

An examination of data trends
in educational personnel
for Wisconsin public schools



Supply & Demand 2004



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Elizabeth Burmaster, Superintendent

Supply and Demand of Educational Personnel in Wisconsin Public Schools, 2004

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Executive Summary

- Program completer totals from Wisconsin's 32 teacher training institutions increased by 15% from 2001-2002 to 2002-2003. Completers without a previous teaching license decreased slightly, while those with a previous license increased substantially. Program completer totals increased in the areas of Special Education, English as a Second Language (ESL), Science, Technology Education, Foreign Language, and Elementary Education. License areas with decreases included Superintendent, Art, and Driver's Education. Both UW System and private colleges reported program completer increases of about 15%.
- Teacher attrition rates increased slightly in both general and special education. Rates in both areas were about 10%, compared with 8% the previous year.
- School district ratings of teacher supply indicated areas of lowest supply were Deaf/Hearing Impairment, ESL/Bilingual, and Driver's Education. Areas of greatest supply were Principal, Health Education, English/Language Arts, Physical Education, Social Studies, and Elementary Education.
- The number of emergency licenses issued in 2003-2004 decreased by 12.4% from the previous year, the first decrease in emergency license totals since 1996-1997. Special education certification areas made up half the emergency license total.
- Asked about the effects of state budget difficulties on hiring, approximately 50% of school districts that responded reported layoffs or hiring freezes. Other effects districts reported included cuts in budgets or programs, increases in class size, and hiring inexperienced teachers and/or individuals with multiple licensures.
- School districts reported that state budget difficulties have had a mixed effect on retirements or attrition. Some districts reported teachers are delaying retirements because of uncertainty over benefits. Others reported some teachers were leaving the profession due to low morale.
- A survey of program completers from teacher training institutions indicated that recent graduates had a lower rate of finding full-time employment compared to previous years. The percentage teaching full-time in state dropped markedly, the number of teachers going out of state increased. More recent graduates were substitute teaching compared to previous years.

Introduction

Wisconsin's public school enrollment, including pre-kindergarten through grade 12, decreased by 0.14% between the 2002-2003 and 2003-2004 school years. Enrollment dropped from 881,231 students to 880,031, respectively. A cursory examination of enrollment data since 1971 will place the aforementioned enrollment data in context. Consistent annual enrollment decreases occurred from 1971-1972 (999,921) to 1984-85 (767,542). Gradual enrollment increases occurred from 1986-87 (772,363) to 1997-1998 (881,720). Public school enrollment remained fairly stable since 1996-1997, when enrollment was 879,149.

This is the 25th annual report of Supply and Demand of Educational Personnel in Wisconsin Public Schools. The report serves two functions. One is compliance with the reporting requirements of the federal Individuals with Disabilities Education Act. The second is to provide information for prospective job-seekers, educational administrators, institutions of higher learning and educational policymakers in Wisconsin.

This report is organized into seven sections: (1) Wisconsin Teacher Supply, (2) School District Survey Data, (3) Emergency License Data, (4) Critical Shortage Areas, (5) State Budget Effects, (6) Program Completer Survey, and (7) Employment Outlook In Selected License/Subject Areas. The first section, Wisconsin Teacher Supply, includes an examination of teacher supply based on analysis of program completer data submitted by Wisconsin teacher training programs. The second section, School District Survey Data, includes analyses of supply and demand data collected through a survey of Wisconsin school districts. The third section, Emergency License Data, includes information pertaining to the number of emergency licensees hired and emergency licenses issued from 1990-1991 to 2003-2004 as reported by Wisconsin school districts and Wisconsin Department of Public Instruction (DPI). The fourth section, Critical Shortage Areas, includes information on school district projections of licensure areas that may face critical shortages in the next five years. The fifth section, State Budget Effects, contains written responses from school districts about effects the state budget difficulties may have on hiring and attrition/retirement. The sixth section, Program Completer Survey, reports job status of recent graduates of Wisconsin teacher training programs. The seventh section provides employment outlooks in selected licensure/subject areas. These outlooks are based on ratings of supply and demand data reported in this study.

Wisconsin Teacher Supply

Wisconsin teacher supply data include a variety of sources. Information regarding the number of new teachers completing licensure programs is primarily derived from annual reports the state's 13 public and 19 private teacher training institutions submit to DPI. These reports list the total number of program completers, as well as the number of program completers with and without a previous teaching licensure. These totals are broken down into 31 teaching and administrative licensure areas. A program completer is defined as an individual who completed an education degree or program at a Wisconsin college or university between Sept. 1, 2002, and August 31, 2003, and is eligible to apply for a license to teach in a particular subject area at specific grade levels. Tables 1 and 2 include the total number of program completers across licensure/subject areas for each teacher training institution in Wisconsin. Tables 3 and 4 include the number of program completers who held previous licenses. Tables 5 and 6 include the number who held no previous licenses.

