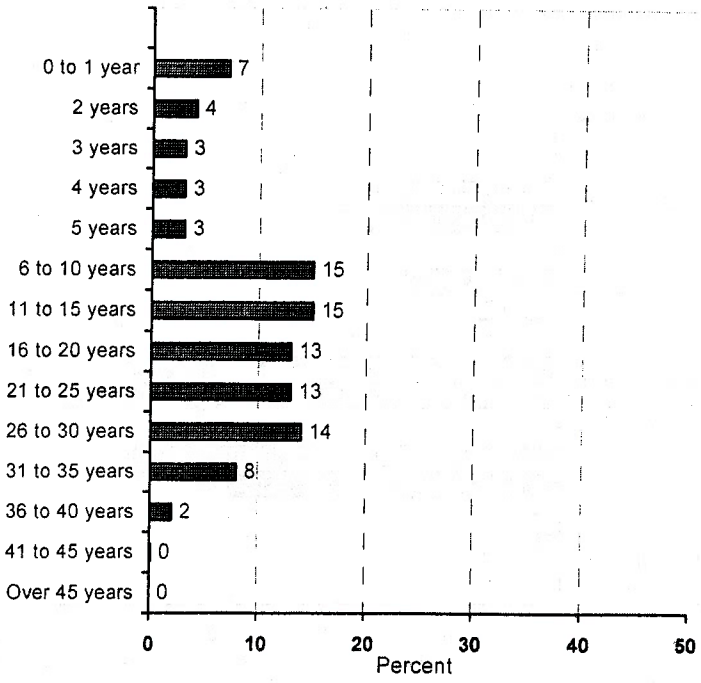


Number	
1	
0	
1	
3	
6	
13	
2	
6	
76	
162	
2	
0	

Secondary N = 88
Elementary N = 184

Table 8
Full-time Instructional Personnel by Years of Experience 2006-07

Professional Experience

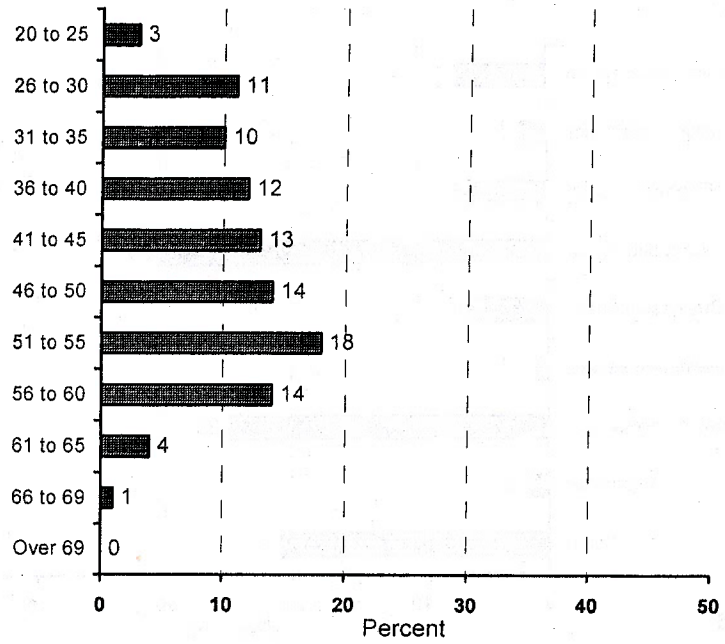


Number	
Male	Female
167	366
79	207
58	207
80	181
59	177
331	897
275	890
257	794
205	837
253	835
179	454
61	90
3	7
3	3

N = 2,010 (M) + 5,945 (F) = 7,955

Table 9
Full-time Instructional Personnel by Age 2006-07

Age

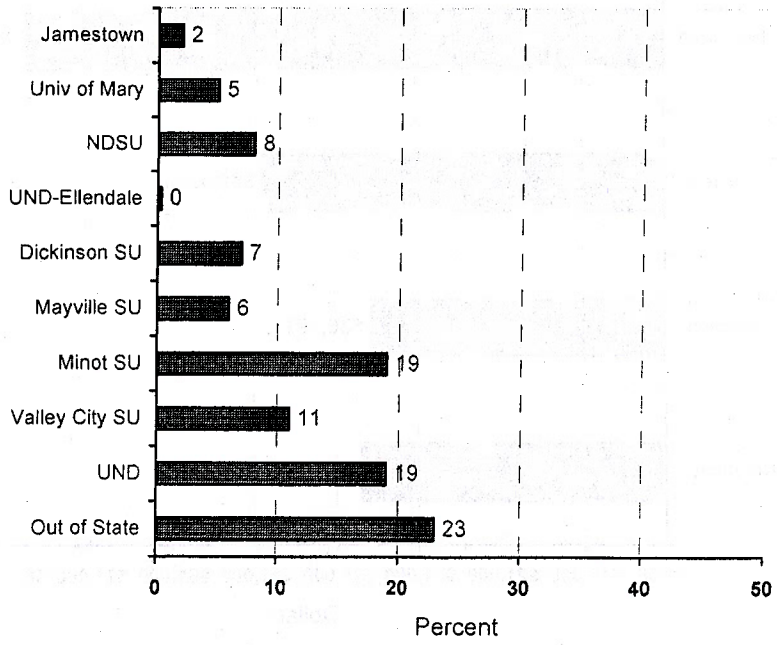


	Number	
	Male	Female
20 to 25	64	170
26 to 30	232	623
31 to 35	257	552
36 to 40	269	683
41 to 45	258	738
46 to 50	257	874
51 to 55	327	1,121
56 to 60	249	896
61 to 65	82	249
66 to 69	10	31
Over 69	5	8

N = 2,010(M) + 5,945(F) = 7,955

Table 10
Full-time Instructional Personnel by Location Where Highest Degree Was Earned 2006-07

College or University



	Number
Jamestown	155
Univ of Mary	425
NDSU	617
UND-Ellendale	5
Dickinson SU	548
Mayville SU	489
Minot SU	1,533
Valley City SU	842
UND	1,487
Out of State	1,794

N = 7,895

Table 11
New or Reentered Full-time Instructional Personnel by Type of Previous Year's Employment 2006-07

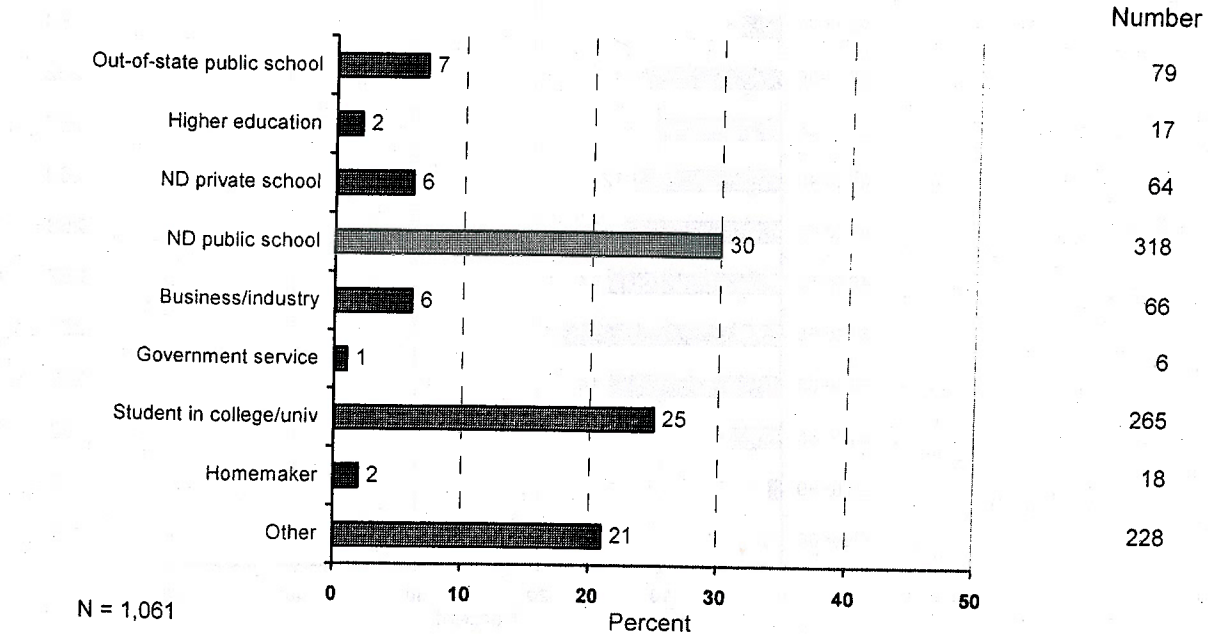


Table 12
Average Salary by Level of Education for Full-time Personnel 2006-07

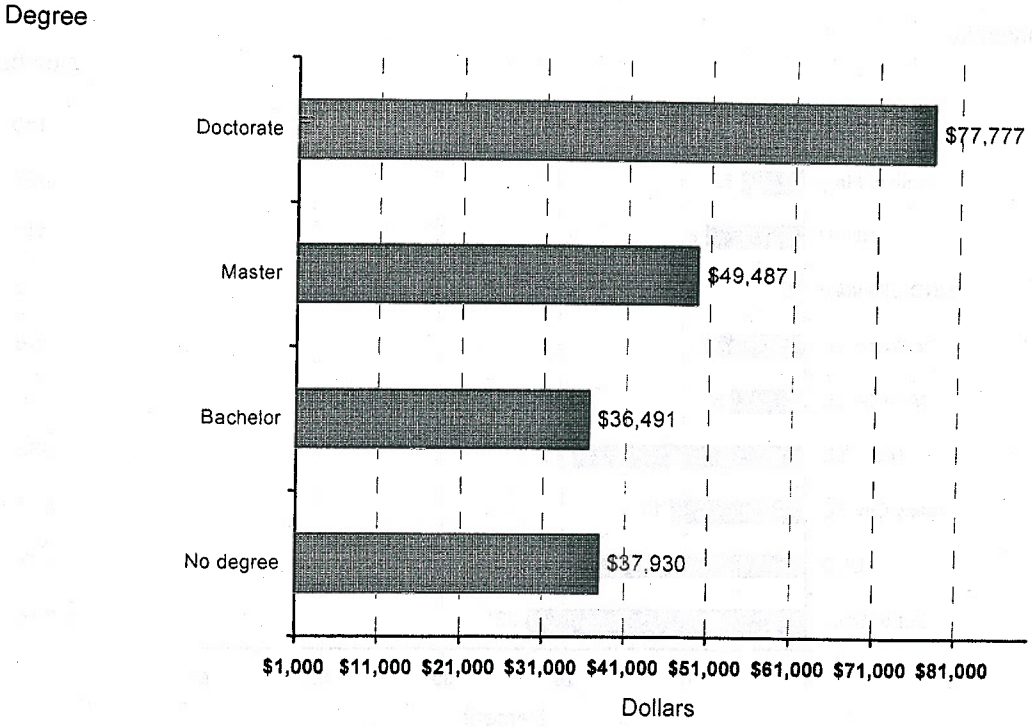


Table 13
Average Salary by Major Assignment for Full-time Personnel 2006-07

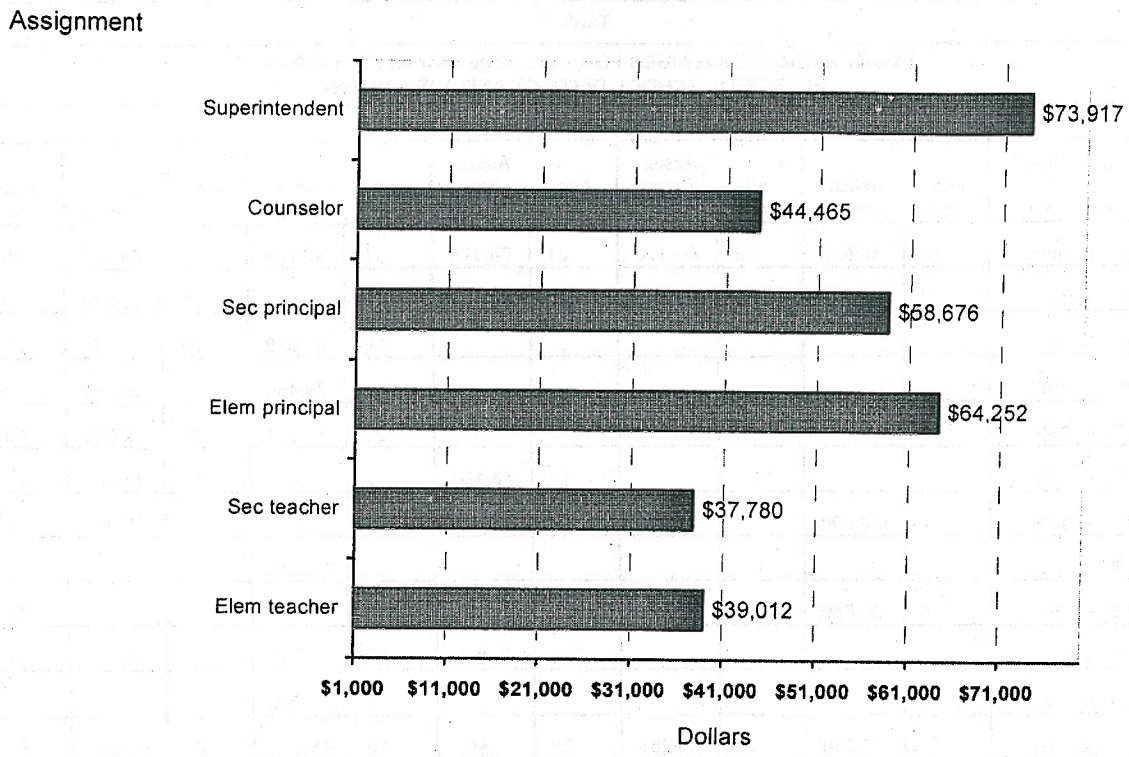


Table 14
Average Salary by Type of School District for Full-time Personnel 2006-07

