

Educator Supply and Demand in the United States

Highlights

- Job opportunities stayed approximately the same for teachers and other educators.
- Of the 62 fields surveyed, 37 were reported to be in considerable shortage or some shortage.
- 14 fields were reported in considerable shortage, compared with 20 fields in 2007. Ten of these fields include nine special education fields plus one support services field. Other fields in considerable shortage are physics, chemistry, mathematics, and bilingual education.
- Fields reporting the highest demand are generally in areas which have fewer program offerings and/or small numbers of students enrolled in those programs.
- For the 13th consecutive year, no fields are reported in considerable surplus.
- The national composite score decreased by .05 but remains in the category of some shortage. It is the fourth highest composite score in the 28 years that AAEE has analyzed a composite rating.
- Economic conditions are negatively influencing the demand for educators.
- In spite of decades-long shortages in the special education fields, *No Child Left Behind* and “Highly Qualified Teacher” requirements continue to negatively impact the supply of special education teachers.



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

For 75 years, the American Association for Employment in Education, Inc. has fostered the collaboration of university career centers and school system human resources offices as strategic partners in "staffing excellence for the world of education." The 32nd annual AAEE study of educator supply and demand was conducted in 2008. The study is conducted annually by the research committee of the American Association for Employment in Education as a part of its mission to provide accurate, up-to-date information about the job market for educators. The report is prepared for:

- ❖ **College and university deans** making decisions about teacher education programs;
- ❖ **Human resource administrators** in school systems searching for qualified candidates;
- ❖ **School district guidance counselors** advising future college students;
- ❖ **College and university students** selecting majors, and graduates seeking employment;
- ❖ **College and university career services administrators** advising education students;
- ❖ **State departments of education and other education agency officials** involved in policy decisions affecting the field;
- ❖ **Media and general public** to help them understand the issues involved in educator supply and demand.

AAEE acknowledges the work of the members of the 2008 Educator Supply and Demand Research Committee. Their help in reviewing the literature and interpreting the data plus their assistance in writing and proofing the research reports is invaluable. These contributions, and their monitoring of trends within their regions and/or specialties, have been extremely helpful.

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

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

AAEE also pays tribute to Jim Akin, retired director of career services at Kansas State University, who conducted the initial research in 1977, authored the original report, and guided this research for many years.

Finally, we appreciate the talents of Jane Hoffelt of Pageworks for her ability to take research data and terminology and shape it into a useful, interesting report for the educators and policy decision makers who will apply the information. Thus educators, counselors and decision makers can more easily use it to benefit students.

Neil P. Shnider,
Executive Director

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

Full Research Report: \$40 per printed copy. Also posted on the AAEE website (www.aaee.org; For Members Only).

State Data: 2008 statistical report using data submitted for the national study. \$100 minimum per state.

Custom Reports: please contact the national office. For example, AAEE has conducted longitudinal supply and demand research studies for the State of Washington, resulting in changes in policies and direction as their legislature listened and responded to needs.

Educator Supply and Demand in the United States: The 2008 Job Market

Data Collection

The 32nd annual AAEE study of teacher supply and demand in the United States was conducted in 2008. The reports since 1994 have included non-member AAEE colleges and universities as well as AAEE members, more than doubling the number of institutions included in the data collection efforts. A sampling frame was created from three lists: the AAEE Membership List, a Higher Education Publications (HEP) list, and a Market Data Retrieval (MDR) list. These datasets were merged to create a unique dataset of 1558 institutions that prepare educators. Initial contact was made in February.

We note that the supply of and demand for educators varies significantly across regions of the country and among the 62 fields surveyed. Therefore, it is important to avoid making overly generalized observations about the educator job market in the United States.

The Data

The 2008 supply and demand study examined educator supply and demand perceptions of career service representatives and deans or directors of teacher education programs. Data analyses yielded information about 62 education

“Data analyses yielded information on 62 education fields in 11 different geographic regions across the United States.”

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 the five-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 pages 6–7 for national and regional data for each field. The ratings for all 62 fields surveyed in 2008 are illustrated in relative demand order in Table 2 on page 7, beginning with those fields in considerable shortage and continuing to those in some surplus. For the 13th 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

“The respondents rated 14 of the 62 fields in the considerable shortage category.”