Teacher supply also is affected by attrition, including both teachers who leave one teaching position to assume a position in another licensure area and teachers that leave the teaching field entirely. These data are reported in Tables 8. Another indicator of teacher supply is the number of emergency licenses issued by DPI. Emergency license data, reported in Tables 15 to 16, may indicate specific licensure areas in which school districts have difficulty finding appropriately licensed applicants.

Finally, the movement of prospective teachers into or out of the state affects teacher supply. Surveys of program completers have consistently indicated that approximately 10% of state program completers accept teaching positions out of state. It is reasonable to assume that this figure underestimates the proportion of prospective teachers who leave the state due to challenges of surveying these difficult-to-contact individuals.

Table 1

University of Wisconsin System Program Completers and Grand Totals Public and Private

Assignment	UW-EauClaire	UW-Green Bay	UW-LaCrosse	UW-Madison	UW-Milwaukee	UW-Oshkosh	UW-Parkside	UW-Platteville	UW-River Falls	UW-Stevens Point	UW-Stout	UW-Superior	UW-Whitewater	Totals UW	Grand Total
Elementary	97	58	113	88	160	95	22	86	117	131	100	42	129	1238	1777
Agriculture								8	16					24	24
Family & Consumer Ed				3						15	18			36	37
Technology Education								7			103			110	110
Business Education											3		27	30	49
Marketing Education											28			28	28
English/Spch/Thea/Jour	21	8	13	22	22	15	4	4	9	20		6	16	160	252
Reading	14		6	15	12	29		1	7	6		3	3	96	237
Foreign Language	8	1	3	17	16	13	4	1	1	10			11	85	121
ESL	2	1		3	9				1	18			1	35	42
Math	18	5	4	19	15	9	2	3	17	11		5	12	120	164
Driver Education											4		2	6	6
Music	25	3	6	19	7	7		10	6	9		3	16	111	156
Physical Education	12		66	8		18		19	20	21		7	32	203	233
Art Education	10	2	5	16	16	8		6	5	20		3	8	99	125
Science	19	2	10	26	31	12	3	3	16	23		2	18	165	223
Social Studies	23	17	24	17	27	21	17	10	23	23		8	17	227	355
Library Media	11		7	8	28	5						2	8	69	74
Health Education			7					2	2				5	16	17
Total Secondary/Specialized	163	39	151	173	183	137	30	74	123	176	156	39	176	1620	2253
Cog/Lrng/Emot. Dis/Cross Cat.	95		11	33	33	82		3		44	22	8	58	389	517
Deaf/Hard of Hearing					5									5	5
Early Childhood Special Education	12				18	14				5	3		7	59	66
Speech/Language Pathology	13			28	11				4	20			7	83	95
Visual Disability															2
Total Special Education	120	0	11	61	67	96	0	3	4	69	25	8	72	536	685
School Social Worker				26	23									49	49
School Psychologist	8		10	2	10				15		8	3	12	68	69
School Counselor				2	35	24		32	29		31	4	20	177	198
Total Pupil Services	8	0	10	30	68	24	0	32	44	0	39	7	32	294	316
Superintendent				3	4							2		9	19
School Business Manager													10	10	12
Principal				27	56			13	4			19		119	464
Director of Instruction				8	1							2		11	41
Director of Special Ed				4	13							5		22	40
Total Administrative	0	0	0	42	74	0	0	13	4	0	0	28	10	171	576
Grand Totals	388	97	285	394	552	352	52	208	292	376	320	124	419	3859	5607

Source: UW System reports to DPI

Table 2
Private College Program Completers, Total

Assignment	Alverno College	Beloit College	Cardinal Stritch	Carroll College	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence	Maranatha College	Marion College	Marquette University	Mount Mary College	Mount Senario College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo	Wisconsin Lutheran	Totals Private	
Elementary Pk-8	55	6	81	0	30	47	51	48	0	18	40	55	15	10	8	6	35	20	0	14	539	
Agriculture																						0
Family & Consumer Ed													1									1
Technology Education																						0
Business Education					13			3			2		1									19
Marketing Education																						0
English/Spch/Thea/Jour	8	1	4		6	22	7	2	3	6	1	12	4			3		12		1		92
Reading	9		67		3	5						1	3		4		3		46			141
Foreign Language					5	8	3	1	2		8	3			2		4					36
ESL		3	3						1													7
Math	5		1		5	9	3	1	1	5	1						2	11				44
Driver Education																						0
Music	2		3		2			3	2	15	2	2			3		2	6		3		45
Physical Education					6	12					5					7						30
Art Education	4		1			1	3		3		3		2	3			5				1	26
Science	1	3			6	16	7	1	6	2		4	3				4	4		1		58
Social Studies	11	1	5		9	29	9	9	3	9	1	12	1		4	7	5	10		3		128
Library Media			5																			5
Health Education	1																					1
Total Secondary/Specialized	41	8	89	0	55	102	32	20	21	37	23	34	15	3	13	17	25	43	46	9	633	
Cog/Lrng/Emot. Dis/Cross Cat.			67		15		31										15					128
Deaf/Hard of Hearing																						0
Early Childhood Special Education			5														2					7
Speech/Language Pathology												12										12
Visual Disability																	2					2
Total Special Education	0	0	72	0	15	0	31	0	0	0	0	12	0	0	0	0	19	0	0	0	149	
School Social Worker												1										0
School Psychologist																						1
School Counselor						12		7				2										21
Total Pupil Services	0	0	0	0	0	12	0	7	0	0	0	3	0	0	0	0	0	0	0	0	22	
Superintendent			3				1					6										10
School Business Manager							1				1											2
Principal	16		120			20	17				154	15					3					345
Director of Instruction	6						4				16	3					1					30
Director of Special Ed											16						2					18
Total Administrative	22	0	123	0	0	20	23	0	0	0	187	24	0	0	0	0	6	0	0	0	405	
Grand Totals	118	14	365	*	120	178	120	75	21	55	250	128	30	13	21	23	85	63	46	23	1748	

