

Coming Soon:



- ✓ Nov 29: Lunch with Lynn
- ✓ Nov 30: Championing Special Educators-Making a SPED Degree Affordable
- ✓ Dec 4: Webinar-The AACTE LGBTQ+ TAG Presents-More than just “Cool with It”: Navigating Safe and Productive Field Experiences for LGBTQIA+ Students (PART 1)
- ✓ Jan 16: Webinar-The AACTE LGBTQ+ TAG Presents-More than just “Cool with It”: Navigating Safe and Productive Field Experiences for LGBTQIA+ Students (PART 2)
- ✓ Jan 17: Lunch & Learn- Lesson Planning: Generative AI Tools for Teachers and Teacher Educators



Examining PK-12 Educator Supply and Demand


Tim Neubert
November 28, 2023

Housekeeping

- **This Lunch & Learn is being recorded.** All those who registered will receive a follow-up email with a link to access the recording, slides, and any other resources the speaker may want to share.
- **This Lunch & Learn has closed captioning (cc).** You can set your preference of cc on your Zoom toolbar at the bottom of your screen.
- This is a meeting; **feel free to keep your camera on.** But unless you are asking a question, please stay muted.



More Housekeeping

- **Engage with @AACTE** and our members during today's Lunch & Learn. 
- **Questions** for the speaker may be asked in the chat. There will also be time after the speaker presentations for live, on-camera, Q&A.
- For **technical issues** during this webinar, chat Brooke Evans



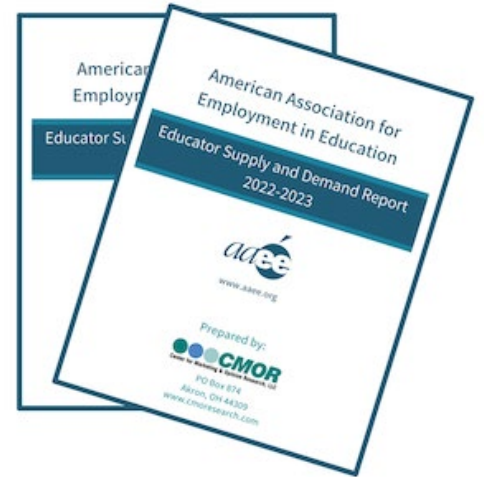
Today's Speaker:



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2022-2023 Educator Supply & Demand Survey

- Responses collected September 21, 2022 - March 31, 2023
- 414 surveys completed
- 176 colleges/universities
 - 6.2% margin of error using a 90% confidence level
- 238 school districts
 - 5.4% margin of error using a 90% confidence level
- 65 education fields included, including 11 areas of special education*



NOTE: 2023-2024 Survey is currently underway!

How do the perspectives of colleges and universities on educator supply and demand differ from school districts?



One of the cornerstones of this survey/report is comparing and sharing the viewpoints of the two groups.

Considerable shortage (4.21 – 5.00)	Some shortage (3.41 – 4.20)	Balanced (2.61 – 3.40)	Some surplus (1.81 – 2.60)	Considerable surplus (1.00 – 1.80)
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		Colleges and Universities	School Districts
Educational Fields	Agriculture Education	3.77	4.24
	Art/Visual Education	3.46	3.70
	Bilingual/Multicultural Education	4.45	4.46
	Business Education	3.59	3.60
	Computer Science Education	4.14	3.98
	Dance Education	3.00	3.64
	English/Language Arts Education	3.70	3.76
	Family and Consumer Science	3.92	3.94
	Health Education	3.42	3.38
	Journalism Education	3.57	3.61
	Music Education	3.53	3.70
	Physical Education	3.54	3.16
	Reading Specialist/Interventionist	4.02	3.94
	Social Studies Education	3.34	3.18
	Speech Education	4.00	4.29
	Technology Education	3.79	4.07
	Theatre/Drama Education	3.28	3.69
Languages	American Sign Language	4.13	4.50
	Arabic	3.83	4.47
	Chinese	4.38	4.55
	Classical: Greek, Latin	3.14	4.33
	ESL/ELL (English Language Learner)	4.54	4.32
	French	3.54	4.26
	German	3.50	4.24
	Italian	3.14	4.45
	Japanese	3.60	4.53
	Russian	3.33	4.43
	Spanish	4.23	4.27
	Other Languages	4.00	4.51
Math & Science Education	Biology	4.38	4.37
	Chemistry	4.50	4.50
	Earth/Physical Science	4.23	4.37
	General Math and Science	4.45	4.42
	Math	4.60	4.48
	Physics	4.61	4.58