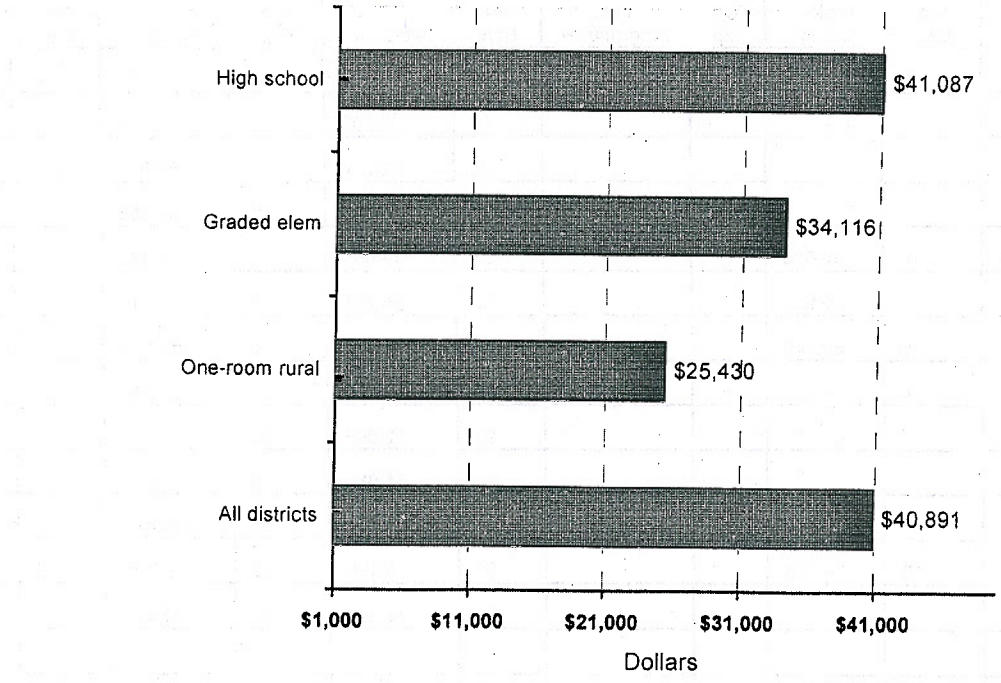


Table 15

2006-07 AVERAGE SALARIES FOR FULL-TIME LICENSED PERSONNEL BY SIZE OF SCHOOL DISTRICT AND ASSIGNMENT

Average Annual Salary by Major Position

No. of Dist.	Enrollment in High School	Avg. Exp.	Assist. Director	Avg. Exp.	Assist. Elem. Prin.	Avg. Exp.	Assist. Sec. Prin.	Avg. Exp.	Coor-dinator	Avg. Exp.	Director	Avg. Exp.	Coun-selor
10	600 & Above	10	44,950	16	66,170	21	74,125	18	50,739	24	76,002	19	48,530
1	500 - 599					9	49,600	15	39,698	23	67,375	14	35,517
1	400 - 499							26	51,072	28	58,009	25	48,044
2	300 - 399							16	39,450	2	36,000	30	50,461
13	200 - 299			8	45,000			23	47,511	23	69,655	19	40,081
10	150 - 199					19	48,190	22	40,072	14	43,894	18	39,869
29	100 - 149		23,900					11	33,885	3	25,050	21	38,929
25	75 - 99							11	33,938			21	37,046
29	50 - 74	4	26,650					32	56,413			13	34,750
22	25 - 49					6	42,800	27	41,781	13	35,541	21	38,697
14	24 & Less							8	55,000				
156	Avg/HS Dist	7	37,080	16	65,288	20	71,487	19	48,238	22	68,027	19	44,613
34	Avg/El Dist							19	34,061			15	33,065
5	Avg/Rur Dist												
195	Avg/All Dist	7	37,080	16	65,288	20	71,487	19	48,036	22	68,027	19	44,465

Average Annual Salary by Major Position

No. of Dist.	Enrollment in High School	Avg. Exp.	Coun-selor Desig.	Avg. Exp.	Instr. Programmer	Avg. Exp.	Librarian	Avg. Exp.	Principal	Avg. Exp.	Pupil Person-nel
10	600 & Above	9	42,915			19	45,402	25	79,476		
1	500 - 599					14	33,200	24	59,520		
1	400 - 499					29	42,274	30	59,921		
2	300 - 399					22	40,908	24	68,368		
13	200 - 299	19	39,626			23	39,055	22	60,326		
10	150 - 199	8	30,945			22	35,211	19	54,717	7	48,000
29	100 - 149	6	30,310			24	36,725	19	52,105		
25	75 - 99	14	34,587			21	34,221	20	48,946		
29	50 - 74	8	29,167			20	32,806	23	47,934		
22	25 - 49					22	36,985	16	47,481		
14	24 & Less							25	45,399		
156	Avg/HS Dist	10	34,174			21	40,190	22	62,708	7	48,000
34	Avg/El Dist					21	38,099	17	49,390		
5	Avg/Rur Dist										
195	Avg/All Dist	10	34,174			21	40,128	22	62,207	7	48,000

Table 15 (Cont.)

2006-07 AVERAGE SALARIES FOR FULL-TIME LICENSED PERSONNEL BY SIZE OF SCHOOL DISTRICT AND ASSIGNMENT

Average Annual Salary by Major Position

No. of Dist.	Enrollment in High School	Avg. Exp.	School Psychol.	Avg. Exp.	Speech Lang. Pathol.	Avg. Exp.	Supt. Assist.	Avg. Exp.	Supt.	Avg. Exp.	Super-visor
10	600 & Above	18	52,520	17	46,893	29	101,488	28	124,170	23	49,500
1	500 - 599							27	84,425		
1	400 - 499	21	44,664	24	42,591			26	94,000		
2	300 - 399							26	107,000		
13	200 - 299			18	40,117			22	77,621		
10	150 - 199			21	38,019			26	78,239	12	33,930
29	100 - 149			24	37,317			25	72,856	27	39,921
25	75 - 99	16	35,550	24	34,434	9	40,000	25	68,761		
29	50 - 74			32	32,086			27	63,109		-
22	25 - 49							20	60,495		
14	24 & Less			9	52,000			29	53,933		
156	Avg/HS Dist	18	51,141	18	45,039	27	96,758	25	73,922	22	40,818
34	Avg/El Dist			2	30,669	28	67,602	23	73,570		
5	Avg/Rur Dist										
195	Avg/All Dist	18	51,141	18	44,946	27	94,676	25	73,917	22	40,818

Average Annual Salary by Major Position

No. of Dist.	Enrollment in High School	Avg. Exp.	Instr. Staff	Avg. Exp.	Elem. Prin.	Avg. Exp.	Sec. Prin.	Avg. Exp.	Sec. Teach.	Avg. Exp.	Elem. Teach.	Avg. Exp.	All Teach.	Avg. Exp.	First Year Teach.
10	600 & Above	16	43,522	25	78,151	24	85,635	15	42,381	16	43,213	16	42,959		29,545
1	500 - 599	14	32,997	27	58,988	14	61,650	17	34,728	14	31,791	15	32,560		23,595
1	400 - 499	19	38,398	29	60,515	34	58,733	17	38,063	19	37,416	18	37,595		24,720
2	300 - 399	17	38,755	26	68,087	20	69,070	14	36,952	18	38,955	17	38,309		25,833
13	200 - 299	18	37,222	22	58,500	21	62,574	18	37,362	18	36,574	18	36,874		26,188
10	150 - 199	17	34,512	23	54,700	16	54,730	17	34,668	16	33,794	16	34,172		24,337
29	100 - 149	17	34,120	19	51,278	19	52,933	16	33,766	17	33,908	17	33,847		25,488
25	75 - 99	17	33,279	22	47,306	18	50,503	15	32,654	17	33,475	16	33,110		24,898
29	50 - 74	16	32,920	28	50,156	18	45,218	16	32,774	16	32,833	16	32,808		25,362
22	25 - 49	16	32,890	14	41,742	17	50,351	14	32,276	16	32,866	15	32,605		25,452
14	24 & Less	16	31,173			25	45,399	16	30,727	16	30,777	16	30,752		24,220
156	Avg/HS Dist	16	39,287	23	65,191	20	58,676	16	37,785	16	39,310	16	38,767		27,214
34	Avg/El Dist	14	32,740	17	49,390			20	34,655	14	32,560	14	32,602		23,577
5	Avg Rur Dist	8	25,430							8	25,430	8	25,430		23,000
195	Avg/All Dist	16	39,103	23	64,252	20	58,676	16	37,780	16	39,012	16	38,586		27,064

Table 15 (Cont.)

2006-07 AVERAGE SALARIES FOR FULL-TIME LICENSED PERSONNEL BY SIZE OF SCHOOL DISTRICT AND ASSIGNMENT

Average Annual Salary by Degree

No. of Dist.	Enrollment in High School	Avg. Exp.	Doctorate	Avg. Exp.	Master	Avg. Exp.	Bachelor	Avg. Exp.	No Degree	Avg. Exp.	Specialist	Avg. Exp.	Average of All Personnel
10	600 & Above	26	86,516	19	51,329	15	40,099	13	40,738	20	64,529	17	45,349
1	500 - 599			19	43,006	13	31,494			30	75,325	15	34,596
1	400 - 499			19	43,625	20	37,972			31	52,210	20	39,834
2	300 - 399			22	52,012	16	37,377			37	72,352	18	41,209
13	200 - 299	32	40,715	21	47,444	18	36,241	13	32,350	29	69,213	19	39,146
10	150 - 199	18	51,524	19	44,756	17	34,383	7	33,144	24	71,966	17	36,577
29	100 - 149		28,000	21	45,571	16	33,640			21	68,812	17	36,143
25	75 - 99			20	44,582	17	33,507			18	42,244	17	35,420
29	50 - 74	50	52,500	20	43,976	16	32,669			34	65,172	17	34,753
22	25 - 49			19	44,677	15	32,581	10	31,100	13	29,655	16	34,489
14	24 & Less	37	24,000	18	41,026	16	30,726	1	30,488	32	46,634	17	33,165
156	Avg/HS Dist	25	77,777	19	49,598	16	36,632	12	38,188	23	63,166	17	41,087
34	Avg/El Dist			18	41,415	14	32,636	10	27,867	19	60,301	15	34,116
5	Avg/Rur Dist			8	27,720	7	24,667					8	25,430
195	Avg/All Dist	25	77,777	19	49,487	16	36,491	12	37,930	23	63,073	17	40,891

Table 15-A

Average Annual Salary by Major Assignment (Area of Responsibility) - as per NEA Definitions*

Year	Instructional Staff	Elementary Principals	Secondary Principals	Elementary Teachers	Secondary Teachers	All Teachers	First Year Teachers
2004-05	37,915	60,291	54,785	36,997	36,058	36,695	24,869
2005-06	39,065	61,611	56,787	38,097	37,087	37,773	25,764
2006-07	40,164	63,762	59,210	39,134	38,141	38,817	27,094
Increase 05-06	1,150	1,320	2,002	1,100	1,029	1,078	895
Increase 06-07	1,099	2,151	2,423	1,037	1,054	1,044	1,330

*For the NEA (National Education Association) a Teacher is defined as anyone who has "instruction" listed as their major area of responsibility. Instructional Staff according to the NEA includes assistant principals, coordinators, counselor designates, instructional programmers, library media specialists, principals, school counselors, speech language pathologists, supervisors, and teachers.

The North Dakota Administrative and Instructional Personnel Data in Public Schools defines a Teacher by position code. Instructional Staff includes coordinators, counselor designates, instructional programmers, library media specialists, school counselors, school psychologists, speech language pathologists, supervisors, and teachers.

Data on the following pages have been tabulated according to the regions presented below.