* Did not submit data

Source: Private college reports to DPI

Table 3
 University of Wisconsin System Program Completers Without Previous Certification

Assignment	UW-EauClaire	UW-Green Bay	UW-LaCrosse	UW-Madison	UW-Milwaukee	UW-Oshkosh	UW-Parkside	UW-Platteville	UW-River Falls	UW-Stevens Point	UW-Stout	UW-Superior	UW-Whitewater	Totals UW	Grand Total
Elementary	97	58	112	88	156	93	21	85	117	129	99	42	129	1226	1728
Agriculture	0	0	0	0	0	0	0	8	16	0	0	0	0	24	24
Family & Consumer Ed	0	0	0	3	0	0	0	0	0	15	17	0	0	35	36
Technology Education	0	0	0	0	0	0	0	6	0	0	103	0	0	109	109
Business Education	0	0	0	0	0	0	0	0	0	0	3	0	27	30	48
Marketing Education	0	0	0	0	0	0	0	0	0	0	28	0	0	28	28
English/Spch/Thea/Jour	21	8	13	22	22	15	3	3	9	20	0	6	16	158	246
Reading	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Foreign Language	8	1	3	17	14	12	4	1	1	10	0	0	11	82	117
ESL	0	1	0	0	4	0	0	0	1	1	0	0	1	8	10
Math	18	5	4	19	14	9	2	3	17	10	0	5	12	118	159
Driver Education	0	0	0	0	0	0	0	0	0	0	3	0	2	5	5
Music	25	3	6	19	6	7	0	9	6	9	0	3	16	109	151
Physical Education	12	0	66	8	0	18	0	19	20	21	0	7	32	203	233
Art Education	10	2	5	16	16	8	0	6	5	20	0	3	8	99	124
Science	19	2	10	26	27	12	3	2	16	23	0	2	18	160	216
Social Studies	23	17	24	17	25	21	17	10	23	20	0	8	17	222	348
Library Media	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Health Education	0	0	7	0	0	0	0	0	2	0	0	0	5	14	15
Total Secondary/Specialized	136	39	137	147	124	100	28	66	116	147	153	34	166	1393	1821
Cog/Lrng/Emot. Dis/Cross Cat.	69	0	0	33	27	70	0	0	0	27	17	3	58	304	349
Deaf/Hard of Hearing	0	0	0	3	0	0	0	0	0	0	0	0	0	3	3
Early Childhood Special Education	9	0	0	0	11	14	0	0	0	2	1	0	7	44	46
Speech/Language Pathology	13	0	0	28	11	0	0	0	4	20	0	0	7	83	95
Visual Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Total Special Education	91	0	0	61	52	84	0	0	4	49	18	3	72	434	495
School Social Worker	0	0	0	26	23	0	0	0	0	0	0	0	0	49	49
School Psychologist	7	0	10	1	9	0	0	0	7	0	8	0	12	54	55
School Counselor	0	0	0	1	29	18	0	26	25	0	12	4	20	135	148
Total Pupil Services	7	0	10	28	61	18	0	26	32	0	20	4	32	238	252
Superintendent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School Business Manager	0	0	0	0	0	0	0	0	0	0	0	0	10	10	10
Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Director of Instruction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Director of Special Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Administrative	0	0	0	42	74	0	0	13	4	0	0	28	10	171	576
Grand Totals	274	97	235	296	316	242	48	161	250	278	262	70	399	2928	3669