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 14 of the 62 fields in the considerable shortage category. Included were nine special education areas plus physics, chemistry, math education, speech pathology and bilingual education. This is another indicator that special education continues to be a very strong job market, as it stands as a high-need area with few preparation programs being offered.

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 the five-point scale. This year, 23 of the 62 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 ESL/ELL, other fields reported in this category included sciences, Spanish and Japanese, special support services, and administrative positions. Science includes biology, general science, and earth/physical science. Special services personnel include 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, elementary principal 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 a balanced supply and demand of candidates are those fields in which there is an average demand score of 2.61 to 3.40 on the five-point scale. There are

“There are 20 fields out of 62 represented in the balanced category. For candidates and employers, this category represents a reasonably optimistic situation.”

20 fields out of 62 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 administrative, languages, the arts, and some elementary fields. Fields such as journalism education, business education, and family and consumer sciences were all listed in the balanced category. Language areas found in the balanced category were classics, French 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 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 the five-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, kindergarten, health, and physical education.

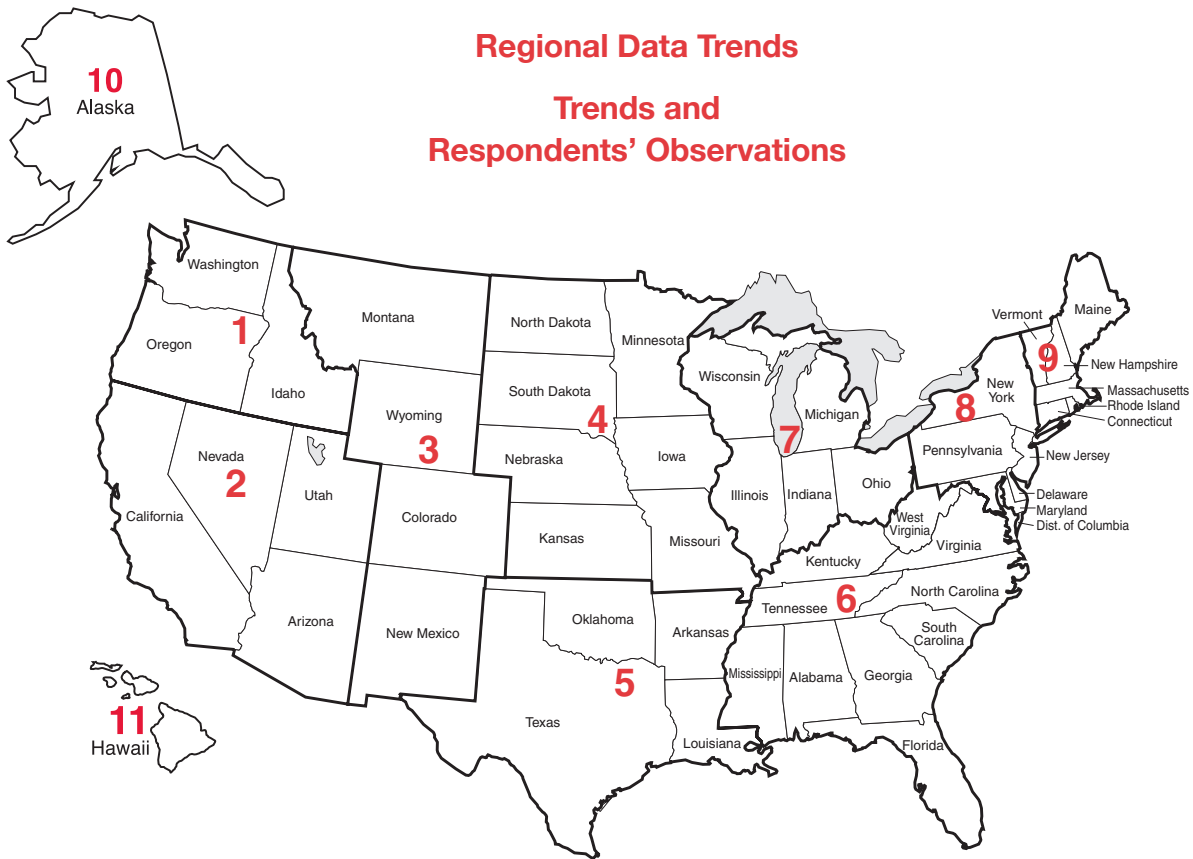
Considerable Surplus

Fields identified as having considerable surplus of candidates are fields in which there is an average demand score