North Dakota
County Outline Map

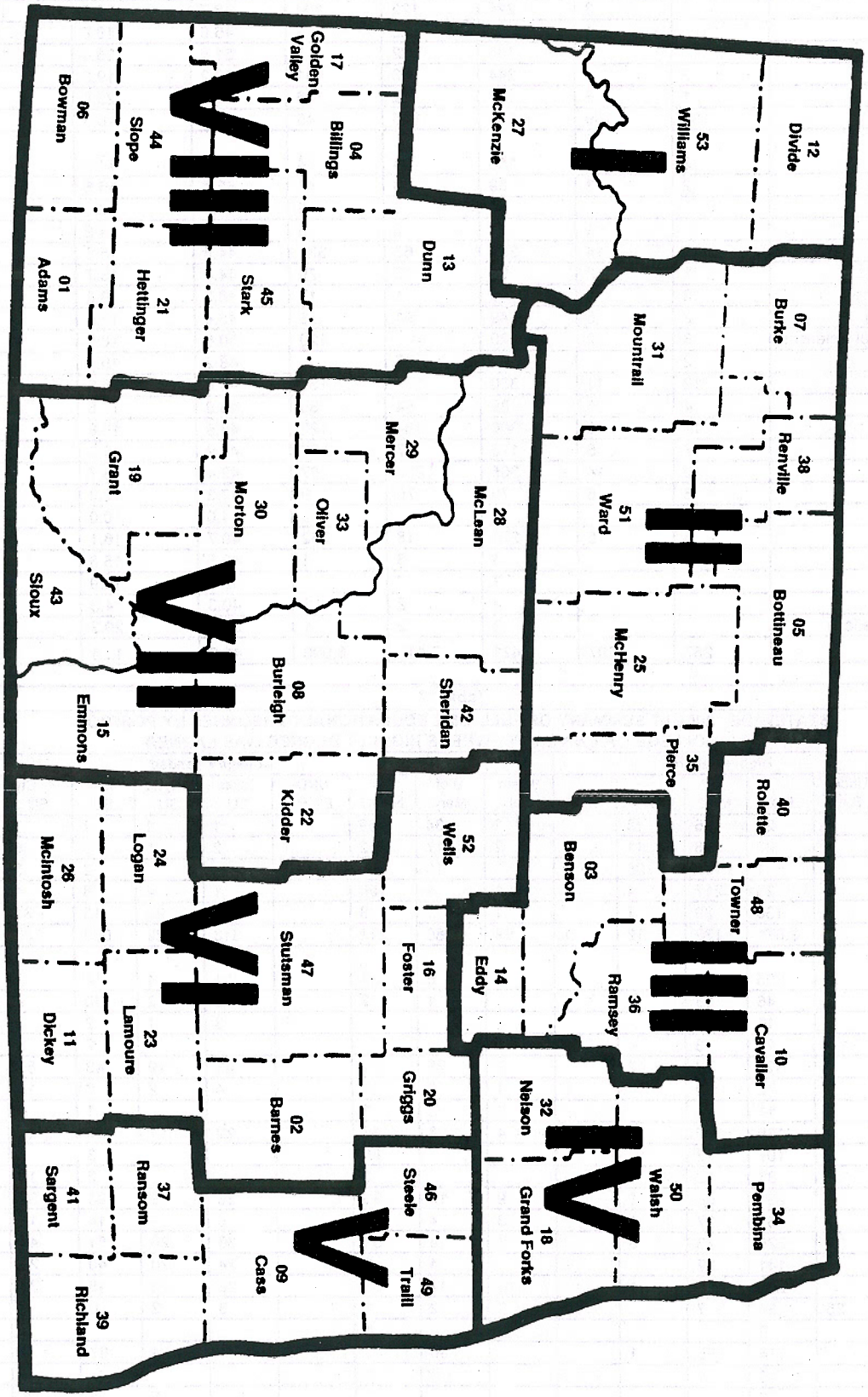


Table 16

STATEWIDE 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION

Position	New	Re-enter	Count	No. Males	No. Females	Avg. Age	Avg. Yrs. Of Experience	Avg. Adm. Experience	Avg. Salary
Elem. Principal	1	3	226	122	104	48.7	22.2	10.7	64,362
Sec. Principal		1	148	125	23	46.6	19.8	9.5	61,359
Superintendent		2	135	122	13	51.5	25.4	16.3	76,069
Counselor	2	8	244	63	181	49.2	19.3		44,292
Librarian	1	6	168	2	166	51.7	20.8		40,128
Elem. Teacher	166	199	4,860	815	4,045	44.5	16.3		38,904
Sec. Teacher									
Agriculture	3	3	158	94	64	44.2	14.8		39,865
Art	2	3	59	18	41	48.4	16.5		37,766
Business			11	6	5	44.0	16.1		35,481
Marketing Ed.		1	15	9	6	40.1	14.2		42,068
English	17	14	399	63	336	44.8	15.5		36,602
Foreign Languages	2	3	92	13	79	44.4	13.7		38,097
Health Occupations	2	1	18	1	17	48.3	8.8		38,460
Phy. Ed. & Health	2	5	149	91	58	45.4	17.8		38,586
Family & Consumer Sciences	3	2	120		120	50.6	18.6		38,014
Industrial Arts	2		47	47		48.2	19.9		39,291
Mathematics	12	11	330	179	151	43.6	16.6		37,925
Music	4	5	89	54	35	45.9	17.8		39,294
Science	17	8	306	184	122	43.9	15.8		37,379
Office Ed.	7	8	173	67	106	44.9	15.2		35,710
Social Studies	15	14	305	238	67	42.4	13.7		35,677
Trade & Industry	3	5	79	70	9	47.3	12.2		38,822
Health			2		2	34.0	10.0		38,136
Special Ed.	6	5	270	18	252	46.7	16.1		39,689
Career Ed.			4	3	1	46.5	15.8		37,887
Driver Ed.			7	7		42.0	13.9		38,334
Computer Ed.			4	2	2	40.3	14.3		33,483
Diversified Occupations			3	2	1	53.7	20.3		45,259
TOTALS	267	307	8,421	2,415	6,006	45.2	16.6	12.0	40,390

Table 17

STATEWIDE 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND COLLEGE OR UNIVERSITY WHERE HIGHEST DEGREE WAS EARNED

	Highest Degree					College Attended									
Position	Under B.A.	B.A.	M.A.	M.A.+	Other	Jmstn Col.	U of Mary	NDSU	UND-Ell. Br.	Dcksn SU	Mayvle SU	Minot SU	Vly Cty SU	UND	Other
Elem. Principal		22	186	18		2	34	59		1	1	7	7	57	58
Sec. Principal		29	108	11		2	17	32	1	2	5	5	6	40	38
Superintendent		1	109	25			19	35				2	3	30	46
Counselor		23	217	4		1	4	106		1	4	8	4	47	69
Librarian		138	29	1		1	3	8		22	25	15	31	26	37
Elem. Teacher	4	3,671	1,172	12	1	98	280	211	3	313	322	1,000	529	961	1,143
Sec. Teacher															
Agriculture		105	53			3	6	84		1	4	14	3	18	25
Art		46	13				1	2		2	2	10	9	8	25
Business		10	1						1	3	1	3	1		2
Marketing Ed.		12	3									2	3	7	3
English	1	323	73	2		7	22	52	1	43	19	43	53	71	88
Foreign Lang.		72	19		1	1	2	11		4	2	7	12	17	36
Hlth Occ.	6	11	1			1	3	1				1	1	5	6
Phy. Ed. &		119	30			4	8	17		22	11	20	21	19	27
Fam. & Cons.		107	13					80				3	2	22	13
Indust. Arts		35	12					3				2	16	14	12
Mathematics		231	98	1		9	19	23		36	29	85	31	33	65
Music		61	27	1		3	4	10		6		14	11	11	30
Science	1	226	73	6		7	18	51		36	20	51	41	25	57
Office Ed.		141	32				4	3		24	20	40	26	29	27
Social Studies		254	50	1		18	17	38		25	23	46	31	53	54
Trade &	25	34	7		13	2	2	1		3	2	6	9	8	46
Health		2						1							1
Special Ed.		114	155	1			30	3		4	4	67	3	80	79
Career Ed.		3	1				1	1					1		1
Driver Ed.		7									1	5	1		
Computer Ed.		4						1					2	1	
Diversified		1	2											2	1
TOTALS	37	5,802	2,484	83	15	159	494	833	6	548	495	1,456	857	1,584	1,989

Table 18

REGION 1 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION

Position	New	Re-enter	Count	No. Males	No. Females	Avg. Age	Avg. Yrs. of Experience	Avg. Adm. Experience	Avg. Salary
Elem. Principal			9	5	4	45.7	18.9	8.9	57,557
Sec. Principal			8	7	1	49.0	20.4	8.0	58,480
Superintendent			8	6	2	46.0	19.1	8.5	64,499
Counselor			13	4	9	42.5	12.2		36,913
Librarian		1	9		9	48.6	21.3		39,972
Elem. Teacher	12	8	228	37	191	45.5	17.1		36,450
Sec. Teacher									
Agriculture	1		7	6	1	40.9	13.3		40,258
Art			4	1	3	55.5	16.3		32,915
Business									
Marketing Ed.									
English		2	18	4	14	44.2	15.2		34,959
Foreign Languages			4	3	1	45.5	11.5		38,733
Health Occupations									
Phy. Ed. & Health			6	2	4	46.8	14.0		35,598
Family & Consumer Sciences			6		6	53.8	23.2		39,542
Industrial Arts			3	3		51.3	24.0		37,698
Mathematics	1		17	5	12	43.6	15.1		35,931
Music	1	1	5	3	2	45.6	12.4		32,764
Science		1	15	10	5	44.7	15.7		35,506
Office Ed.			10	3	7	43.5	15.5		38,630
Social Studies	3	1	14	11	3	38.7	9.0		32,792
Trade & Industry		1	2	2		47.5	15.5		34,525
Health									
Special Ed.			15		15	47.1	17.3		40,458
Career Ed.									
Driver Ed.									
Computer Ed.									
Diversified Occupations									
TOTALS	18	15	401	112	289	45.4	16.6	8.5	38,010

Table 19

REGION 1 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND COLLEGE OR UNIVERSITY WHERE HIGHEST DEGREE WAS EARNED

	Highest Degree					College Attended								
Position	Under B.A.	B.A.	M.A.	M.A.+	Other	Jmstn Col.	U of Mary	NDSU	UND-Ell. Br.	Dcksn SU	Mayvle SU	Minot SU	Vly Cty SU	UND	Other
Elem. Principal			9				2	1							6
Sec. Principal		3	5				2	1				1			4
Superintendent			8				1	2				1		3	1
Counselor		3	9	1		1		4					1	1	6
Librarian		8	1					1		1	1	2	2	1	1
Elem. Teacher	1	195	32			3	10	4		31	6	89	14	27	44
Sec. Teacher															
Agriculture		5	2			1		5		1					
Art		4								1		1			2
Business															
Marketing Ed.															
English		17	1					2		6		2	1	5	2
Foreign Lang.			3		1										4
Hlth Occ.															
Phy. Ed. &		5	1					1		2		1	2		
Fam. & Cons.		6						3				1			2
Indust. Arts		3										1		1	1
Mathematics		14	3							7		8		2	
Music		4	1				1					3		1	
Science		13	2							5		5		2	3
Office Ed.		7	3				1	1		2		4		1	1
Social Studies		13	1			4				5		1		1	3
Trade &	2												1		1
Health															
Special Ed.		3	11	1				1				11		3	
Career Ed.															
Driver Ed.															
Computer Ed.															
Diversified															
TOTALS	3	303	92	2	1	9	17	26		61	7	131	21	48	81

Table 20

REGION 2 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION

Position	New	Re-enter	Count	No. Males	No. Females	Avg. Age	Avg. Yrs. of Experience	Avg. Adm. Experience	Avg. Salary
Elem. Principal	1	1	34	19	15	48.9	20.9	10.9	60,182
Sec. Principal			24	19	5	46.8	20.4	10.1	59,321
Superintendent			17	15	2	49.2	24.0	14.1	71,226
Counselor		1	36	11	25	47.3	18.2		42,807
Librarian			13	1	12	55.6	25.2		41,591
Elem. Teacher	20	12	673	104	569	45.8	17.3		37,962
Sec. Teacher Agriculture		2	29	18	11	43.5	15.6		39,893
Art	1	1	10	3	7	47.6	14.3		34,544
Business			1		1	48.0	8.0		29,756
Marketing Ed.			2	1	1	32.0	6.5		34,869
English	2	1	60	9	51	46.4	17.0		36,118
Foreign Languages			11		11	49.7	14.3		38,014
Health Occupations	1		4		4	41.8	7.0		41,987
Phy. Ed. & Health	1		17	10	7	46.5	18.8		37,302
Family & Consumer Sciences	1		16		16	49.8	19.0		37,236
Industrial Arts			3	3		60.3	31.3		42,902
Mathematics	2	1	53	30	23	45.6	18.8		38,182
Music	1	1	12	3	9	45.9	16.8		36,282
Science	2	2	42	22	20	46.1	16.6		36,394
Office Ed.	2	3	26	10	16	44.8	12.8		33,701
Social Studies		2	48	40	8	45.8	15.3		34,794
Trade & Industry			16	15	1	50.8	12.5		40,904
Health									
Special Ed.		1	33		33	49.1	19.1		42,156
Career Ed.									
Driver Ed.			4	4		37.8	8.8		37,265
Computer Ed.									
Diversified Occupations									
TOTALS	34	28	1,184	337	847	46.3	17.4	11.5	39,490

Table 21

REGION 2 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND COLLEGE OR UNIVERSITY WHERE HIGHEST DEGREE WAS EARNED

	Highest Degree					College Attended									
Position	Under B.A.	B.A.	M.A.	M.A.+	Other	Jmstn Col.	U of Mary	NDSU	UND-Ell. Br.	Dcksn SU	Mayvle SU	Minot SU	Vly Cty SU	UND	Other
Elem. Principal		2	30	2			9	11				2		7	5
Sec. Principal		4	20				3	3				1	2	8	7
Superintendent		1	15	1			1	4					1	3	8
Counselor		4	32				1	16			1	6		2	10
Librarian		10	3					1		2	2	5		2	1
Elem. Teacher		541	132			2	14	13	1	17	24	463	26	42	71
Sec. Teacher Agriculture		16	13				2	16				5		3	3
Art		9	1					1				6			3
Business		1										1			
Marketing Ed.		2										2			
English		50	9	1		1	1	8		2	3	30	3	5	7
Foreign Lang.		9	2					1				4	1	2	3
Hlth Occ.	2	1	1									1			3
Phy. Ed. &		17					1	1		1		11	2	1	
Fam. & Cons.		13	3					8				2		3	3
Indust. Arts		2	1										1	1	1
Mathematics		31	22			1	1	3		1	3	34	3	6	1
Music		9	3							2		6	1		3
Science		33	8	1			1	4		5		23	2	2	5
Office Ed.		22	4							3	1	16	1	5	
Social Studies		46	2					6		3	2	21	4	5	7
Trade &	3	7			6							5	1	1	9
Health															
Special Ed.		8	25				1					25		2	5
Career Ed.															
Driver Ed.		4										4			
Computer Ed.															
Diversified															
TOTALS	5	842	326	5	6	4	35	96	1	36	36	673	48	100	155