Source: UW System reports to DPI

Table 4
Private College Program Completers Without Previous Certification

Assignment	Alverno College	Beloit College	Cardinal Stritch	Carroll College	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence	Maranatha College	Marion College	Marquette University	Mount Mary College	Mount Senario College	Northland	Ripon College	Silver Lake College	St Norbert	Viterbo	Wisconsin Lutheran	Totals Private	
Elementary Education	45	6	71	0	30	47	44	48	0	18	37	55	14	10	8	5	30	20	0	14	502	
Agriculture	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Family & Consumer Ed	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Technology Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Business Education	0	0	0	0	13	0	0	3	0	0	2	0	0	0	0	0	0	0	0	0	0	18
Marketing Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
English/Spch/Thea/Jour	6	1	4	0	6	21	6	2	3	6	1	12	4	0	0	3	0	12	0	1	88	
Reading	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Foreign Language	0	0	0	0	5	7	3	1	2	0	8	3	0	0	2	0	4	0	0	0	35	
ESL	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	
Math	5	0	1	0	5	8	2	1	1	5	1	0	0	0	0	0	1	11	0	0	41	
Driver Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Music	2	0	3	0	2	0	-2	3	2	15	2	2	0	0	3	0	1	6	0	3	42	
Physical Education	0	0	0	0	6	12	0	0	0	0	5	0	0	0	0	7	0	0	0	0	30	
Art Education	4	0	1	0	0	1	3	0	3	0	3	0	1	3	0	0	5	0	0	1	25	
Science	1	3	0	0	6	16	6	1	6	2	0	4	3	0	0	0	3	4	0	1	56	
Social Studies	10	1	5	0	9	29	9	9	3	9	1	12	1	0	4	7	4	10	0	3	126	
Library Media	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Health Education	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
Total Sec/Specialized	29	6	14	0	52	94	27	20	21	37	23	33	10	3	9	17	18	43	0	9	465	
Cog/Lrng/Emot. Dis/Cross Cat	0	0	2	0	13	0	21	0	0	0	0	0	0	0	0	0	9	0	0	0	45	
Deaf/Hard of Hearing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Early Childhood Special Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	
Speech Lang. Pathology	0	0	0	0	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0	0	12	
Visual Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	
Total Special Education	0	0	2	0	13	0	21	0	0	0	0	12	0	0	0	0	13	0	0	0	61	
School Social Worker	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School Psychologist	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	
School Counselor	0	0	0	0	0	4	0	7	0	0	0	2	0	0	0	0	0	0	0	0	13	
Total Pupil Services	0	0	0	0	0	4	0	7	0	0	0	3	0	0	0	0	0	0	0	0	14	
Superintendent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School Business Mgr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Principal	0	0	0	0	20	-3	-17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Director of Instruction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Director of Special Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Administrative	0	0	0	0	20	-3	-17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Totals	74	12	87	*	115	142	75	75	21	55	60	103	25	12	17	22	61	63	0	23	1042	

* Did not submit data

Source: Private college reports to DPI

Table 5

University of Wisconsin System Program Completers With Previous Certification

Assignment	UW-EauClaire	UW-Green Bay	UW-LaCrosse	UW-Madison	UW-Milwaukee	UW-Oshkosh	Uw-Parkside	UW-Platteville	UW-River Falls	UW-Stevens Point	UW-Stout	UW-Superior	UW-Whitewater	Totals UW	Grand Total
Elementary Education			1		4	2	1	1		2	1			12	49
Agriculture														0	0
Family & Consumer Ed											1			1	1
Technology Education								1						1	1
Business Education														0	1
Marketing Education														0	0
English/Spch/Thea/Jour							1	1						2	6
Reading	14		6	15	12	29		1	7	6		3	3	96	237
Foreign Language					2	1								3	4
ESL	2			3	5					17				27	32
Math					1					1				2	5
Driver Education											1			1	1
Music					1			1						2	5
Physical Education														0	0
Art Education														0	1
Science					4			1						5	7
Social Studies					2					3				5	7
Library Media	11		7	8	28	5						2	7	68	73
Health Education								2						2	2
Total Secondary/Specialize	27	0	13	26	55	35	1	7	7	27	2	5	10	215	383
Cog/Lrng/Emot. Dis/Cross Cat	26		11		6	12		3		17	5	5		85	168
Hearing					2									2	2
Early Childhood Special Ed.	3				7					3	2			15	20
Speech Lang. Pathology														0	0
Visual															
Total Special Education	29	0	11	0	15	12	0	3	0	20	7	5	0	102	190
School Social Worker														0	0
School Psychologist	1			1	1				8			3		14	14
School Counselor				1	6	6		6	4		19			42	50
Total Pupil Services	1	0	0	2	7	6	0	6	12	0	19	3	0	56	64
Superintendent				3	4							2		9	19
School Business Mgr.														0	2
Principal				27	56			13	4			19		119	464
Director of Instruction				8	1							2		11	41
Director of Special Ed.				4	13							5		22	40
Total Administration	0	0	0	42	74	0	0	13	4	0	0	28	0	161	566
Totals	57	0	25	70	155	55	2	30	23	49	29	41	10	546	1252