Continued on page 8

Regional Data Trends

Trends and Respondents' Observations



Region 1

- ❖ A substantial number of respondents reported a considerable shortage in bilingual education, ESL/ELL, math, chemistry and speech pathology. Very few reporting institutions in this region prepared special education teachers which may help explain the perceived significant shortage of Dual Certification and Mild/Moderate teachers. Physics, biology, earth science, and general science were the most commonly reported among the 20 shortage fields, which also included reading and Spanish.
- ❖ Overall, supply and demand is balanced. Languages—classics and pre-K teachers were in considerable surplus. 14 other fields had some surplus including all other elementary categories, many of the fine arts fields, English, health, and counselor positions.
- ❑ One respondent reported high job placement rate while another reported that state and local funding have negatively impacted districts' abilities to increase salaries.
- ❑ The testing requirements for students in school and for pre-service teachers were reported to be a deterrent to entering teaching. Online courses have become a very important delivery method for teachers to get credit for certification renewal.

Region 2

- ❖ The 11 areas in considerable shortage in this high-demand region were in special education, math, chemistry, and physics. Another 23 fields led by special education—emotional/behavioral disorders, ESL/ELL, and biology were perceived to be in some shortage.
- ❖ All elementary from pre-K through intermediate/middle school are in balanced supply. Only five fields including social studies and physical education had a surplus of teachers.
- ❑ Due to significant budget crisis, California districts are not hiring

and are even laying off teachers. High housing prices have also driven young families out of many school districts.

- ❑ According to one respondent, NCLB has made it tougher than ever to get a credential. This has resulted in better prepared teachers, but fewer of them.

Region 3

- ❖ Agricultural education is reported to be the second most demanded field. Its demand was higher than that of either math or physics in the 13 fields perceived to be in considerable shortage. However, this was reported by only three institutions. Most special education fields are in considerable shortage and most sciences are shortage fields. 21 areas are in some shortage.
- ❖ Even though this is a high-demand region, a surplus of primary teachers exists as well as social studies, dance and physical education teachers, but the supply is balanced for kindergarten and pre-K teachers.
- ❑ In some areas, positions are very competitive, making it difficult for new teachers to find employment. Most rural areas are hardest hit perhaps because salaries are quite low.
- ❑ Other respondents say that incentives to waive loans and support from AmeriCorps propel students into lower-income school districts.
- ❑ In Montana, full-day kindergarten has improved the job outlook for some teachers.

Region 4

- ❖ Math, physics, chemistry, and several special education fields are among the 12 fields with considerable shortages. Other science fields also show some shortages along with ESL/ELL.

- ❖ Fields with some surplus include social studies, elementary–kindergarten and primary, and physical education.
- ❑ According to one respondent, salaries are always an issue, although the entering salary range is far better than in years past.
- ❑ More students are willing to relocate for higher salaries in Nevada or Texas, one respondent observed. Declining enrollments in the region mean that even experienced teachers are vulnerable for job loss.

Region 5

- ❖ Considerable shortages exist in special education, math, physics, and chemistry. Spanish, bilingual education and three special support services are also in considerable shortage.
- ❖ Only four fields have some surplus including primary and kindergarten teachers along with social studies and physical education.
- ❑ An increase in salaries in one area was reported as reducing interest in going out of state or to lower paying private schools but a respondent in Oklahoma notes that the majority of students are seeking jobs outside the state.
- ❑ According to one observation, most students are looking for more financial assistance with the possibility of loan forgiveness after teaching for a specified period of time.

Region 6

- ❖ This high demand region reported no field as having either some or considerable surplus. The 20 fields in a perceived balanced category include kindergarten, primary, intermediate and English teachers, along with, among others, music and fine arts teachers.
- ❖ In addition to several special education fields, the 18 fields in considerable shortage included math, physics, chemistry, biology, and bilingual education.
- ❑ It is reported in one state that teacher loan forgiveness will be eliminated due to state budget cuts, but science and math teachers are offered signing bonuses in Florida. Salaries and benefits were also increased in Georgia.
- ❑ In one state, provisional certificates good for five years can be earned by just passing a test and working on full certification.