Table 22

REGION 3 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION

Position	New	Re-enter	Count	No. Males	No. Females	Avg. Age	Avg. Yrs. of Experience	Avg. Adm. Experience	Avg. Salary
Elem. Principal		1	18	6	12	51.4	24.7	11.2	60,073
Sec. Principal			15	13	2	42.5	13.7	4.7	51,833
Superintendent			15	13	2	49.6	22.8	12.5	71,402
Counselor			17	2	15	50.8	18.8		42,060
Librarian			15		15	53.0	21.5		36,532
Elem. Teacher	16	27	412	75	337	44.1	15.4		36,583
Sec. Teacher									
Agriculture			20	14	6	46.5	13.4		37,773
Art	1		5	2	3	54.2	23.0		36,037
Business			2		2	56.5	31.5		37,038
Marketing Ed.			1	1		31.0	1.0		25,700
English	3	2	34	1	33	45.2	15.5		33,923
Foreign Languages	1	2	3	2	1	38.3	2.7		31,966
Health Occupations			2		2	48.0	9.5		35,017
Phy. Ed. & Health	1		13	7	6	48.8	17.8		36,924
Family & Consumer Sciences		1	15		15	51.6	19.2		35,847
Industrial Arts			2	2		46.0	22.5		37,833
Mathematics	1	2	29	18	11	43.0	16.2		33,956
Music			7	5	2	46.0	21.3		39,188
Science	2		26	15	11	47.2	17.8		36,532
Office Ed.			18	7	11	52.6	22.3		37,268
Social Studies	3	1	26	19	7	42.5	13.3		32,100
Trade & Industry			12	11	1	50.1	11.1		34,293
Health									
Special Ed.			32	5	27	47.9	17.3		38,080
Career Ed.									
Driver Ed.			1	1		52.0	26.0		44,529
Computer Ed.			1	1		41.0	16.0		34,700
Diversified Occupations			1	1		52.0	11.0		38,681
TOTALS	28	36	742	221	521	45.6	16.3	9.8	37,972

Table 23

REGION 3 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND COLLEGE OR UNIVERSITY WHERE HIGHEST DEGREE WAS EARNED

	Highest Degree					College Attended									
Position	Under B.A.	B.A.	M.A.	M.A.+	Other	Jmstn Col.	U of Mary	NDSU	UND-Ell. Br.	Dcksn SU	Mayvle SU	Minot SU	Vly Cty SU	UND	Other
Elem. Principal		3	14	1			2						2	8	6
Sec. Principal		6	9					4				1		8	2
Superintendent			12	3			1	6				1		4	3
Counselor		1	16					8			1	1		3	4
Librarian		13	1	1						1	5	2	2	2	3
Elem. Teacher	2	352	57	1		11	7	9		4	70	83	51	118	59
Sec. Teacher Agriculture		16	4			1	1	6			2	2	2	4	2
Art		3	2											2	3
Business		2								1		1			
Marketing Ed.		1											1		
English		30	4			1		3		1	3	4	5	12	5
Foreign Lang.		2	1										1		2
Hlth Occ.	1	1												1	1
Phy. Ed. &		13				1					3	4	2	1	2
Fam. & Cons.		14	1					9					2	3	1
Indust. Arts		1	1										1		1
Mathematics		26	3			3	1	1		5	6	4	4	3	2
Music		6	1					1				1		1	4
Science		20	5	1			1	3		1	1	8	4	1	7
Office Ed.		16	2							1	5	3	1	7	1
Social Studies		24	2			1		2		3	4	2	5	7	2
Trade &	7	2			3	1	1						1		9
Health															
Special Ed.		20	12								2	4	2	18	6
Career Ed.															
Driver Ed.		1									1				
Computer Ed.		1											1		
Diversified		1												1	
TOTALS	10	575	147	7	3	19	14	52		17	103	121	87	204	125

Table 24

REGION 4 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION

Position	New	Re-enter	Count	No. Males	No. Females	Avg. Age	Avg. Yrs. of Experience	Avg. Adm. Experience	Avg. Salary
Elem. Principal			34	18	16	47.6	21.0	9.1	64,017
Sec. Principal			18	15	3	49.1	21.6	11.2	68,460
Superintendent			14	12	2	51.4	26.7	16.7	89,323
Counselor			32	12	20	47.9	19.8		44,142
Librarian		1	24		24	52.2	20.7		40,537
Elem. Teacher	27	35	712	129	583	44.0	15.6		39,286
Sec. Teacher									
Agriculture			14	6	8	46.5	15.9		40,481
Art			8	4	4	49.4	19.8		40,103
Business			1	1		29.0	2.0		29,464
Marketing Ed.			3	2	1	45.7	19.7		45,700
English	3	2	52	11	41	43.8	14.9		37,125
Foreign Languages		1	15	2	13	43.8	15.4		36,834
Health Occupations	1		3		3	43.7	2.0		35,133
Phy. Ed. & Health			24	13	11	46.5	19.8		40,280
Family & Consumer Sciences			16		16	54.1	22.5		39,545
Industrial Arts	1		10	10		45.3	14.5		39,192
Mathematics	3	2	39	20	19	42.9	14.5		37,765
Music		1	15	11	4	44.7	18.3		39,931
Science	2		41	25	16	43.3	16.0		36,787
Office Ed.	1	1	18	7	11	42.7	16.2		36,687
Social Studies	3	1	37	26	11	42.5	13.5		35,824
Trade & Industry			8	8		50.0	16.5		38,976
Health									
Special Ed.	1	1	37	2	35	44.2	15.2		39,099
Career Ed.									
Driver Ed.									
Computer Ed.									
Diversified Occupations									
TOTALS	42	45	1,175	334	841	44.7	16.3	11.4	40,848

Table 25

REGION 4 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND COLLEGE OR UNIVERSITY WHERE HIGHEST DEGREE WAS EARNED

	Highest Degree					College Attended									
Position	Under B.A.	B.A.	M.A.	M.A.+	Other	Jmstn Col.	U of Mary	NDSU	UND-Ell. Br.	Dcksn SU	Mayvle SU	Minot SU	Vly Cty SU	UND	Other
Elem. Principal		1	25	8				4				1	2	21	6
Sec. Principal		4	11	3					1		3			11	3
Superintendent			10	4			2							9	3
Counselor		4	26	2				6			2	1	1	18	4
Librarian		18	6					3			6		1	8	6
Elem. Teacher		437	270	5		3	5	10		2	87	18	37	426	124
Sec. Teacher Agriculture		7	7					4			2			7	1
Art		6	2								1	1	1	5	
Business		1									1				
Marketing Ed.		1	2											3	
English		38	14				2	2		1	8	1	6	24	8
Foreign Lang.		10	5					1			1		2	8	3
Hlth Occ.		3						1						2	
Phy. Ed. &		16	8			1					4	1	2	8	8
Fam. & Cons.		14	2					8						6	2
Indust. Arts		6	4										2	5	3
Mathematics		21	18			2	1				9		1	12	14
Music		9	6				1	5					2	4	3
Science		31	10			1		2			12	2	7	9	8
Office Ed.		12	6					2			5		2	6	3
Social Studies		28	9				1	1		1	5	3	1	20	5
Trade &	1	4	3								1		1	2	4
Health															
Special Ed.		8	29				1					1	1	28	6
Career Ed.															
Driver Ed.															
Computer Ed.															
Diversified															
TOTALS	1	679	473	22		7	13	49	1	4	147	29	69	642	214

Table 26

REGION 5 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION

Position	New	Re-enter	Count	No. Males	No. Females	Avg. Age	Avg. Yrs. of Experience	Avg. Adm. Experience	Avg. Salary
Elem. Principal			54	38	16	48.8	22.8	11.4	70,564
Sec. Principal		1	30	23	7	47.0	21.5	12.1	68,407
Superintendent			25	21	4	51.0	25.3	18.5	84,479
Counselor	2	4	64	14	50	48.5	17.7		47,568
Librarian		2	45	1	44	51.1	19.7		43,271
Elem. Teacher	48	44	1,179	212	967	43.6	15.3		42,165
Sec. Teacher									
Agriculture	1		29	16	13	43.4	13.6		42,307
Art		1	15	4	11	45.5	13.4		40,477
Business			3	1	2	35.3	9.7		34,653
Marketing Ed.		1	6	3	3	41.3	15.8		46,280
English	4	1	86	18	68	44.5	15.0		39,332
Foreign Languages			27	4	23	40.4	13.3		40,210
Health Occupations			3	1	2	46.3	10.0		37,883
Phy. Ed. & Health		1	32	20	12	41.7	14.9		39,145
Family & Consumer Sciences	2		29		29	50.2	16.4		40,237
Industrial Arts	1		14	14		47.3	18.8		42,763
Mathematics	1	2	69	36	33	41.4	14.4		40,628
Music	2		21	13	8	47.1	19.3		44,441
Science	3	1	69	39	30	45.0	17.4		42,860
Office Ed.	1		31	15	16	45.1	16.1		38,276
Social Studies	1	1	69	55	14	42.1	14.1		39,654
Trade & Industry	2	1	11	11		46.0	13.6		43,202
Health			2		2	34.0	10.0		38,136
Special Ed.	3	1	69	8	61	48.6	14.0		40,920
Career Ed.									
Driver Ed.			1	1		32.0	5.0		33,115
Computer Ed.									
Diversified Occupations									
TOTALS	71	61	1,983	568	1,415	44.5	15.8	13.5	43,631

Table 27

REGION 5 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND COLLEGE OR UNIVERSITY WHERE HIGHEST DEGREE WAS EARNED

	Highest Degree					College Attended									
Position	Under B.A.	B.A.	M.A.	M.A.+	Other	Jmstn Col.	U of Mary	NDSU	UND-Ell. Br.	Dcksn SU	Mayvle SU	Minot SU	Vly Cty SU	UND	Other
Elem. Principal		6	46	2		1	2	25			1		1	4	20
Sec. Principal		3	23	4		1		13				1	1	8	6
Superintendent			21	4			3	11						3	8
Counselor		4	60					41					2	5	16
Librarian		31	14					3		1	6	2	6	8	19
Elem. Teacher		790	386	3		9	12	121		11	80	116	171	119	540
Sec. Teacher															
Agriculture		19	10					18						1	10
Art		11	4				1	1			1		2		10
Business		2	1							1			1		1
Marketing Ed.		5	1										1	2	3
English		66	20				3	22		2	1	2	19	7	30
Foreign Lang.		22	5					7					2	2	16
Hlth Occ.	2	1												1	2
Phy. Ed. &		25	7					9		1	4	1	7	1	9
Fam. & Cons.		23	6					23						3	3
Indust. Arts		9	5					2				1	3	4	4
Mathematics		48	20	1		2	3	9			5	9	6	5	30
Music		12	8	1		1		1				2	4	3	10
Science		39	30			1	1	30		3	5	2	7	2	18
Office Ed.		25	6							3	6	2	7	6	7
Social Studies		50	19			2	2	20		1	6	4	7	6	21
Trade &	3	7	1					1			1			2	7
Health		2						1							1
Special Ed.		35	34				3				2	6		16	42
Career Ed.															
Driver Ed.		1										1			
Computer Ed.															
Diversified															
TOTALS	5	1,236	727	15		17	30	358		23	118	149	247	208	833

Table 28

REGION 6 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION

Position	New	Re-enter	Count	No. Males	No. Females	Avg. Age	Avg. Yrs. of Experience	Avg. Adm. Experience	Avg. Salary
Elem. Principal			18	11	7	48.3	23.2	12.3	57,952
Sec. Principal			17	15	2	44.6	17.9	8.0	55,568
Superintendent			22	22		53.5	27.3	18.2	71,872
Counselor			19	4	15	53.4	25.7		44,603
Librarian		1	18		18	52.6	22.9		38,548
Elem. Teacher	6	22	422	72	350	45.2	17.6		35,757
Sec. Teacher Agriculture			14	9	5	43.0	17.8		42,121
Art			3	1	2	51.7	25.3		41,380
Business			1	1		40.0	13.0		31,250
Marketing Ed.			1		1	26.0	2.0		28,060
English	1	3	42	5	37	41.8	13.9		34,246
Foreign Languages			8		8	50.6	19.0		37,047
Health Occupations		1	2		2	50.0	7.0		36,686
Phy. Ed. & Health		2	14	8	6	44.5	17.2		36,068
Family & Consumer Sciences			9		9	50.6	19.8		38,083
Industrial Arts			5	5		49.6	24.0		36,662
Mathematics	1	1	35	21	14	45.7	19.6		37,249
Music			7	2	5	47.3	16.0		36,174
Science	4	1	37	24	13	42.4	14.5		34,424
Office Ed.	1		24	8	16	44.8	13.8		34,557
Social Studies	2	3	34	26	8	42.1	13.8		34,213
Trade & Industry		1	8	6	2	47.4	13.9		34,687
Health									
Special Ed.		1	27	1	26	45.1	18.4		38,180
Career Ed.									
Driver Ed.			1	1		59.0	31.0		41,638
Computer Ed.			1	1		33.0	8.0		33,925
Diversified Occupations									
TOTALS	15	36	789	243	546	45.6	17.8	13.5	38,056