Source: UW System reports to DPI

Table 6
Private College Program Completers With Previous Certification

Assignment	Alverno College	Beloit College	Cardinal Stritch	Carroll College	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence	Maranatha College	Marion College	Marquette University	Mount Mary College	Mount Senario College	Northland	Ripon College	Silver Lake College	St Norbert	Viterbo	Wisconsin Lutheran	Totals Private	
Elementary Education	10		10				7				3		1			1	5				37	
Agriculture																						0
Family & Consumer Ed																						0
Technology Education																						0
Business Education													1									1
Marketing Education																						0
English/Spch/Thea/Jour	2					1	1															4
Reading	9		67		3	5						1	3		4		3		46			141
Foreign Language						1																1
ESL		2	3																			5
Math						1	1										1					3
Driver Education																						0
Music							2										1					3
Physical Education																						0
Art Education													1									1
Science							1										1					2
Social Studies	1																1					2
Library Media			5																			5
Health Education																						0
Total Sec/Specialized	12	2	75	0	3	8	5	0	0	0	0	1	5	0	4	0	7	0	46	0	168	
Cog/Lrng/Emot. Dis/Cross Cat			65		2	10											6					83
Deaf/Hard of Hearing																						0
Early Childhood Special Ed.			5																			5
Speech Lang. Pathology																						0
Visual Disability																						0
Total Special Education	0	0	70	0	2	0	10	0	0	0	0	0	0	0	0	0	6	0	0	0	88	
School Social Worker																						0
School Psychologist																						0
School Counselor						8																8
Total Pupil Services	0	0	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	
Superintendent			3				1					6										10
School Business Mgr.							1				1											2
Principal	16		120			20	17				154	15					3					345
Director of Instruction	6						4				16	3					1					30
Director of Special Ed.											16						2					18
Total Administrative	22	0	123	0	0	20	23	0	0	0	187	24	0	0	0	0	6	0	0	0	405	
Totals	44	2	278	*	5	36	45	0	0	0	190	25	6	0	4	0	24	0	46	0	706	

* Did not submit data

Source: Private college reports to DPI

Comparison of 2001-2002 and 2002-2003 data submitted by teacher training institutions indicated an overall 15% increase in the number of program completers from 4,882 to 5,607, respectively. These data indicate the number of program completers without a previous degree declined 3.6%, from 3,807 to 3,669, whereas, the number of completers with previous certification increased by 80%, from 1,075 to 1,938. In contrast, slight decreases in the total number of program completers occurred both of the previous years. Licensure areas that showed significant increases in the number of program completers with previous certification included reading, special education, and administration. Worth noting is that following several years of increases, the number of emergency licenses issued in 2003-2004 declined.

Further analyses of program completer data indicated several interesting changes from previous years. Program completers in Elementary Education increased by 8.6% from 2001-2002 to 2002-2003 (1,636 to 1,777). In contrast, the number of program completers in Elementary Education decreased from 1999-2000 to 2001-2002 (1,911 to 1,636). The recent increase may contraindicate a self-correction in the number of prospective teachers in a licensure area that has traditionally been considered an area of oversupply compared to other areas. Other licensure areas of relative oversupply that showed sizable increases in the number of program completers included the following: Principal, a 31.4% increase from 353 to 464, English/Speech/Journalism/Theater, a 27.3% increase from 22 to 28, and school counselor, a 14.5% increase from 173 to 198. Licensure areas considered in relative oversupply that showed significant decreases included Superintendent, decreasing 20.8% from 24 to 19, and Art, decreasing 12.0% from 142 to 125.

Comparison of the total number of program completers in Special Education from 2001-2002 and 2002-2003 was encouraging. The total number of program completers in Special Education, a licensure area with severe and chronic teacher shortages, increased by 22.5%, from 559 to 685. This year's total represents the greatest number of Special Education completers since 1998-1999. The number of individual completing Special Education licensing programs had steadily decreased from 1997-1998 to 2001-2002. Ultimately, the number of program completers in Special Education decreased from 863 to 559, respectively. The largest increases were in Cross Categorical, a 35.8% increase from 411 to 527 and Early Childhood Special Education, a 34.7% increase from 49 to 66. In addition, UW-Milwaukee reported 5 program completers in Deaf Education from its program.

Several other areas considered in relative undersupply demonstrated desirable increases in the total numbers of program completers from the previous year. First, ESL totals increased 31.3%, from 32 to 42. Second, Science totals increased 31.2%, from 170 to 223. Third, Technology Education totals increased 27%, from 85 to 109. Fourth, Director of Special Education totals increased 25%, from 30 to 40. Fifth, a 21.0% increase occurred in Foreign Language totals, from 100 to 121. Sixth, Reading totals increased 11.3%, from 213 to 237. Driver Education that had a relative undersupply of licensed personnel in 2001-2002 had a 216% decrease in the number of program completer in 2002-2003 from 19 to 6, respectively.