Region 7

- ❖ Even though this region has the second lowest overall demand for teachers, some fields are experiencing considerable shortages, topped by physics and math. In addition to many special education fields, bilingual educators and ESL/EEL teachers are also in short supply.
- ❖ Some surplus exists in pre-K, kindergarten, primary and even intermediate school, as well as social studies and physical education.
- ❑ According to one respondent, salaries are rather competitive as are benefits, but there are issues with school climate and facilities that impact teacher distribution. Rural school districts continue to struggle to attract teachers.
- ❑ One person reported that the lack of state funding at the college level has forced teacher preparation programs to move to a limited

admissions process where GPA is becoming the key discriminator for admissions.

Region 8

- ❖ Despite a generally balanced supply and demand situation, teachers for many special education fields are in short supply. Great demand also exists for math, bilingual, chemistry, and physics teachers. Three special support services—audiologist, speech pathologist, and school nurse—are also in considerable shortage.
- ❖ While primary teachers are experiencing some surpluses in other regions, the situation is a little more balanced for pre-K, kindergarten and intermediate teachers.
- ❑ One respondent stated that the salaries of teachers can vary greatly in the region. The better paying schools attract more candidates and have more choice.
- ❑ In another state, it was reported that recent graduates can usually find positions with salaries they can afford to live on while paying back student loans.

Region 9

- ❖ Physics, chemistry, bilingual education, and various special education fields are reported to be the fields experiencing considerable shortage while math and the other sciences are reported as in some shortage.
- ❖ The pre-K, kindergarten, primary, and intermediate teaching fields had some surpluses.
- ❑ In some of the cities in our state, according to one report, districts have closed schools because of decreased enrollment, obviously having a negative effect especially in the elementary area.
- ❑ Cost of living is an issue according to one respondent. More new teaching candidates plan to live with their parents for several years to save money.

Region 10

- ❖ Of the 22 fields for which information was obtained, math, bilingual, ESL/ELL, general science, and counseling topped the list for considerable shortages. There was some shortage in pre-K and kindergarten and a balance in primary teaching. The special education fields showing a perceived considerable shortage are early childhood and multicategorical.
- ❑ Respondents reported limited availability of student loans, lack of state funding for scholarships and rising tuition costs.

Region 11

- ❖ The 22 fields reported with considerable shortage included all special education fields, all science fields, math, elementary pre-K, and middle school, and some of the languages. No field was listed as a surplus area.
- ❖ Fields reported as balanced were agriculture, elementary–primary, family and consumer sciences, classics, music—both instrumental and vocal, and physical education.
- ❑ New developments in Hawaii include stipends for students going into math and science and a big foundation grant to encourage students to become Chinese language teachers.
- ❑ Hawaii is continuing to be challenged to hire new teachers because of the cost of living in the islands.

Table 1 Educator Supply and Demand Research from the American Association for Employment in Education

Region Codes: 1–Northwest 3–Rocky Mountain 5–South Central 7–Great Lakes 9–Northeast 11–Hawaii
 2–West 4–Great Plains/Midwest 6–Southeast 8–Middle Atlantic 10–Alaska

Demand Codes: 5.00–4.21=Considerable Shortage 3.40–2.61=Balanced 1.80–1.00=Considerable Surplus
 4.20–3.41=Some Shortage 2.60–1.81=Some Surplus