Considerable shortage (4.21 – 5.00)	Some shortage (3.41 – 4.20)	Balanced (2.61 – 3.40)	Some surplus (1.81 – 2.60)	Considerable surplus (1.00 – 1.80)
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		Colleges and Universities	School Districts
Related Services	Audiology	4.00	4.26
	Counseling	4.31	3.97
	Gifted/Talented Education	3.74	3.79
	Library Science/Media Technology	3.80	3.83
	Occupational Therapy	3.80	4.15
	Physical Therapy	3.75	4.13
	Reading Diagnostician	4.00	4.03
	School Nursing	4.08	4.18
	School Psychology	4.02	4.32
	School Social Work	4.22	4.07
	Speech Pathology	4.15	4.34
Elem./ Middle	Intermediate Education	4.01	3.77
	Kindergarten/Primary Education	3.96	3.61
	Middle School Education	4.24	4.05
	Pre-K Education	3.99	3.80
Adm.	Central Office Administrator	3.70	3.60
	Elementary School Administrator	3.94	3.52
	High School Administrator	4.03	3.62
	Middle School Administrator	4.09	3.56
Special Education	Adaptive Physical Education	3.80	4.09
	Cognitive Disabilities Special Education	4.92	4.62
	Dual Cert (General & Special Education)	4.65	4.50
	Early Childhood Special Education	4.50	4.48
	Emotional/Behavioral Disorders Special Ed.	4.60	4.62
	Hearing Impaired Special Education	4.60	4.55
	Learning Disability Special Education	4.38	4.51
	Mild/Moderate Disabilities Special Ed.	4.65	4.54
	Multicategorical Special Education	4.74	4.64
	Severe/Profound Disabilities Special Ed.	4.57	4.74
	Visually Impaired Special Education	4.57	4.64

	Colleges	Districts	Agreement
Considerable Shortage	23	34	20
Some Shortage	36	28	23
Balanced	6	3	1
Some Surplus	0	0	-
Considerable Surplus	0	0	-

68% Agreement
between groups

	Colleges/ Universities	School Districts
Decrease in school district funding	1.26	1.90
Candidates for open positions	0.43	2.73