Analyses of the number of program completers reported by UW System institutions and private colleges from 2001-2002 to 2002-2003 indicated an increase of 14.3% (3,377 to 3,859) for UW System universities and an increase of 16.1% (1,505 to 1,748) at private colleges. UW-Milwaukee (1.3%) and UW-Parkside (1.9%) were the only UW System institutions reporting a decrease in total number of program completers. Increases at the remaining UW System institutions were as follows: UW-Superior, 51.2%; UW-Green Bay, 40.1%, UW Platteville, 36.8%; UW Whitewater, 32.6%; UW-Eau Claire, 28.5%; UW-River Falls, 18.7%; UW Stevens Point, 15.7%; UW La Crosse, 9.2%, UW-Stout, 7.7%; UW Oshkosh, 5.4%; and UW-Madison, 3.4%. Overall, the number of program completers had decreased by 15% the previous three years. Lawrence, Northland, St. Norbert, and Viterbo were the only private colleges that reported decreases in the number of program completers from the previous year. Private colleges with increases of more than 40% were Maranatha College, Silver Lake College, Carthage College, and Alverno College.

The following limitations exist in the use of program completers as a single measure of teacher supply:

- An individual who completes a program may or may not apply for a teaching license. Some may continue their education. Some may take time off before applying for a license. Some may pursue other careers. Because of these exceptions, program completer totals can be expected to overestimate the supply of new teachers.
- These data do not include individuals who complete programs at out-of-state institutions, nor those who completed programs in previous years and did not enter the teaching field. Complete data are not available on the difference between the number of teachers who enter Wisconsin from out-of-state and those who complete programs in the state and leave for another state. Based on the number of Wisconsin teacher training institutions compared with those in surrounding states, Wisconsin may be a net exporter of teachers. Several Wisconsin teacher training programs are near the Minnesota, Iowa or Illinois borders.
- An individual may complete one or more programs and be eligible for a license in each area. In these cases, teacher training institutions report the individual as one program completer even though the individual is eligible for and may obtain two or more licenses. This is done to minimize double-counting individuals. Institutions normally report these individuals in the category in which they are most likely to find employment; therefore, there is a degree of judgment in how program completer totals are reported. For example, a student may complete a dual program in elementary and special education and would therefore be eligible to apply for a license in two areas, but would only be listed as a special education or elementary education program completer.

While use of program completer data has limitations, it can be useful in identifying general trends. Moreover, the use of data from multiple sources such as those included in this report may offer a more complete picture of supply and demand of educational personnel.

Program completers by major categories from 1980-1981 to 2002-2003 are shown in Table 7 and Figure 1.

Table 7

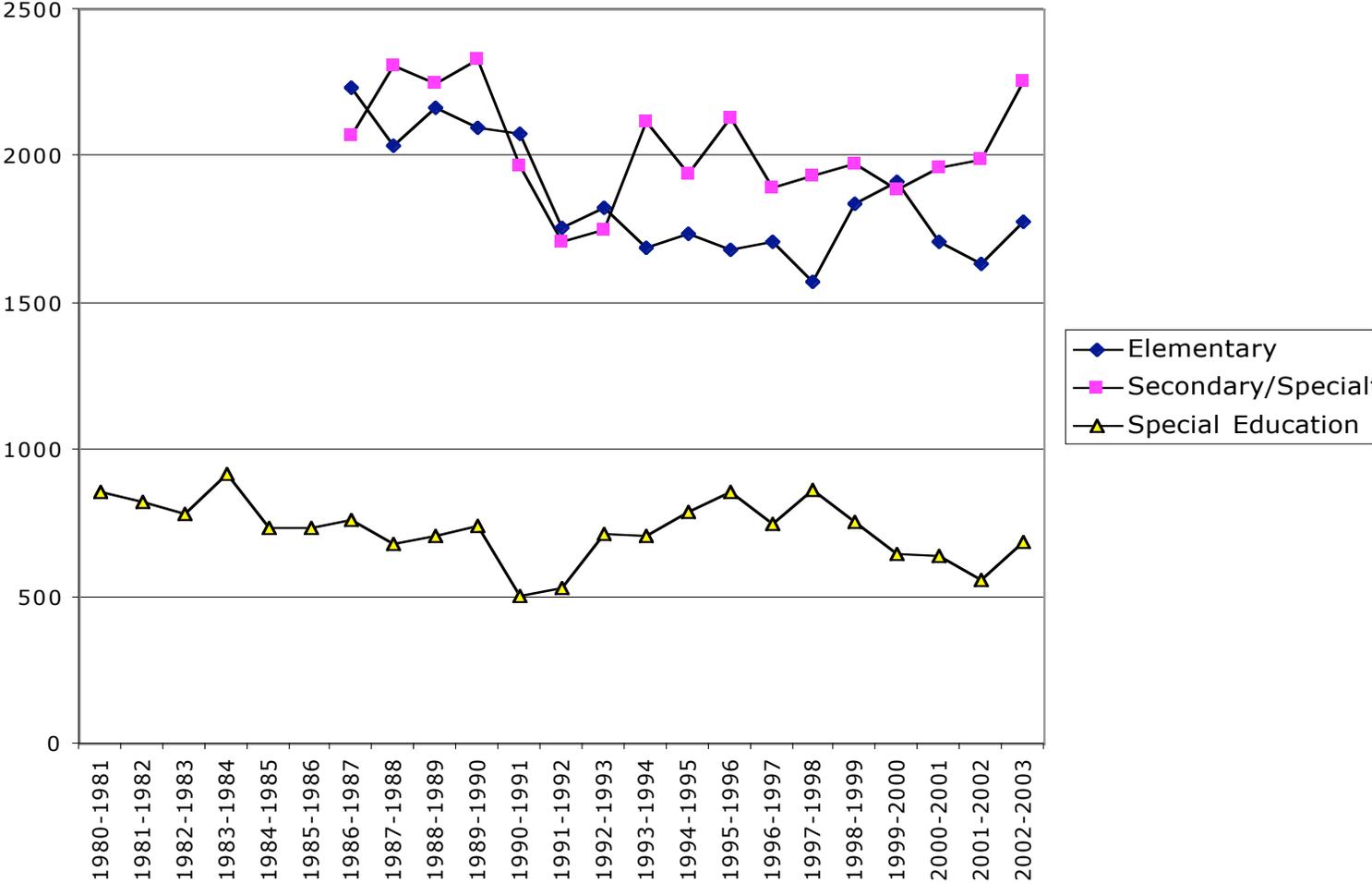
Program Completers by Major Categories from 1980-81 to 2002-2003