Field/Discipline	Regions											National		
	1	2	3	4	5	6	7	8	9	10	11	2008	2007	Change
Agriculture	3.67	3.67	4.67	3.82	3.44	3.10	3.22	3.75	3.00		3.00	3.52	3.59	(0.07)
Art/Visual Education	2.29	2.64	3.11	2.82	3.14	2.76	2.50	2.63	3.17		3.50	2.74	2.71	0.03
Bilingual Education	4.33	3.77	4.11	4.36	4.56	4.21	4.28	4.42	4.71	5.00	4.00	4.31	4.28	0.03
Business Education	3.00	2.67	3.25	3.26	2.84	2.90	2.82	3.12	3.20		3.50	3.01	3.00	0.01
Computer Science Education	3.33	3.75	3.83	4.15	3.29	3.77	3.15	3.57	2.75		3.50	3.52	3.58	(0.06)
Dance Education	2.00	2.57	2.25	2.86	3.00	2.90	2.69	2.25	2.00		4.00	2.69	2.78	(0.09)
Elementary Education														
Pre-K	1.50	2.82	3.00	2.74	2.68	3.50	2.51	2.61	2.44	4.00	4.50	2.74	2.83	(0.09)
Kindergarten	2.00	2.95	2.70	2.54	2.57	3.11	2.15	2.35	2.33	4.00	3.50	2.52	2.67	(0.15)
Primary	2.10	3.00	2.45	2.52	2.37	3.00	2.06	2.20	2.10	3.00	3.33	2.41	2.51	(0.10)
Intermediate	2.30	2.95	2.73	2.82	2.96	3.16	2.47	2.61	2.39	3.00	4.00	2.73	2.89	(0.16)
Middle School	2.56	3.47	2.91	3.11	3.59	3.52	2.97	3.16	3.11	4.00	4.33	3.20	3.32	(0.12)
English/Language Arts	2.44	3.53	3.08	3.02	2.96	3.15	2.67	2.63	2.85	3.00	3.50	2.89	3.02	(0.13)
English as a Second Language	4.40	4.09	4.18	3.97	4.20	4.09	4.26	3.78	3.78	5.00	4.50	4.08	4.09	(0.01)
Family & Consumer Sciences	3.25	3.00	4.00	3.71	3.00	3.29	3.29	3.22	3.00		3.00	3.33	3.34	(0.01)
Health Education	2.00	2.60	2.67	2.70	2.78	2.61	2.50	2.28	2.80		3.50	2.57	2.62	(0.05)
Journalism Education	2.67	3.00	3.00	3.12	3.00	3.56	2.86	2.67			4.00	3.03	2.98	0.05
Languages														
Classics	1.50	3.33	2.67	3.07	3.00	3.42	3.50	3.30	3.50		3.00	3.22	3.34	(0.12)
French	2.50	3.27	2.86	3.13	3.38	3.21	3.12	3.15	2.92		3.50	3.13	3.35	(0.22)
German	2.40	3.22	3.14	3.14	3.45	2.91	2.98	3.00	3.00		4.00	3.04	3.28	(0.24)
Japanese	3.33	3.14	3.00	3.58	3.50	3.69	3.56	3.56	3.50		4.00	3.53	3.63	(0.10)
Spanish	3.63	3.95	3.50	3.79	4.25	4.03	3.83	4.02	3.46		4.00	3.88	3.97	(0.09)
Other #1	4.00		3.00	4.00		5.00	3.40	2.00	3.00		5.00	3.84	N/A	N/A
Other #2			3.00	4.00		5.00	4.00	2.00			5.00	4.00	N/A	N/A
Mathematics Education	4.36	4.50	4.50	4.47	4.60	4.63	4.35	4.44	4.17	5.00	5.00	4.46	4.48	(0.02)
Music														
Instrumental	3.29	3.12	3.44	3.20	3.00	3.00	2.98	3.00	3.22		3.00	3.13	3.25	(0.12)
Vocal	3.29	3.12	3.44	3.14	3.00	2.93	3.15	2.97	3.18		3.00	3.04	3.13	(0.09)
General	3.00	3.00	3.27	3.11	2.94	2.94	2.92	3.03	3.10	3.00	3.50	3.01	3.07	(0.06)
Physical Education	2.00	2.56	1.88	2.23	2.44	2.70	2.16	2.27	2.33	3.00	3.33	2.33	2.39	(0.06)
Reading	3.50	3.38	3.40	3.49	3.30	3.88	3.47	3.55	3.18		4.50	3.52	3.52	(0.00)
Science														
Biology	3.82	4.09	4.00	4.07	4.17	4.45	3.92	3.92	3.95		4.67	4.06	4.11	(0.05)
Chemistry	4.30	4.29	4.20	4.35	4.52	4.49	4.25	4.35	4.29		4.67	4.35	4.39	(0.04)
Earth/Physical	3.80	3.88	3.71	4.02	4.13	4.34	3.91	3.93	3.91		4.67	4.01	4.08	(0.07)
Physics	3.89	4.21	4.38	4.37	4.59	4.57	4.41	4.31	4.38		5.00	4.39	4.40	(0.01)
General	3.50	3.62	4.00	4.00	4.10	4.08	3.83	3.69	3.60	5.00	4.67	3.87	4.05	(0.18)
Social Studies Education	1.82	2.26	2.08	2.19	2.50	2.73	1.88	1.97	2.60	2.00	3.67	2.20	2.38	(0.18)
Special Education														
Early Childhood														
Special Education	4.00	4.27	4.00	3.85	4.27	4.48	3.69	4.22	4.14	5.00	5.00	4.07	4.17	(0.10)
Emotional/Behavioral														
Disabilities	4.00	4.20	4.00	4.32	4.38	4.47	4.29	4.06	4.60		5.00	4.31	4.42	(0.11)
Hearing Impaired	4.00	3.83	4.00	4.31	4.17	4.40	4.00	4.25	5.00		5.00	4.23	4.23	(0.00)
Learning Disability	3.50	4.33	4.50	4.29	4.33	4.52	4.33	4.00	4.00		5.00	4.28	4.38	(0.09)
Mental Retardation	4.00	4.25	4.50	4.24	4.20	4.48	4.28	4.21	5.00		5.00	4.34	4.38	(0.04)
Mild/Moderate Disabilities	4.50	4.54	4.50	4.28	4.33	4.44	4.30	4.35	4.38		5.00	4.37	4.42	(0.05)
Multicategorical	5.00	4.44	4.33	4.51	4.08	4.50	4.21	4.35	4.67	5.00	5.00	4.39	4.56	(0.17)
Severe/Profound Disabilities	4.00	4.63	4.50	4.54	4.29	4.44	4.36	4.44	4.67		5.00	4.47	4.52	(0.05)
Visually Impaired	4.00	4.00	4.50	4.10	4.20	4.50	4.00	4.17	5.00		5.00	4.24	4.38	(0.14)
Dual Cert. (Gen./Spec.)	4.25	4.38	4.40	4.10	4.32	4.21	4.08	4.32	4.31		5.00	4.23	4.28	(0.05)