Table 29

REGION 6 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND COLLEGE OR UNIVERSITY WHERE HIGHEST DEGREE WAS EARNED

	Highest Degree					College Attended									
Position	Under B.A.	B.A.	M.A.	M.A.+	Other	Jmstn Col.	U of Mary	NDSU	UND-Ell. Br.	Dcksn SU	Mayvle SU	Minot SU	Vly Cty SU	UND	Other
Elem. Principal		2	14	2		1	1	10					1	4	1
Sec. Principal		4	12	1		1	1	4			2		2		7
Superintendent			18	4			3	7					1		11
Counselor		1	18				1	10						4	4
Librarian		18				1				2	2		12		1
Elem. Teacher		373	48	1		50	15	14	2	8	24	29	148	40	92
Sec. Teacher Agriculture		13	1					11				1	1	1	
Art		3											2		1
Business		1										1			
Marketing Ed.		1											1		
English		33	9			3	1	7		1	2		14	1	13
Foreign Lang.		8				1	1	1			1		3	1	
Hlth Occ.		2				1								1	
Phy. Ed. &		12	2			1	1	2		2		2	3	1	2
Fam. & Cons.		9						7						1	1
Indust. Arts		5											3	1	1
Mathematics		29	6			1		4		2	4	3	13	1	7
Music		5	2			2	1						2		2
Science		30	6	1		3	1	3		3	1		17	3	6
Office Ed.		18	6				2				1	2	10	2	7
Social Studies		30	4			6	3	5		1	3	3	4	3	6
Trade &	1	7				1							5		2
Health															
Special Ed.		14	13				4	1				5		6	11
Career Ed.															
Driver Ed.		1											1		
Computer Ed.		1												1	
Diversified															
TOTALS	1	620	159	9		72	35	86	2	19	40	46	243	71	175

Table 30

REGION 7 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION

Position	New	Re-enter	Count	No. Males	No. Females	Avg. Age	Avg. Yrs. of Experience	Avg. Adm. Experience	Avg. Salary
Elem. Principal		1	45	20	25	49.2	23.2	11.3	68,224
Sec. Principal			25	22	3	48.2	21.0	9.5	62,397
Superintendent		1	23	22	1	53.8	26.7	16.6	77,415
Counselor		3	49	12	37	51.0	21.4		45,239
Librarian		1	33		33	51.4	19.9		38,601
Elem. Teacher	29	41	956	154	802	44.3	16.3		38,823
Sec. Teacher									
Agriculture			29	18	11	44.8	14.6		39,569
Art			12	2	10	45.6	15.2		36,914
Business			2	2		56.5	26.0		46,091
Marketing Ed.			2	2		47.5	21.5		46,367
English	3		79	13	66	45.6	15.9		37,095
Foreign Languages	1		21	2	19	45.8	12.6		37,700
Health Occupations			4		4	59.3	15.3		40,469
Phy. Ed. & Health			31	21	10	45.7	18.4		40,544
Family & Consumer Sciences		1	20		20	48.1	15.4		36,693
Industrial Arts			9	9		46.8	18.7		34,828
Mathematics	3	2	67	38	29	43.1	17.0		38,113
Music		2	15	12	3	42.5	15.2		38,351
Science	2	2	59	39	20	41.2	13.2		35,452
Office Ed.	2	3	33	14	19	41.4	12.4		33,895
Social Studies	1	5	58	44	14	41.8	14.2		35,719
Trade & Industry	1	2	16	13	3	42.6	8.7		40,160
Health									
Special Ed.	1		40	2	38	43.2	15.2		39,263
Career Ed.			4	3	1	46.5	15.8		37,887
Driver Ed.									
Computer Ed.			1		1	46.0	16.0		29,308
Diversified Occupations			1	1		59.0	23.0		47,902
TOTALS	43	64	1,634	465	1,169	44.8	16.6	12.1	40,293

Table 31

REGION 7 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND COLLEGE OR UNIVERSITY WHERE HIGHEST DEGREE WAS EARNED

	Highest Degree					College Attended									
Position	Under B.A.	B.A.	M.A.	M.A.+	Other	Jmstn Col.	U of Mary	NDSU	UND-Ell. Br.	Dcksn SU	Mayvle SU	Minot SU	Vly Cty SU	UND	Other
Elem. Principal		5	38	2			12	7		1		3	1	13	8
Sec. Principal		4	18	3			7	5		1		1	1	5	5
Superintendent			17	6			5	3						7	8
Counselor		3	45	1			1	17						11	20
Librarian		31	2				1			10	2	3	7	5	5
Elem. Teacher	1	738	215	2		19	206	33		91	24	168	72	166	177
Sec. Teacher															
Agriculture		18	11			1	2	16				6		1	3
Art		9	3									2	4	1	5
Business		2							1	1					
Marketing Ed.		2												2	
English	1	64	13	1		1	15	7	1	14	1	1	5	15	19
Foreign Lang.		19	2				1	1		2		3	3	4	7
Hlth Occ.	1	3					3						1		
Phy. Ed. &		23	8			1	6	3		9			3	6	3
Fam. & Cons.		19	1					14						5	1
Indust. Arts		8	1					1					5	2	1
Mathematics		42	25				12	6		7	2	25	4	4	7
Music		10	5				1	3		1		1	1	1	7
Science	1	43	12	3		2	12	9		8	1	10	3	6	8
Office Ed.		30	3				1			7	2	13	5	1	4
Social Studies		45	12	1		5	9	4		4	1	11	8	10	6
Trade &	7	5	2		2		1			1		1		3	10
Health															
Special Ed.		19	21				16	1		1		10		6	6
Career Ed.		3	1				1	1					1		1
Driver Ed.															
Computer Ed.		1											1		
Diversified			1											1	
TOTALS	11	1,146	456	19	2	29	312	131	2	158	33	258	125	275	311

Table 32

REGION 8 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION

Position	New	Re-enter	Count	No. Males	No. Females	Avg. Age	Avg. Yrs. of Experience	Avg. Adm. Experience	Avg. Salary
Elem. Principal			14	5	9	46.9	21.1	8.2	57,148
Sec. Principal			11	11		44.5	19.3	8.2	56,646
Superintendent		1	11	11		54.2	27.5	17.9	67,933
Counselor			14	4	10	51.9	19.6		39,309
Librarian	1		11		11	49.3	18.3		36,845
Elem. Teacher	8	10	278	32	246	46.6	17.9		36,897
Sec. Teacher Agriculture	1	1	16	7	9	42.9	14.4		35,853
Art		1	2	1	1	52.5	16.0		37,922
Business			1	1		35.0	10.0		29,600
Marketing Ed.									
English	1	3	28	2	26	46.8	16.4		34,718
Foreign Languages			3		3	42.3	14.3		36,575
Health Occupations									
Phy. Ed. & Health		2	12	10	2	47.8	21.1		36,488
Family & Consumer Sciences			9		9	48.2	19.3		34,972
Industrial Arts			1	1		56.0	29.0		41,831
Mathematics		1	21	11	10	45.6	17.5		36,276
Music			7	5	2	50.1	22.0		37,566
Science	2	1	17	10	7	42.4	15.4		34,940
Office Ed.		1	13	3	10	47.4	16.2		34,589
Social Studies	2		19	17	2	38.8	10.3		32,618
Trade & Industry			6	4	2	44.2	11.2		37,468
Health									
Special Ed.	1	1	17		17	47.2	15.8		36,929
Career Ed.									
Driver Ed.									
Computer Ed.			1		1	41.0	17.0		36,000
Diversified Occupations			1		1	50.0	27.0		49,193
TOTALS	16	22	513	135	378	46.4	17.7	11.5	38,138

Table 33

REGION 8 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND COLLEGE OR UNIVERSITY WHERE HIGHEST DEGREE WAS EARNED

	Highest Degree					College Attended								
Position	Under B.A.	B.A.	M.A.	M.A.+	Other	Jmstn Col.	U of Mary	NDSU	UND-Ell. Br.	Dcksn SU	Mayvle SU	Minot SU	Vly Cty SU	UND	Other
Elem. Principal		3	10	1			6	1				1			6
Sec. Principal		1	10				4	2		1					4
Superintendent			8	3			3	2					1	1	4
Counselor		3	11				1	4		1				3	5
Librarian		9	2				2			5	1	1	1		1
Elem. Teacher		245	32		1	1	11	7		149	7	34	10	23	36
Sec. Teacher Agriculture		11	5				1	8						1	6
Art		1	1							1					1
Business		1													1
Marketing Ed.															
English		25	3			1		1		16	1	3		2	4
Foreign Lang.		2	1							2					1
Hlth Occ.															
Phy. Ed. &		8	4					1		7				1	3
Fam. & Cons.		9						8						1	
Indust. Arts		1											1		
Mathematics		20	1				1			14		2			4
Music		6	1							3		1	1	1	1
Science		17					2			11		1	1		2
Office Ed.		11	2							8				1	4
Social Studies		18	1				2			7	2	1	2	1	4
Trade &	1	2	1		2					2					4
Health															
Special Ed.		7	10				5			3		5		1	3
Career Ed.															
Driver Ed.															
Computer Ed.		1						1							
Diversified			1												1
TOTALS	1	401	104	4	3	2	38	35		230	11	49	17	36	95

Table 34

STATEWIDE 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND AGE

		Age					
Position	Count	20-29	30-39	40-49	50-59	60-69	70-Over
Elem. Principal	226		42	73	92	19	
Sec. Principal	148	2	36	51	46	13	
Superintendent	135		13	35	70	15	2
Counselor	244	13	26	61	117	27	
Librarian	168	2	18	34	85	28	1
Elem. Teacher	4,860	597	1,069	1,284	1,614	288	8
Sec. Teacher							
Agriculture	158	21	35	41	51	10	
Art	59	6	7	12	26	7	1
Business	11	2	2	3	3	1	
Marketing Ed.	15	3	6	3	3		
English	399	62	91	75	127	44	
Foreign Languages	92	9	22	30	24	7	
Health Occupations	18		4	4	7	3	
Phy. Ed. & Health	149	9	33	42	58	7	
Family & Consumer Sciences	120	5	10	27	69	9	
Industrial Arts	47	5	6	12	15	9	
Mathematics	330	43	74	105	86	22	
Music	89	12	15	22	36	4	
Science	306	35	83	76	88	23	1
Office Ed.	173	20	32	57	48	16	
Social Studies	305	51	86	70	81	17	
Trade & Industry	79	4	12	26	31	5	1
Health	2	1		1			
Special Ed.	270	19	50	74	109	17	1
Career Ed.	4		1	2	1		
Driver Ed.	7		3	2	2		
Computer Ed.	4		1	3			
Diversified Occupations	3				3		
TOTALS	8,421	921	1,777	2,225	2,892	591	15

Table 35

STATEWIDE 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND LICENSE

		Type of License						
Position	Count	1 Year	2 Year	Emergency	Trade and Industrial	5 Year	P1 Life	Other
Elem. Principal	226		5			176	35	10
Sec. Principal	148		5			121	19	3
Superintendent	135		3			97	28	7
Counselor	244		4	2		185	36	17
Librarian	168		3	1		115	45	4
Elem. Teacher	4,860		277	4		3,717	500	362
Sec. Teacher								
Agriculture	158		7	1	1	124	9	16
Art	59		2	2		44	5	6
Business	11					8	3	
Marketing Ed.	15		2			10	1	2
English	399		24	2		268	60	45
Foreign Languages	92		3	1		66	10	12
Health Occupations	18				13			5
Phy. Ed. & Health	149		4			124	14	7
Family & Consumer Sciences	120		6	5		90	17	2
Industrial Arts	47					35	9	3
Mathematics	330		11	1		237	44	37
Music	89		2			65	10	12
Science	306		13	7		215	37	34
Office Ed.	173		13	2		133	17	8
Social Studies	305		23	1		230	23	28
Trade & Industry	79		3		54	14	2	6
Health	2		1			1		
Special Ed.	270		21			211	24	14
Career Ed.	4		1			2	1	
Driver Ed.	7					7		
Computer Ed.	4					4		
Diversified Occupations	3					2	1	
TOTALS	8,421		433	29	68	6,301	950	640

Table 36

REGION 1 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND AGE

		Age					
Position	Count	20-29	30-39	40-49	50-59	60-69	70-Over
Elem. Principal	9		2	4	2	1	
Sec. Principal	8		1	2	5		
Superintendent	8		3	1	4		
Counselor	13	3	2	3	4	1	
Librarian	9	1		3	5		
Elem. Teacher	228	27	41	61	86	12	1
Sec. Teacher							
Agriculture	7	3		1	3		
Art	4			2		2	
Business							
Marketing Ed.							
English	18	4	3	2	7	2	
Foreign Languages	4		1	2	1		
Health Occupations							
Phy. Ed. & Health	6		1	2	3		
Family & Consumer Sciences	6			2	4		
Industrial Arts	3			2	1		
Mathematics	17	1	4	6	5	1	
Music	5	2			1	2	
Science	15	1	4	4	5	1	
Office Ed.	10	1	1	6	2		
Social Studies	14	4	5	1	3	1	
Trade & Industry	2			1	1		
Health							
Special Ed.	15		5	3	5	2	
Career Ed.							
Driver Ed.							
Computer Ed.							
Diversified Occupations							
TOTALS	401	47	73	108	147	25	1

Table 37

REGION 1 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND LICENSE

		Type of License						
Position	Count	1 Year	2 Year	Emergency	Trade and Industrial	5 Year	P1 Life	Other
Elem. Principal	9					8		1
Sec. Principal	8					7	1	
Superintendent	8					7	1	
Counselor	13		1	1		10		1
Librarian	9					6	3	
Elem. Teacher	228		12			167	29	20
Sec. Teacher								
Agriculture	7					5		2
Art	4		1	1		1	1	
Business								
Marketing Ed.								
English	18		1	1		12	3	1
Foreign Languages	4					4		
Health Occupations								
Phy. Ed. & Health	6					6		
Family & Consumer Sciences	6					2	4	
Industrial Arts	3					2	1	
Mathematics	17			1		11	3	2
Music	5					2	2	1
Science	15					11	2	2
Office Ed.	10					9		1
Social Studies	14		1			9	1	3
Trade & Industry	2				2			
Health								
Special Ed.	15					14	1	
Career Ed.								
Driver Ed.								
Computer Ed.								
Diversified Occupations								
TOTALS	401		16	4	2	293	52	34