Year	Elementary	Secondary/ Specialty	Special Education
1980-1981			861
1981-1982			826
1982-1983			780
1983-1984			919
1984-1985			738
1985-1986			733
1986-1987	2234	2070	765
1987-1988	2034	2308	678
1988-1989	2166	2250	707
1989-1990	2101	2333	742
1990-1991	2076	1966	505
1991-1992	1760	1709	530
1992-1993	1829	1754	718
1993-1994	1688	2121	709
1994-1995	1738	1939	793
1995-1996	1680	2134	857
1996-1997	1709	1891	752
1997-1998	1575	1938	863
1998-1999	1841	1974	754
1999-2000	1911	1886	648
2000-2001	1710	1962	641
2001-2002	1636	1987	559
2002-2003	1777	2253	685

Source: UW System and private college reports to DPI

Figure 1

Total Program Completers by Major Certification Categories



Attrition

Program completer data can be used as an indicator of the number of persons entering the teacher field, while attrition data can be used as an indicator of those leaving the field or changing teaching categories. Attrition figures are based on database information school districts annually provide to DPI. Field attrition data include transfers from one teaching field to another and exits from teaching. Attrition rates are shown in Tables 8, 9, and 10 and Figure 2.

Field attrition rates showed a slight increase from the previous year in both general and special education. Attrition rates in both general and special education were about 10%, an increase over last year's figures of about 8% but still lower than the 2000-2001 figure of 14% for general education and 12% for special education. While the special education attrition rate was higher than general education from 1989-1990 to 1998-1999, attrition rates have been similar for both fields starting in 1999-2000.