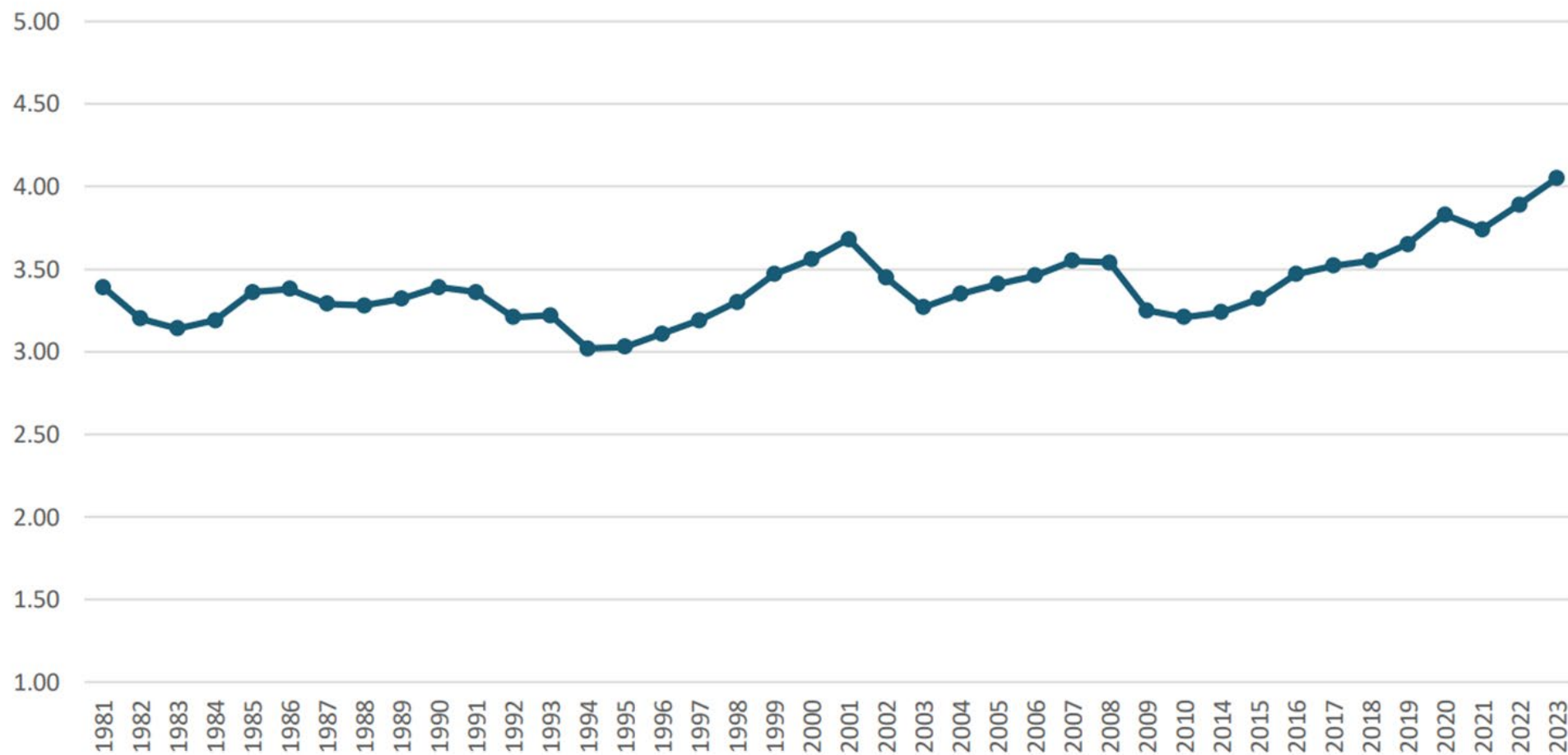
Reported as means: 3=Big challenge; 2=Moderate challenge; 1=Small challenge; 0=Not a challenge

Are educator shortages a new issue?

When was the last time we saw “balance” overall?

Not a new issue, but the worst since our study began

Longitudinal Chart: 1981 - 2023



Year	Perceived Demand
2002	3.45
2003	3.27
2004	3.35
2005	3.41
2006	3.46
2007	3.55
2008	3.54
2009	3.25
2010	3.21
2014	3.24
2015	3.32
2016	3.47
2017	3.52
2018	3.55
2019	3.65
2020	3.83
2021	3.74
2022	3.89
2023	4.05

On what shortage areas have colleges/universities and school districts **agreed** in recent years?



For at least 8 years, colleges/universities AND school systems have agreed on 24 shortage areas

- Agriculture Education
- Bilingual/Multicultural Education
- Biology
- Chemistry
- Chinese (Language)
- Earth/Physical Science
- ESL/ELL
- Family and Consumer Science
- General Math and Science
- Math
- Physics
- School Nursing
- Speech Pathology
- Special Education (10 of 11 areas*)
- Technology Education

** Excluding Adaptive Physical Education
(new addition to the 2022-2023 survey)*

On what shortage areas have colleges/universities and school districts **disagreed** in recent years?