Table 38

REGION 2 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND AGE

Position	Count	Age					
		20-29	30-39	40-49	50-59	60-69	70-Over
Elem. Principal	34		3	15	14	2	
Sec. Principal	24		8	7	7	2	
Superintendent	17		2	6	8	1	
Counselor	36	2	6	9	15	4	
Librarian	13		1	1	7	4	
Elem. Teacher	673	64	128	186	253	41	1
Sec. Teacher							
Agriculture	29	4	8	7	8	2	
Art	10	1	2	1	5	1	
Business	1			1			
Marketing Ed.	2	1	1				
English	60	6	15	12	18	9	
Foreign Languages	11		2	2	5	2	
Health Occupations	4		2	1	1		
Phy. Ed. & Health	17	2	3	2	8	2	
Family & Consumer Sciences	16		3	3	9	1	
Industrial Arts	3					3	
Mathematics	53	6	11	13	18	5	
Music	12	2	2	3	5		
Science	42	3	8	12	16	3	
Office Ed.	26	2	10	4	5	5	
Social Studies	48	4	10	13	19	2	
Trade & Industry	16	1	2	3	6	3	1
Health							
Special Ed.	33	2	4	8	16	3	
Career Ed.							
Driver Ed.	4		2	2			
Computer Ed.							
Diversified Occupations							
TOTALS	1,184	100	233	311	443	95	2

Table 39

REGION 2 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND LICENSE

Position	Count	Type of License						
		1 Year	2 Year	Emergency	Trade and Industrial	5 Year	P1 Life	Other
Elem. Principal	34		1			30	2	1
Sec. Principal	24		1			20	3	
Superintendent	17					14	2	1
Counselor	36		1			26	7	2
Librarian	13					7	6	
Elem. Teacher	673		37	1		523	83	29
Sec. Teacher								
Agriculture	29					25	1	3
Art	10			1		7	1	1
Business	1					1		
Marketing Ed.	2					2		
English	60		6			32	15	7
Foreign Languages	11					8	2	1
Health Occupations	4				3			1
Phy. Ed. & Health	17		1			14	1	1
Family & Consumer Sciences	16			2		11	2	1
Industrial Arts	3					1	2	
Mathematics	53		2			36	11	4
Music	12					6	4	2
Science	42		1	1		32	4	4
Office Ed.	26		3			17	5	1
Social Studies	48		2			40	2	4
Trade & Industry	16		1		13	2		
Health								
Special Ed.	33		2			26	4	1
Career Ed.								
Driver Ed.	4					4		
Computer Ed.								
Diversified Occupations								
TOTALS	1,184		58	5	16	884	157	64

Table 40

REGION 3 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND AGE

Position	Count	Age					
		20-29	30-39	40-49	50-59	60-69	70-Over
Elem. Principal	18		2	5	9	2	
Sec. Principal	15	1	6	4	3	1	
Superintendent	15		3	1	10	1	
Counselor	17	2	2	1	9	3	
Librarian	15		1	3	7	4	
Elem. Teacher	412	60	89	111	118	31	3
Sec. Teacher							
Agriculture	20	1	6	3	7	3	
Art	5	1			2	1	1
Business	2				2		
Marketing Ed.	1		1				
English	34	8	6	4	10	6	
Foreign Languages	3		2		1		
Health Occupations	2			1	1		
Phy. Ed. & Health	13		1	5	6	1	
Family & Consumer Sciences	15		2	2	8	3	
Industrial Arts	2		1		1		
Mathematics	29	5	3	16	3	2	
Music	7	1	2		4		
Science	26	2	5	5	12	2	
Office Ed.	18	1		4	8	5	
Social Studies	26	6	5	5	9	1	
Trade & Industry	12		2	2	8		
Health							
Special Ed.	32	1	5	11	13	2	
Career Ed.							
Driver Ed.	1				1		
Computer Ed.	1			1			
Diversified Occupations	1				1		
TOTALS	742	89	144	184	253	68	4

Table 41

REGION 3 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND LICENSE

Position	Count	Type of License						
		1 Year	2 Year	Emergency	Trade and Industrial	5 Year	P1 Life	Other
Elem. Principal	18					14	4	
Sec. Principal	15					13	1	1
Superintendent	15					13	1	1
Counselor	17		1			8	7	1
Librarian	15					10	4	1
Elem. Teacher	412		26			314	37	35
Sec. Teacher								
Agriculture	20					17	2	1
Art	5					2	1	2
Business	2						2	
Marketing Ed.	1							1
English	34		1	1		23	4	5
Foreign Languages	3			1				2
Health Occupations	2				1			1
Phy. Ed. & Health	13		1			10	1	1
Family & Consumer Sciences	15		1			12	2	
Industrial Arts	2					2		
Mathematics	29		1			21	4	3
Music	7					6	1	
Science	26		2			14	5	5
Office Ed.	18		1			13	4	
Social Studies	26		5			17	2	2
Trade & Industry	12				11	1		
Health								
Special Ed.	32		2			26	4	
Career Ed.								
Driver Ed.	1					1		
Computer Ed.	1					1		
Diversified Occupations	1					1		
TOTALS	742		41	2	12	539	86	62

Table 42

REGION 4 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND AGE

		Age					
Position	Count	20-29	30-39	40-49	50-59	60-69	70-Over
Elem. Principal	34		7	10	16	1	
Sec. Principal	18		3	6	7	2	
Superintendent	14		1	5	5	3	
Counselor	32	1	5	10	14	2	
Librarian	24		4	2	13	5	
Elem. Teacher	712	92	168	189	220	43	
Sec. Teacher							
Agriculture	14	1	4	2	5	2	
Art	8	1		2	4	1	
Business	1	1					
Marketing Ed.	3		1	1	1		
English	52	11	10	14	10	7	
Foreign Languages	15	3	2	5	3	2	
Health Occupations	3		1	1	1		
Phy. Ed. & Health	24		8	5	9	2	
Family & Consumer Sciences	16		1	1	12	2	
Industrial Arts	10	2	1	4	1	2	
Mathematics	39	6	8	11	12	2	
Music	15	2	2	6	4	1	
Science	41	5	11	12	10	3	
Office Ed.	18	3	4	6	3	2	
Social Studies	37	8	7	9	11	2	
Trade & Industry	8		1	3	4		
Health							
Special Ed.	37	5	7	11	13		1
Career Ed.							
Driver Ed.							
Computer Ed.							
Diversified Occupations							
TOTALS	1,175	141	256	315	378	84	1

Table 43

REGION 4 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND LICENSE

		Type of License						
Position	Count	1 Year	2 Year	Emergency	Trade and Industrial	5 Year	P1 Life	Other
Elem. Principal	34		1			29	4	
Sec. Principal	18					14	4	
Superintendent	14					12	2	
Counselor	32					30	1	1
Librarian	24					16	7	1
Elem. Teacher	712		50	1		563	51	47
Sec. Teacher								
Agriculture	14		2			10	2	
Art	8					6	1	1
Business	1					1		
Marketing Ed.	3					3		
English	52		2			36	9	5
Foreign Languages	15		1			10	1	3
Health Occupations	3				1			2
Phy. Ed. & Health	24					21	3	
Family & Consumer Sciences	16					15	1	
Industrial Arts	10					8	1	1
Mathematics	39		2			29	2	6
Music	15					14		1
Science	41		2			31	5	3
Office Ed.	18					15	1	2
Social Studies	37		4			28	3	2
Trade & Industry	8				6	2		
Health								
Special Ed.	37		3			30	3	1
Career Ed.								
Driver Ed.								
Computer Ed.								
Diversified Occupations								
TOTALS	1,175		67	1	7	923	101	76

Table 44

REGION 5 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND AGE

Position	Count	Age					
		20-29	30-39	40-49	50-59	60-69	70-Over
Elem. Principal	54		12	17	18	7	
Sec. Principal	30		6	13	7	4	
Superintendent	25		2	8	13	2	
Counselor	64	5	7	16	30	6	
Librarian	45		7	9	22	7	
Elem. Teacher	1,179	164	284	308	356	67	
Sec. Teacher							
Agriculture	29	5	6	6	11	1	
Art	15	2	2	4	6	1	
Business	3	1	1	1			
Marketing Ed.	6	1	2	2	1		
English	86	15	21	10	32	8	
Foreign Languages	27	3	8	12	4		
Health Occupations	3		1		2		
Phy. Ed. & Health	32	3	10	10	9		
Family & Consumer Sciences	29	2	2	6	17	2	
Industrial Arts	14	2	3	1	5	3	
Mathematics	69	11	20	22	12	4	
Music	21	1	5	5	10		
Science	69	8	16	17	21	7	
Office Ed.	31	4	4	10	12	1	
Social Studies	69	12	19	15	21	2	
Trade & Industry	11	1	2	3	5		
Health	2	1		1			
Special Ed.	69	5	7	21	29	7	
Career Ed.							
Driver Ed.	1		1				
Computer Ed.							
Diversified Occupations							
TOTALS	1,983	246	448	517	643	129	

Table 45

REGION 5 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND LICENSE

Position	Count	Type of License						
		1 Year	2 Year	Emergency	Trade and Industrial	5 Year	P1 Life	Other
Elem. Principal	54		2			42	8	2
Sec. Principal	30		2			22	5	1
Superintendent	25		1			17	4	3
Counselor	64		1	1		45	9	8
Librarian	45		2	1		31	10	1
Elem. Teacher	1,179		63			888	98	130
Sec. Teacher								
Agriculture	29		2	1		21		5
Art	15					13		2
Business	3					3		
Marketing Ed.	6		1			4		1
English	86		5			57	12	12
Foreign Languages	27		1			21	1	4
Health Occupations	3				2			1
Phy. Ed. & Health	32		2			25	3	2
Family & Consumer Sciences	29		3	2		17	6	1
Industrial Arts	14					10	2	2
Mathematics	69		3			52	3	11
Music	21		1			16	1	3
Science	69		1			54	8	6
Office Ed.	31		2			26	2	1
Social Studies	69		5			51	6	7
Trade & Industry	11				3	3	2	3
Health	2		1			1		
Special Ed.	69		5			48	6	10
Career Ed.								
Driver Ed.	1					1		
Computer Ed.								
Diversified Occupations								
TOTALS	1,983		103	5	5	1,468	186	216

Table 46

REGION 6 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND AGE

		Age					
Position	Count	20-29	30-39	40-49	50-59	60-69	70-Over
Elem. Principal	18		5	3	9	1	
Sec. Principal	17	1	4	6	5	1	
Superintendent	22		1	5	11	5	
Counselor	19			4	12	3	
Librarian	18		1	6	7	3	1
Elem. Teacher	422	41	100	103	151	26	1
Sec. Teacher							
Agriculture	14	2	2	6	4		
Art	3			1	2		
Business	1			1			
Marketing Ed.	1	1					
English	42	7	13	8	14		
Foreign Languages	8		3		3	2	
Health Occupations	2			1	1		
Phy. Ed. & Health	14	1	4	3	6		
Family & Consumer Sciences	9		1	2	6		
Industrial Arts	5		1	1	2	1	
Mathematics	35	4	6	10	13	2	
Music	7	1		2	4		
Science	37	6	13	5	9	4	
Office Ed.	24	1	6	8	9		
Social Studies	34	4	10	12	5	3	
Trade & Industry	8		1	3	3	1	
Health							
Special Ed.	27	2	5	8	11	1	
Career Ed.							
Driver Ed.	1				1		
Computer Ed.	1		1				
Diversified Occupations							
TOTALS	789	71	177	198	288	53	2

Table 47

REGION 6 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND LICENSE

		Type of License						
Position	Count	1 Year	2 Year	Emergency	Trade and Industrial	5 Year	P1 Life	Other
Elem. Principal	18					14	4	
Sec. Principal	17		1			14	1	1
Superintendent	22					13	8	1
Counselor	19					13	5	1
Librarian	18					14	4	
Elem. Teacher	422		17			313	67	25
Sec. Teacher								
Agriculture	14				1	11	1	1
Art	3					2	1	
Business	1					1		
Marketing Ed.	1		1					
English	42		1			33	3	5
Foreign Languages	8					5	3	
Health Occupations	2				2			
Phy. Ed. & Health	14					14		
Family & Consumer Sciences	9			1		8		
Industrial Arts	5					3	2	
Mathematics	35					26	6	3
Music	7		1			5	1	
Science	37			1		26	5	5
Office Ed.	24		1	1		20	1	1
Social Studies	34		2			28	2	2
Trade & Industry	8		1		4	2		1
Health								
Special Ed.	27		3			21	2	1
Career Ed.								
Driver Ed.	1					1		
Computer Ed.	1					1		
Diversified Occupations								
TOTALS	789		28	3	7	588	116	47