Table 1 Educator Supply and Demand Research from the American Association for Employment in Education (continued)

Field/Discipline	Regions											National		
	1	2	3	4	5	6	7	8	9	10	11	2008	2007	Change
Speech Education	3.50	3.22	4.00	3.26	3.13	4.06	3.04	3.82	3.33	4.00		3.40	3.36	0.04
Technology Education	2.67	3.78	4.29	3.95	3.00	3.70	3.23	3.60	4.00		4.00	3.58	3.64	(0.06)
Theatre/Drama	2.14	2.62	2.63	2.86	2.93	2.71	2.58	2.33	3.33		3.50	2.70	2.78	(0.08)
Principal														
Elementary	3.17	3.46	3.57	3.23	3.28	3.35	3.51	3.47	3.67	4.00	4.00	3.42	3.39	0.03
Middle School	3.33	3.62	3.71	3.33	3.44	3.37	3.43	3.50	3.75	4.00	4.00	3.46	3.50	(0.04)
High School	3.33	3.54	3.71	3.33	3.39	3.43	3.56	3.51	3.75	4.00	4.00	3.49	3.55	(0.06)
Superintendent	3.00	3.38	3.50	3.32	3.47	3.44	3.73	3.48	3.56	4.00		3.50	3.58	(0.08)
Audiologist	4.00	3.83	4.33	4.15	3.50	4.09	3.76	4.50	3.67		4.00	3.99	3.96	0.03
Counselor	2.40	3.56	3.00	3.57	3.19	3.55	3.05	3.34	3.00	5.00	4.00	3.29	3.34	(0.05)
Gifted/Talented Education	3.00	4.00	3.00	3.44	3.40	3.56	3.47	2.90	2.25		4.00	3.34	3.39	(0.05)
Library Science/Media Tech.		2.50	3.80	3.83	3.25	3.86	3.16	3.40	3.25		4.00	3.46	3.28	0.18
Occupational Therapist		4.00	3.33	3.85	4.67	4.00	3.57	4.17	3.40		4.00	3.82	3.83	(0.01)
Physical Therapist		4.50	4.00	3.85	4.50	3.82	3.67	4.00	4.13		4.00	3.91	3.93	(0.02)
School Nurse		3.75	4.00	3.53	3.60	4.08	3.67	4.21	3.50		4.00	3.80	4.05	(0.25)
School Psychologist	3.75	3.38	3.00	3.65	3.86	3.50	3.42	3.42	3.14		3.50	3.49	3.56	(0.07)
School Social Worker	3.00	3.43	3.00	3.29	4.00	3.67	3.19	3.40	2.86		4.00	3.34	3.29	0.05
Speech Pathologist	4.50	4.00	4.75	4.21	4.50	4.13	4.08	4.26	4.33	5.00	4.00	4.21	4.16	0.05
Composite	3.24	3.55	3.55	3.58	3.58	3.73	3.41	3.44	3.49	4.05	4.11	3.54	3.59	(0.05)
Number of colleges reporting	11	26	13	62	32	55	89	67	22	2	3	381	366	