For at least 8 years, school systems have also reported these 19 additional shortage areas (but colleges haven't)

- Audiology
- Classical (Language): Greek, Latin
- Computer Science Education
- French (Language)
- German (Language)
- Gifted/Talented Education
- Japanese (Language)
- Library Science/Media Technology
- Occupational Therapy
- Physical Therapy
- Reading Diagnostician
- School Psychology
- School Social Work
- Spanish (Language)
- Speech Education
- Speech Pathology

Where did the different institutional types see “balance” this year?

- Classical (Language): Greek, Latin (according to Colleges and Universities)
- Dance Education (according to Colleges and Universities)
- Health Education (according to School Systems)
- Italian (Language) (according to Colleges and Universities)
- Physical Education (according to School Systems)
- Social Studies Education (according to Colleges and Universities AND School Systems)
- Spanish (Language) (according to Colleges and Universities)
- Theatre/Drama Education (according to Colleges and Universities)

In what subject areas did colleges/universities or school districts see a surplus for this year?

In what subject areas did colleges/universities or school districts see a surplus for this year?

ZERO

What is happening with enrollment in colleges and universities?

	Increased	Stayed the same	Decreased	Not offered
Traditional	21.1%	33.7%	39.4%	5.7%
M.Ed./MAT/5 th year added to baccalaureate	21.4%	22.0%	22.0%	34.7%
TESOL	10.5%	22.1%	20.9%	46.5%
Alternative certifications/licensures	24.6%	22.2%	9.4%	43.9%
Doctorates	9.5%	17.8%	11.2%	61.5%
<i>Has enrollment for each degree program increased, remained about the same, or decreased in the past year?</i>				

Meanwhile, what are the educator hiring trends within school districts?

Candidates with **traditional preparation**

- 84% for 20-21
- 79% for 21-22 (-5%)
- 75% for 22-23 (-4%)
- More for suburban, less for urban; rural near average

Candidates with **non-traditional preparation**

- 12% for 20-21
- 15% for 21-22 (+3%)
- 17% for 22-23 (+2%)
- More for urban, less for suburban; rural near average

Emergency hires

- 4% for 20-21
- 6% for 21-22 (+2%)
- 8% for 22-23 (+2%)

How do the perceived demand areas compare to program offerings from colleges and universities?



- ✓ The following grid represents the intersection between perceived demand for graduates within each degree program (columns) and the percent of institutions offering each degree program (rows):
- The higher a program appears in the grid, the more institutions offer training in it, and therefore the greater the opportunity of a future educator to obtain training in that field.
 - The further to the right a program appears in the grid, the higher the demand is for new educators in that field.
 - 26 programs are *far* out of alignment where demand exceeds supply.
 - Programs in cells with no shading are in alignment, balanced between supply and demand (6 of 65 programs).
- ✓ Prospects for employment are best for future educators in the fields appearing in the light red-shaded cell to the lower-right of the grid, where demand appears stronger than supply.
- ✓ Fields in cells shaded in red have somewhat better prospects for employment than most.
- ✓ Prospects for employment are most challenging for those in the green-shaded cell in the upper-left of the grid, where supply exceeds demand.

SUPPLY EXCEEDS DEMAND

Perceived Demand for Graduates (Colleges and Universities)

		Perceived Demand for Graduates (Colleges and Universities)		
		Low	Medium	High
Percent of Institutions Offering these Educational Programs	High		Social Studies Education	Biology Chemistry English/Language Arts Education Kindergarten/Primary Education Math Art/Visual Education Bilingual/Multicultural Education Business Education Counseling Central Office Administrator Dual Cert (General & Special Education) Early Childhood Special Education Earth/Physical Science Elementary School Administrator ESL/ELL (English Language Learner) French General Math and Science German Health Education High School Administrator Intermediate Education Middle School Administrator Middle School Education Mild/Moderate Disabilities Special Ed. Music Education Physical Education Physics Pre-K Education Reading Specialist/Interventionist Spanish School Psychology Speech Pathology Technology Education Adaptive Physical Education Agriculture Education American Sign Language Arabic Audiology Chinese Cognitive Disabilities Special Ed. Computer Science Education Emotional/Behavioral Disorders Special Ed. Family and Consumer Science Gifted/Talented Education Hearing Impaired Special Education Japanese Journalism Education Learning Disability Special Education Library Science/Media Technology Multicategorical Special Education Occupational Therapy Other Languages Physical Therapy Reading Diagnostician School Nursing School Social Work Severe/Profound Disabilities Special Ed. Speech Education Visually Impaired Special Education
	Medium		Theatre/Drama Education	
	Low		Classical: Greek, Latin Dance Education Italian Russian	