Table 48

REGION 7 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND AGE

		Age					
Position	Count	20-29	30-39	40-49	50-59	60-69	70-Over
Elem. Principal	45		8	13	19	5	
Sec. Principal	25		5	8	9	3	
Superintendent	23		1	4	16	1	1
Counselor	49		3	14	26	6	
Librarian	33		3	9	17	4	
Elem. Teacher	956	127	207	246	325	50	1
Sec. Teacher							
Agriculture	29	3	6	9	9	2	
Art	12	1	3	2	5	1	
Business	2				1	1	
Marketing Ed.	2		1		1		
English	79	8	21	14	26	10	
Foreign Languages	21	2	4	8	6	1	
Health Occupations	4				1	3	
Phy. Ed. & Health	31	1	6	11	12	1	
Family & Consumer Sciences	20	3		7	10		
Industrial Arts	9	1		4	4		
Mathematics	67	8	19	19	16	5	
Music	15	3	3	5	3	1	
Science	59	7	22	17	10	2	1
Office Ed.	33	7	5	16	3	2	
Social Studies	58	9	22	10	11	6	
Trade & Industry	16	2	2	9	3		
Health							
Special Ed.	40	4	13	8	14	1	
Career Ed.	4		1	2	1		
Driver Ed.							
Computer Ed.	1			1			
Diversified Occupations	1				1		
TOTALS	1,634	186	355	436	549	105	3

Table 49

REGION 7 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND LICENSE

		Type of License						
Position	Count	1 Year	2 Year	Emergency	Trade and Industrial	5 Year	P1 Life	Other
Elem. Principal	45					28	12	5
Sec. Principal	25					21	4	
Superintendent	23		1			13	9	
Counselor	49					41	5	3
Librarian	33		1			23	9	
Elem. Teacher	956		55	2		736	102	61
Sec. Teacher								
Agriculture	29		2			24	2	1
Art	12					12		
Business	2					1	1	
Marketing Ed.	2					1	1	
English	79		5			52	13	9
Foreign Languages	21					17	2	2
Health Occupations	4				4			
Phy. Ed. & Health	31					27	3	1
Family & Consumer Sciences	20		2			17	1	
Industrial Arts	9					8	1	
Mathematics	67		1			47	11	8
Music	15					10	1	4
Science	59		7	5		36	6	5
Office Ed.	33		5			23	3	2
Social Studies	58		3			44	6	5
Trade & Industry	16		1		10	3		2
Health								
Special Ed.	40		4			32	3	1
Career Ed.	4		1			2	1	
Driver Ed.								
Computer Ed.	1					1		
Diversified Occupations	1						1	
TOTALS	1,634		88	7	14	1,219	197	109

Table 50

REGION 8 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND AGE

		Age					
Position	Count	20-29	30-39	40-49	50-59	60-69	70-Over
Elem. Principal	14		3	6	5		
Sec. Principal	11		3	5	3		
Superintendent	11			5	3	2	1
Counselor	14		1	4	7	2	
Librarian	11	1	1	1	7	1	
Elem. Teacher	278	22	52	80	105	18	1
Sec. Teacher							
Agriculture	16	2	3	7	4		
Art	2				2		
Business	1		1				
Marketing Ed.							
English	28	3	2	11	10	2	
Foreign Languages	3	1		1	1		
Health Occupations							
Phy. Ed. & Health	12	2		4	5	1	
Family & Consumer Sciences	9		1	4	3	1	
Industrial Arts	1				1		
Mathematics	21	2	3	8	7	1	
Music	7		1	1	5		
Science	17	3	4	4	5	1	
Office Ed.	13	1	2	3	6	1	
Social Studies	19	4	8	5	2		
Trade & Industry	6		2	2	1	1	
Health							
Special Ed.	17		4	4	8	1	
Career Ed.							
Driver Ed.							
Computer Ed.	1			1			
Diversified Occupations	1				1		
TOTALS	513	41	91	156	191	32	2

Table 51

REGION 8 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND LICENSE

		Type of License						
Position	Count	1 Year	2 Year	Emergency	Trade and Industrial	5 Year	P1 Life	Other
Elem. Principal	14		1			11	1	1
Sec. Principal	11		1			10		
Superintendent	11		1			8	1	1
Counselor	14					12	2	
Librarian	11					8	2	1
Elem. Teacher	278		17			213	33	15
Sec. Teacher								
Agriculture	16		1			11	1	3
Art	2		1			1		
Business	1					1		
Marketing Ed.								
English	28		3			23	1	1
Foreign Languages	3		1			1	1	
Health Occupations								
Phy. Ed. & Health	12					7	3	2
Family & Consumer Sciences	9					8	1	
Industrial Arts	1					1		
Mathematics	21		2			15	4	
Music	7					6		1
Science	17					11	2	4
Office Ed.	13		1	1		10	1	
Social Studies	19		1	1		13	1	3
Trade & Industry	6				5	1		
Health								
Special Ed.	17		2			14	1	
Career Ed.								
Driver Ed.								
Computer Ed.	1					1		
Diversified Occupations	1					1		
TOTALS	513		32	2	5	387	55	32

Table 52							
STATEWIDE 2006-07 SUMMARY OF FULL-TIME EDUCATIONAL PERSONNEL BY POSITION AND RACE							
Position	Count	White	Black	Native American	Asian	Hispanic	Other
Elem. Principal	226	215		10		1	
Sec. Principal	148	143		5			
Superintendent	135	128		7			
Counselor	244	238		6			
Librarian	168	165	1	2			
Elem. Teacher	4,860	4,703	5	136	7	4	5
Sec. Teacher							
Agriculture	158	150		8			
Art	59	58		1			
Business	11	10		1			
Marketing Education	15	15					
English	399	387	1	7	1	1	2
Foreign Languages	92	84	1	3		3	1
Health Occupations	18	17		1			
Phy. Ed. and Health	149	146	1	2			
Family & Consumer Sciences	120	119		1			
Industrial Arts	47	47					
Mathematics	330	327	1	1		1	
Music	89	88	1				
Science	306	301	1	4			
Office Ed.	173	171		1			1
Social Studies	305	298	1	5	1		
Trade & Industry	79	71		8			
Health	2	2					
Special Ed.	270	263		6	1		
Career Ed.	4	4					
Driver Ed.	7	7					
Computer Ed.	4	4					
Diversified Occupations	3	3					
TOTALS	8,421	8,164	13	215	10	10	9

Nonlicensed Personnel

Table 53

2006-07 HOURLY WAGE REPORT FOR PERSONNEL EMPLOYED LESS THAN 9 MONTHS FOR POSITIONS WHICH DO NOT REQUIRE A TEACHING LICENSE

Position Title	Average Hourly Wage Based on the No. of Hours Worked Per Day									No.of Positions
	1 Hr.	2 Hrs.	3 Hrs.	4 Hrs.	5 Hrs.	6 Hrs.	7 Hrs.	8 Hrs.	Average	
Aide	15.54	11.10	8.19	10.27	10.92	11.33	9.79	10.63	10.49	444
Aide/Supervisor-Elect. Media	8.20			8.64		11.17		8.30	9.08	4
Audiologist	100.00								100.00	1
Bookkeeper	10.56								10.56	1
Business Manager			12.00	10.00				15.00	12.33	3
Clerk				8.75					8.75	1
Consultant	30.02	20.82	12.57	33.99					21.66	7
Coordinator		11.10		16.73	15.00			16.25	15.16	5
Crafts and Trades Worker		10.72		9.04		9.96			10.06	6
Custodian	14.30	10.36	9.34	8.81	11.43	10.30		11.63	10.73	36
Data Processing Machine Operator								11.76	11.76	3
Engineer				9.13					9.13	2
Foodservice Personnel	9.45	8.29	9.38	8.74	9.40	9.57	9.39	10.87	9.57	255
Grounds Keeper	9.35			10.35				12.86	10.95	5
Helper	7.00	7.71	8.87	5.55					7.80	7
Interpreter								9.85	9.85	1
Occupational Therapist	40.00	20.00		25.52	14.37	15.25	33.08	23.89	25.49	16
Physical Therapist	39.88	41.62		44.22			33.06	16.50	37.05	7
Plant Engineer				13.75					13.75	1
Psychiatrist				58.74					58.74	1
Pupil Personnel Services	12.15					19.27		10.14	14.19	5
Pupil Transportation Personnel	12.09	17.91	16.31	13.78	11.11	12.47	8.81	12.73	13.79	478
Safety & Security Personnel	12.15	12.15	12.15				10.27		12.10	41
School Nurse		18.14				22.00			19.43	3
Secretary			9.10	11.47	8.83	11.17	11.64	12.25	11.92	54
Social Worker				19.89		25.00	26.26	29.48	23.40	6
Special Education Paraprofessional Ages 3-5					9.33	10.45	9.26	7.00	9.14	8
Special Education Paraprofessional Ages 6-21	10.25	9.50	10.98	12.19	11.85	11.71	12.52	11.57	12.11	224
Speech/Language Pathologist				37.56	23.42			13.50	28.01	4
Speech/Language Pathology Paraprofessional				13.00	20.61				18.07	3
Title I Paraprofessional				9.95	10.16	11.43	11.43	12.70	11.55	19
Average	12.84	13.80	13.89	12.92	11.08	11.09	11.27	11.26	12.14	1,651

Table 54

2006-07 HOURLY WAGE REPORT FOR PERSONNEL EMPLOYED 9 MONTHS OR GREATER FOR POSITIONS WHICH DO NOT REQUIRE A TEACHING LICENSE

Position Title	Average Hourly Wage Based on the No. of Hours Worked Per Day									No. of Positions
	1 Hr.	2 Hrs.	3 Hrs.	4 Hrs.	5 Hrs.	6 Hrs.	7 Hrs.	8 Hrs.	Average	
Accountant								24.41	24.41	13
Aide	11.51	10.14	9.92	10.39	10.72	10.95	10.64	12.19	11.25	821
Aide/Supervisor-Elect. Media							11.72	15.94	14.88	8
Attendance Officer								12.90	12.90	8
Audiovisual Technician								17.11	17.11	6
Bookkeeper				13.29		16.44	10.15	16.12	15.60	22
Business Manager	13.03	13.50	12.94	12.66	11.97	12.79	15.63	17.70	16.71	183
Clerk		8.00					10.45	14.63	14.26	29
Consultant	17.00		20.00					23.58	22.05	9
Controller								32.93	32.93	2
Coordinator			8.77	15.03		10.66	18.40	23.37	22.34	81
Crafts & Trades Worker	9.80	11.60	9.83	9.17			10.70	18.06	17.20	76
Custodian	10.62	10.61	9.64	9.94	9.25	10.54	10.14	12.07	11.66	919
Data Processing Operator								17.23	17.23	17
Data Proc. Systems Analyst				27.00			15.50	20.69	20.74	23
Dietitian/Nutritionist								11.00	11.00	1
Dispatcher								38.87	38.87	1
Engineer				8.80				10.02	9.77	5
Foodservice Personnel		8.91	9.61	10.62	10.24	10.15	10.64	11.34	10.52	851
Foreman								20.31	20.31	12
Grounds Keeper	12.36			10.72				16.12	14.98	8
Helper	8.71	9.32	7.56	7.43	9.86	8.77	8.94	11.82	8.76	38
Interpreter							22.17	22.60	22.51	5
Machine Programmer								24.16	24.16	2
Mechanic	12.05	15.33		16.08		16.03		16.29	16.10	32
Occupational Therapist	40.60	35.61		24.01	21.85	21.50	24.58	27.71	28.40	43
Physical Therapist				33.42	31.83		34.73	33.34	33.59	11
Plant Engineer								19.31	19.31	18
Printer								16.32	16.32	7
Pupil Personnel Services	11.68						17.11	21.60	20.37	19
Pupil Transportation Personnel	25.50	15.33	16.12	13.44	12.71	12.74	14.09	14.04	14.62	513
Safety & Security Personnel	11.49	9.30	11.08	19.09	7.00			14.18	12.08	52
School Nurse		24.68	21.00			20.10	21.10	20.02	20.79	15
School Psychologist								34.89	34.89	3
Secretary	12.08	8.87		11.01	9.58	12.71	10.23	13.19	12.96	584
Social Worker	25.96	34.25		29.36	29.39	25.97	29.29	27.81	28.31	77
Special Education Paraprofessional Ages 3-5			10.08	9.18		11.04	11.71	12.60	11.57	48
Special Education Paraprofessional Ages 6-21	9.67	11.05	10.34	10.89	9.72	11.00	10.88	10.88	10.85	762
Speech/Language Pathologist								23.26	23.26	5
Speech/Language Pathology Paraprofessional		17.88						15.04	15.51	6
Stationary Engineer								16.96	16.96	36
Stenographer								22.02	22.02	1
Title I Paraprofessional	10.08		13.90	9.77	11.49	9.10	10.23	11.90	11.00	138
Vehicle Operator				11.94	8.89			15.08	14.19	21
Average	15.86	12.28	12.45	11.94	11.29	11.10	11.07	13.97	12.87	5,531

NASBE
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

POLICY UPDATE

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Teacher Recruitment and Retention: A Survey of the Rural Landscape

The issue of teacher recruitment has become more of a concern with the provisions found in the No Child Left Behind Act (NCLB) concerning Highly Qualified Teachers. NASBE's Center for Policy Studies in Rural Education has been working with the Appalachian Regional Laboratory in assessing the manner in which rural schools have begun to address this issue. As part of this effort, NASBE provided 161 surveys to a randomly selected sample of rural school districts located throughout the United States. Thirty-eight percent of the surveys were completed and returned with respondents located in the following states: *Alabama, Arizona, Arkansas, Georgia, Idaho, Illinois, Indiana, Iowa, Maine, Michigan, Minnesota, Montana, Nebraska, New Jersey, New York, North Carolina, North Dakota, Pennsylvania, Ohio, Oregon, Rhode Island, South Dakota, Texas, Vermont, Virginia, Washington,* and *Wisconsin.*

The questionnaire asked respondents to survey challenges and activities within their district. Respondents were drawn from the NCES database of school districts occupying Johnson Locale Codes seven and eight. As indicated below, Johnson Locale Codes use a scale of one to eight defining a district's geography based on its proximity to a Metropolitan Statistical Area (MSA). On this scale, school districts occupying Locale codes of seven and eight account for nearly 12.5 million students and over eight thousand school districts.