Table 2 Relative Demand by Field

Fields with Considerable Shortage (5.00–4.21)

Severe/Profound Disability	4.47
Math Education	4.46
Physics	4.39
Multicategorical	4.39
Mild/Moderate Disability	4.37
Chemistry	4.35
Mental Retardation	4.34
Emotional Disorders/ Behavioral Disorders	4.31
Bilingual Education	4.31
Learning Disability	4.28
Visually Impaired	4.24
Dual Certification (General & Special Education)	4.23
Hearing Impaired	4.23
Speech Pathology	4.21

Fields with Some Shortage (4.20–3.41)

ESL/ELL	4.08
Early Childhood Special Education	4.07
Biology	4.06
Earth/Physical	4.01
Other Language #2	4.00
Audiology	3.99

Physical Therapy	3.91
Language–Spanish	3.88
General Science	3.87
Other Language #1	3.84
Occupational Therapy	3.82
School Nursing	3.80
Technology Ed	3.58
Language–Japanese	3.53
Agriculture Education	3.52
Computer Science Education	3.52
Reading	3.52
Superintendent	3.50
Principal–High School	3.49
School Psychology	3.49
Principal–Middle School	3.46
Library Science/ Media Technology	3.46
Principal–Elementary	3.42

Fields with Balanced Supply and Demand (3.40–2.61)

Speech Education	3.40
Gifted/Talented Education	3.34
School Social Work	3.34
Family & Consumer Sciences	3.33
Counseling	3.29

Language–Classics	3.22
Middle School	3.20
Language–French	3.13
Music–Instrumental	3.13
Language–German	3.04
Music–Vocal	3.04
Journalism Education	3.03
Music–General	3.01
Business Education	3.01
English/Language Arts Education	2.89
Pre-K	2.74
Art/Visual Education	2.74
Intermediate	2.73
Theatre/Drama Education	2.70
Dance Education	2.69

Fields with Some Surplus (2.60–1.81)

Health Education	2.57
Kindergarten	2.52
Primary	2.41
Physical Education	2.33
Social Studies Education	2.20

Fields with Considerable Surplus (1.80–1.00)

None

Conclusions *Continued from page 3*

of 1.00 to 1.80 on the five-point scale. For the 13th consecutive year, no fields were reported in the considerable surplus category.

Changes from the Previous Year

In this year’s study, ten of the 62 fields (16%) reflected an increase in demand. 48 fields were lower than reported in 2007 and two were identical. Two fields were assessed for the first time in 2008. Using a difference of .10 or greater in the national composite score as an indication of meaningful change from the previous year, there were 18 fields that exhibited such a change. Of those 18 fields, 17 indicated a decrease in demand. Overall, 37 out of 62 (60%) of the education fields were perceived to be in considerable or some shortage. An additional 20 out of 62 were perceived to be balanced between supply and demand. The national composite ranking

for all education fields for 2008 was 3.54, down .05 from 2007. This ranking fell within the demand category of fields with some shortage.

Conclusions

- In 2008, job opportunities stayed approximately the same for teachers and other educators as in the previous

“In 2008 job opportunities stayed approximately the same for teachers and other educators as in the previous year.”

year. Of the 62 fields surveyed, 37 were reported to be in considerable shortage or some shortage.

- 14 fields were reported in considerable shortage, compared with 20 fields in 2007. Nine of these fields are in special education.