DEMAND EXCEEDS SUPPLY

The following grid represents the intersection between perceived demand for *TEACHERS* within each degree program (columns) *AS REPORTED BY SCHOOL DISTRICTS* and the percent of institutions offering each degree program (rows):

- The higher a program appears in the grid, the more institutions offer training in it, and therefore the greater the opportunity for future educators to obtain training in those fields in order to meet demand.
- The further to the right, the higher the demand (as reported by school districts) is for new educators in that field.
- 30 programs are *far* out of alignment where demand exceeds supply.

SUPPLY EXCEEDS DEMAND

Perceived Demand for Graduates (School Districts)

		Perceived Demand for Graduates (School Districts)		
		Low	Medium	High
Percent of Institutions Offering these Educational Programs	High		Social Studies Education	Biology Chemistry English/Language Arts Education Kindergarten/Primary Education Math Art/Visual Education Bilingual/Multicultural Education Business Education Central Office Administrator Counseling Dual Cert (General & Special Education) Early Childhood Special Education Earth/Physical Science Elementary School Administrator ESL/ELL (English Language Learner) French General Math and Science German High School Administrator Intermediate Education Middle School Administrator Middle School Education Mild/Moderate Disabilities Special Ed. Music Education Physics Pre-K Education Reading Specialist/Interventionist School Psychology Spanish Speech Pathology Technology Education Theatre/Drama Education Adaptive Physical Education Agriculture Education American Sign Language Arabic Chinese Classical: Greek, Latin Cognitive Disabilities Special Education Computer Science Education Dance Education Emotional/Behavioral Disorders Special Ed. Family and Consumer Science Gifted/Talented Education Hearing Impaired Special Education Italian Japanese Journalism Education Learning Disability Special Education Library Science/Media Technology Multicategorical Special Education Occupational Therapy Physical Therapy Other Languages Reading Diagnostician Russian School Nursing School Social Work Severe/Profound Disabilities Special Ed. Speech Education Visually Impaired Special Education
	Medium		Health Education Physical Education	
	Low			

DEMAND EXCEEDS SUPPLY

At least 26 subjects with significant lack of alignment

- Adaptive Physical Education
- Agriculture Education
- American Sign Language
- Arabic (Language)
- Audiology
- Chinese (Language)
- Cognitive Disabilities Special Education
- Computer Science Education
- Emotional/Behavioral Disorders Special Education
- Family and Consumer Science
- Gifted/Talented Education
- Hearing Impaired Special Education
- Japanese (Language)
- Journalism Education
- Learning Disability Special Education
- Library Science/Media Technology
- Multi-categorical Special Education
- Occupational Therapy
- Physical Therapy
- Reading Diagnostician
- School Nursing
- School Psychology
- School Social Work
- Severe/Profound Disabilities Special Education
- Speech Education
- Visually Impaired Special Education

We asked respondents for the best ways to attract high school students to study education in college.

Here were the top answers:

- Compensation incentive (22.4% of responding school districts)
- Involvement from elementary to high school (16.0% of school districts)
- High school to college Teacher Programs (15.2% of school districts and 12.7% of universities)
- Minimize student debt (11.3% of universities)
- Increased salary (10.8% of universities)
- Alternative education programs (10.5% of school districts)
- Promote prestige of profession (10.3% of universities)

Questions



Thank you for joining us!

You will receive an email with the webinar recording and resources.
Share your thoughts @AACTE



**Please Complete this
30 Second Survey:**

<https://forms.gle/KZa9eKknppDYCkX26>