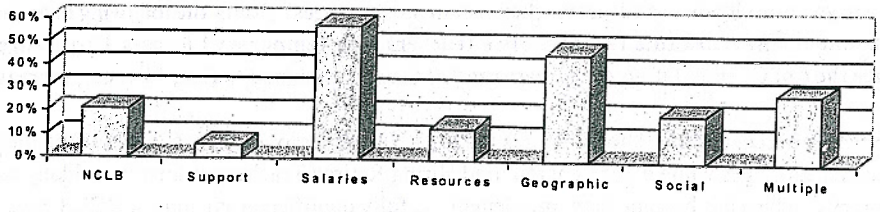
The Johnson Locale Codes

1. Central city of a Consolidated Metropolitan Statistical Area (CMSA) or Metropolitan Statistical Area (MSA) with population of 250,000 or more.
2. Central city of a CMSA or MSA but not designated as a large central city.
3. Place within the CMSA or MSA of a large central city.
4. Place within the CMSA or MSA of a mid-size central city.
5. Place not within a CMSA or MSA but with population of 25,000 or more and defined as urban.
6. Place not within a CMSA or MSA with a population of at least 2,500 but less than 25,000.
7. Place not within a CMSA or MSA and designated as rural.
8. Place within a CMSA or MSA designated as rural (this code not available prior to 1998).

Question One

What are your biggest challenges to recruiting educators in your district? (Choose from: Don't Meet NCLB Requirements, Lack of Support for New Teachers, Less Competitive Salaries, Lack of Resources, Geographic Isolation, Social Isolation, Multiple Assignments for Teachers.)

The most prevalent challenge faced by rural school districts relates to Less Competitive Salaries as indicated by 57 percent of the reporting districts. This finding is not surprising and, indeed, is supported by several studies. For example, the Forum for Applied Research and Public Policy (2000) finds



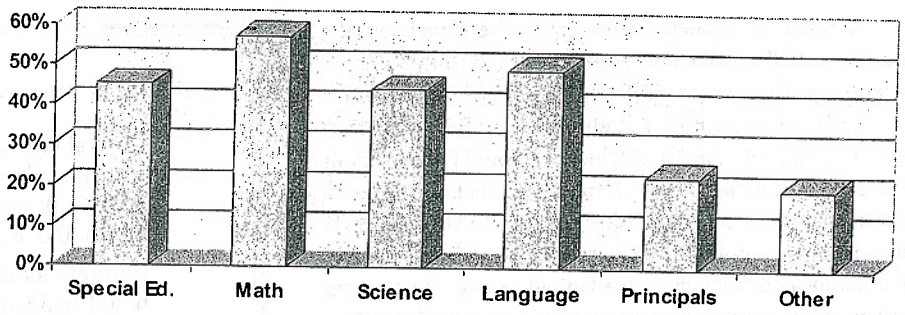
that urban salaries are about 21 percent higher for starting teachers, and 35 percent higher for teachers with masters' degrees and twenty or more years of experience.

Geographic Isolation was nearly equal a challenge according to 46 percent of the respondents. In particular, it appears that teachers with specialized skills are difficult to recruit. For example, one of the districts reported a lack of applicants for speech clinicians. Another district indicated that they often only receive one applicant per position.

Question Two

Which subject area(s) is the hardest to staff? (Choose from: Special Education, Math, Science, Foreign Language, Principals/ Vice Principals, Other.)

According to 57 percent of the districts, Math was reported to be the most difficult subject area to staff. Foreign language was second with 49 percent of the districts, followed closely by Special Education and Science each with 44 percent.



Most interestingly, staffing for school-based administrative positions was not identified as a major concern. Only 22 percent of respondents listed this area as a major point of emphasis.

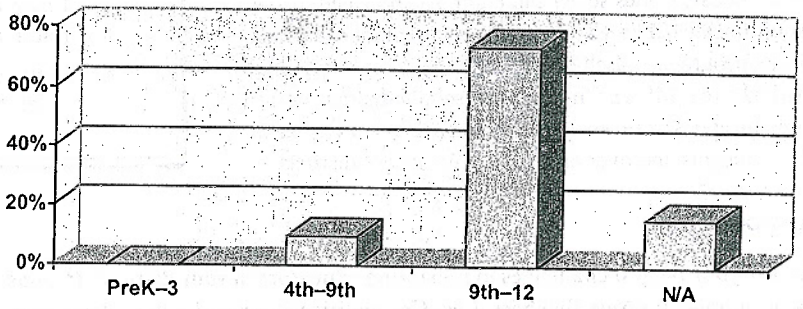
Of the 20 percent of districts that listed "Other," Music Teachers, School Counselors and Speech Clinicians were the subject areas most often reported as being difficult to staff.

Question Three

Which grade level is the hardest to staff? (Choose from: Pre-K – 3rd, 4th – 9th, 9th – 12th or N/A.)

Not surprisingly, 74 percent of the districts reported grades 9–12 as being their most difficult grade level to staff. This makes intuitive sense as we consider the co-finding of difficulties in attracting math, science, and language teachers, most of whom would serve at the secondary level.

None of the reporting districts listed pre-kindergarten through 3rd grade and only 10 percent of the districts listed grades 4–9 as being their most difficult.

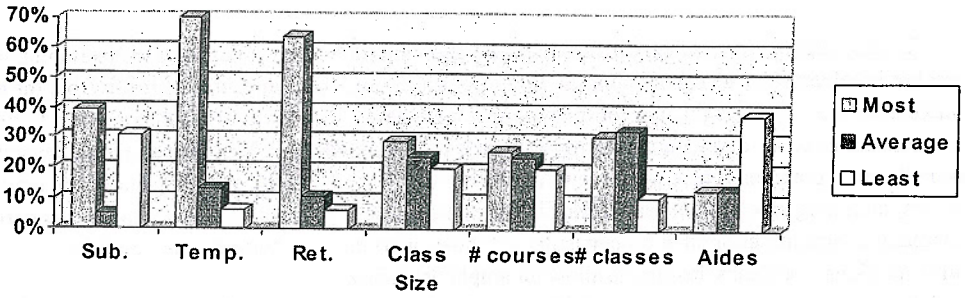


Question Four

How are you most likely to address teacher vacancies/shortages? (Rank the following in order of 1–7 with 1 being the most prevalent action taken: Hire Substitute Teachers, Hire Teachers with Temporary Licenses, Hire Retired Teachers, Increase Class Size, Reduce the # of Courses Offered, Increase the # of Classes Assigned to Each Teacher, Increase the # of Teachers' Aides.)

Seventy percent of the school districts reported Hiring Temporary Teachers as being one of their most likely tactics to address-ing teacher shortages while 64 percent reported Hiring Retired Teachers as their most likely tactic. Obviously, the employment of temporary teachers has become more problematic as fully qualified provisions of NCLB have taken effect. Far too many temporary replacements fail to meet qualified teacher standards.

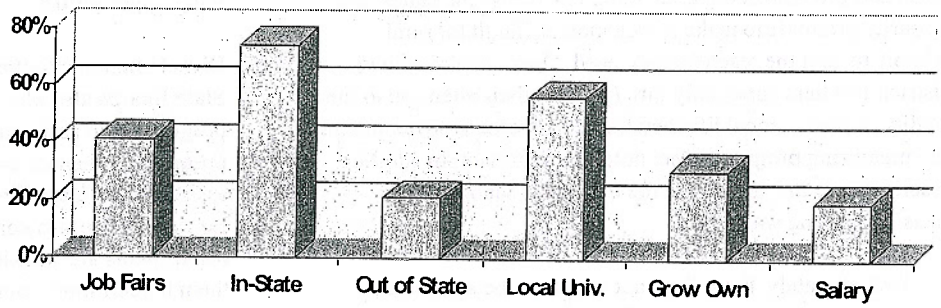
Interestingly, the only tactic that was ranked both as being one of the most likely used (39 percent of respondents) and the least likely used (31 percent of respondents) was Hiring Substitute Teachers. The next least popular tactic involved increasing the number of Teachers' Aides (38 percent of respondents).



Question Five

Which tactic(s) do you find most effective when recruiting teachers for your school district? (Choose from: Job Fairs, In-State Advertising, Out-of-State Advertising, Relationship with Local College/University, "Grow Your Own" program, Increased Salaries.) Other options were made available, but these six were the most prevalent.

In-State Advertising (74 percent of districts) and an existing Relationship with Local College/ University (56 percent of districts) were most often reported as being the most effective tactics used when recruiting teachers. Obviously, the use of an existing relationship may be somewhat problematic for many rural school districts due to distance from Institutions of Higher Education.

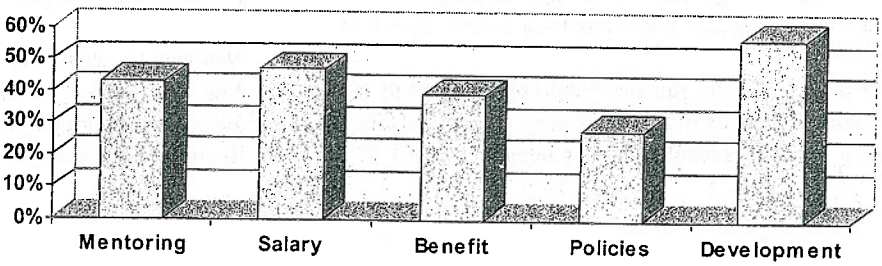


There were several "out-of-the-box" tactics schools reported as having been effective including: Internet advertising, Christian publication advertising, brainstorming with colleagues, regularly promoting upbeat messages about the district, sincere appeals, stealing from smaller districts and, on a more positive note, providing morning coffee service delivered to each teacher as he/she prepares for the day. Housing assistance was also mentioned.

Question Six:

Which tactic(s) do you find most effective at retaining teachers in your district? (Choose from: Structured Mentoring program, Increased Salaries, Improved Benefits, Allowing for Teacher Involvement with School Policies and Increased Professional Development Opportunities.) Other options were made available, but these five were the most prevalent.

Turning to the area of retaining current teachers, 57 percent of the districts report relying heavily on professional development opportunities. It is clear that for many teachers, the capacity to upgrade skills and improve their job performance were powerful incentives for remaining in place.



As was noted in the information on Recruiting, salaries continue to be a major incentive. Forty-seven percent of districts indicate improving salaries is critical in maintaining their workforce. In addition, Structured Mentoring Programs (43 percent of districts) and Improved Benefits (39 percent of districts) were reported as vital inducements.

Twenty-eight percent of the districts reported allowing for teacher involvement with school policies. Of those tactics not making the top five, engaging the community in helping new teachers adjust to the district and offering part-time opportunities were the most common. There were a few "out-of-the-box" tactics, including involving the entire staff in orientation, offering coaching opportunities or other co-curricular activities, working with individuals on their schedules to allow for ample flexibility, and discussing the teacher's career with them in a non-threatening environment including sincere approaches to supporting them and notes to let them know their work is being noticed.

Conclusions

The current survey of the landscape clearly points to disparities in salary as critical in both recruiting and retaining qualified teaching staff. As requirements for NCLB Fully Qualified provisions continue to be felt across the states, this disparity promises to make it even more difficult for rural schools to find the teachers they need. Once employed within a district, teachers apparently turn (part of) their attention to the quality of professional life they find. Professional development and mentoring programs were noted as important. In addition, specific programs to involve the teacher in school-based decision making was noted.

Unfortunately, there does not appear to be a universal panacea to teacher recruitment. Out-of-the-box approaches included:

- ★ advertising in Christian publications;
- ★ advertising in Field and Stream magazine;
- ★ posting signs on the Appalachian Trail; and
- ★ signing bonuses.

Or, in terms of building up a district's image, consider these excerpts from advertising placed in *Education Week*:

- ★ "Located only ninety miles from the Canadian border, this school district is "a paradise for the individual that enjoys outdoor recreational activities. Two ski resorts are less than 45 minutes away. Hunting, fishing, camping, and snowmobiling are just a few of the available amenities."

- ★ "Built in 1920, the [district's high] school is listed on the National Register of Historic Places. Over 4,000 tourists a year visit 'the school with the golden doorknobs.'"

Each of the examples above was only individually cited and appeared to result from the entrepreneurial spirit of whomever was driving recruitment efforts. Principals, superintendents, and school boards all are engaged. And within all efforts, apparently, the one constant in the recruitment battle is that rural schools need to develop unique partnerships and approaches in order to compete successfully.

Clearly, recruiting and retaining teachers involves more than simply the school, the district, or the community. State boards of education have a role in at least two strategic areas:

- ★ **Long-range growth activities**
  State Boards can play a decisive role in designing, promoting, and providing incentives for professional development activities, faculty exchange programs, and personal growth programs that provide rural educators growth and development opportunities.

- ★ **Direct impact activities**
  State Boards also play a role in designing statewide programs that assist rural districts. Loan forgiveness programs, enhanced pay for specialty areas and special assistance with certification processes may make it easier for rural schools to compete. Indeed, some state education departments are working with school districts to assist them in recruiting from outside of the country.

NASBE has articulated that the issue in teacher recruitment is not one of a non-existent pool, but rather one of limited disbursement of the available recruitments. Suburban schools still receive multiple applicants for each opening, while all too often rural schools feel fortunate to receive just one. State education boards, local school boards, and education administration personnel must find new, and unique, ways to deal with the challenge.

Resources

Gibbs, Robert, The Challenge Ahead for Rural Schools (2000). Available online at forum.ra.utk.edu/2000spring/challenge.html.

National Association of State Boards of Education. *The Numbers Game II: Bringing High-Quality Teachers to All Schools.* Washington, DC. The National Association of State Boards of Education, 2003.

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