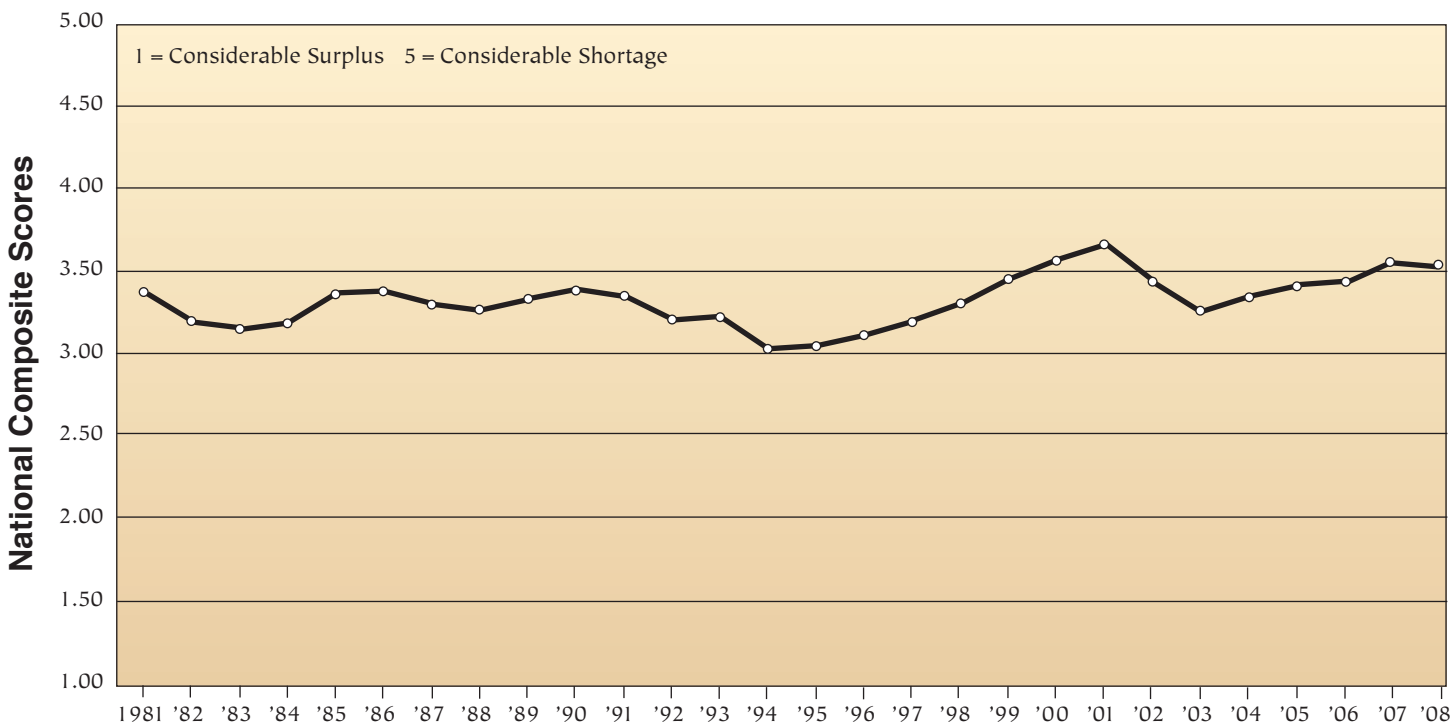
Other fields in considerable shortage are physics, chemistry, mathematics, and bilingual education.

- Fields reporting the highest demand are generally in areas which have fewer program offerings and/or small numbers of students enrolled in those programs.
- Of the 62 fields surveyed, ten increased, 48 decreased. Two remained the same and two were new. 11 fields had a positive increase while ten had a negative change over the last three years. In descending order, perceived demand was 3.68 in 2001, 3.56 in 2000; 3.55 in 2007; 3.54 in 2008, and 3.47 in 1999.
- In spite of decades-long shortages in the special education fields, *No Child Left Behind* and “Highly Qualified Teacher” requirements have become more demanding.

- The national composite score decreased by .05 but remains in the category of some shortage. It is the fourth highest composite score in the 28 years that AAEE has analyzed a composite rating. For the 13th consecutive year, no fields are reported in considerable surplus.
- The reluctance of candidates to relocate more than 50 miles from their home or university continues to be reported as an impediment to their employment.
- Economic conditions are negatively influencing the demand for educators.
- Respondents reported a continued perception of “no change” in the numbers of minorities coming through education programs even though the diversity of the student body in the public schools continues to increase.

Perceived Demand for Candidates — the Long View. National Composite Scores 1981–2008

The National Composite Scores have been in the balanced or in the some shortage range for 28 years. However, this does not reflect the continuing strong need for special education, math, science, and bilingual teachers in much of the nation.



From 1981 to 2008, the national mean fluctuated up and down. The data show a perceived shortage of teachers for eight of the last ten years. Of those ten years, supply and demand in 2003 was perceived to be the closest to balanced; 2001 was the year of perceived highest demand.