Table 8

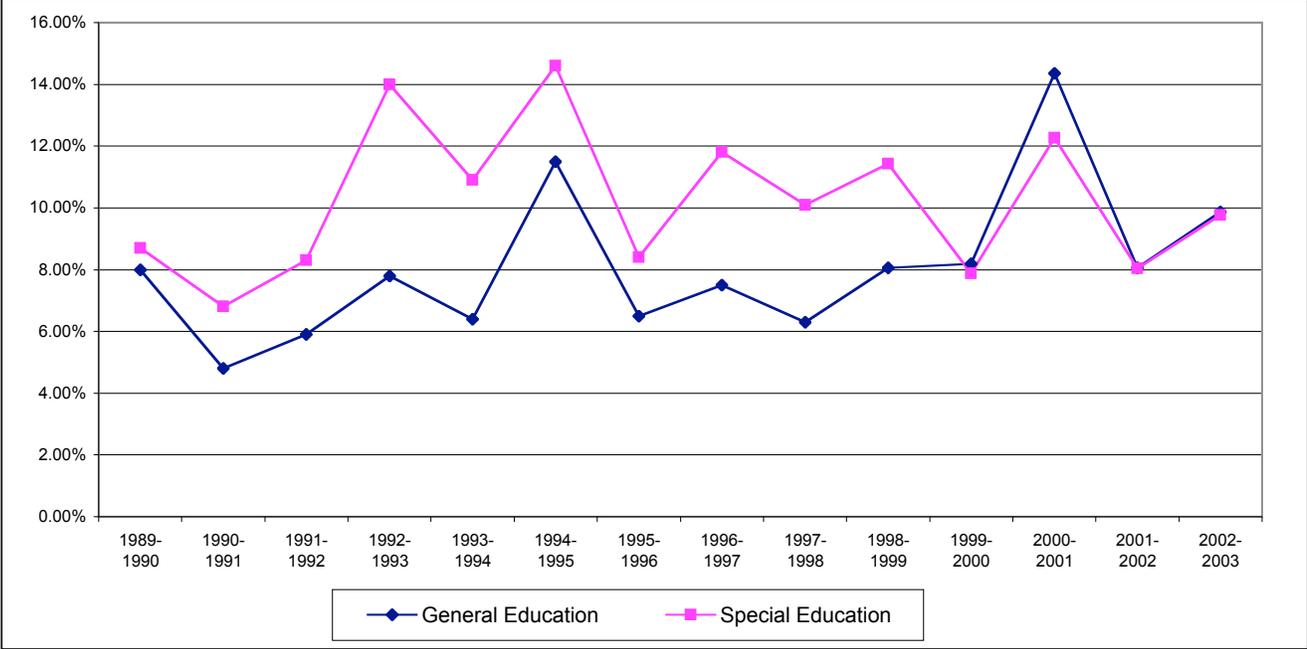
Field Attrition Rates 1989-2003

SchoolYear	General Education	Special Education
1989-1990	8.00%	8.70%
1990-1991	4.80%	6.80%
1991-1992	5.90%	8.30%
1992-1993	7.80%	14.00%
1993-1994	6.40%	10.90%
1994-1995	11.50%	14.60%
1995-1996	6.50%	8.40%
1996-1997	7.50%	11.80%
1997-1998	6.30%	10.10%
1998-1999	8.05%	11.43%
1999-2000	8.19%	7.87%
2000-2001	14.36%	12.27%
2001-2002	8.05%	8.04%
2002-2003	9.87%	9.76%

Source: Figures school officials reported to DPI.

Figure 2

Chart of Field Attrition Rates , 1989-2003



Source: Figures school officials reported to DPI.

Transfers from one teaching area to another are shown in Tables 9 and 10. There were more transfers from special to general education (394) than from general to special education (156), indicating there was a net loss of 238 teachers from the special education pool. That figure was a slight increase over the previous year, when there was a net loss of 232 special education teachers.

Table 9

General Education Attrition for 2002-2003

Field	State Exit Attrition	Transfers To Spec. Ed.	Transfers Within Gen. Ed.
Elementary	8.41%	115	609
Secondary	10.56%	41	565
Total General	9.55%	156	1174

Source: Figures school officials reported to DPI.

Table 10

Special Education Attrition for 2002-2003

Field	State Exit Attrition	Transfers To Gen. Ed.	Transfers Within Spec. Ed.
Early Childhood Special Education	9.43%	63	18
CD,LD,ED	9.88%	326	30
Total Special Education	9.49%	394	48

Source: Figures school officials reported to DPI.

Table 11

Trends in New Hires by Licensure Area

Area	94-95	95-96	Change	96-97	Change	97-98	Change	98-99	Change	99-00	Change	00-01	Change	01-02	Change	02-03	Change
Elementary	961	589	-372	503	-86	597	94	745	148	859	114	984	125	806	-178	297	-295
Agriculture	20	23	3	16	-7	13	-3	16	3	16	0	18	2	11	-7	5	-3
Family/Cons. Ed.	50	23	-27	37	14	27	-10	40	13	26	-14	40	14	40	0	16	-14
Technology Ed.	70	44	-26	50	6	55	5	47	-8	73	26	60	-13	50	-10	17	-15
Business Ed.	54	35	-19	39	4	49	10	56	7	45	-11	50	5	40	-10	5	-3
English	217	140	-77	129	-11	164	35	156	-8	167	11	186	19	195	9	66	-64
Reading	95	75	-20	51	-24	51	0	55	4	45	-10	47	2	40	-7	24	-22
Foreign Language	150	64	-86	87	23	88	1	80	-8	82	2	90	8	78	-12	46	-44
English 2nd Language	40	22	-18	20	-2	23	3	31	8	25	-6	44	19	40	-4	13	-11
Math	228	115	-113	124	9	162	38	173	11	158	-15	153	-5	160	7	41	-39
Music	174	93	-81	99	6	112	13	134	22	116	-18	109	-7	135	26	44	-42
Physical Ed.	134	82	-52	85	3	105	20	114	9	101	-13	85	-16	85	0	23	-21
Art	86	51	-35	53	2	62	9	63	1	59	-4	57	-2	57	0	25	-23
Science	227	139	-88	138	-1	144	6	155	11	166	11	148	-18	126	-22	52	-50
Social Studies	158	89	-69	85	-4	126	41	139	13	119	-20	150	31	129	-21	41	-39
Total Secondary/Middle	1703	995	-708	1013	18	1181	168	1259	78	1198	-61	1235	37	1182	-53	445	-443
CD/LD/ED	508	465	-43	305	-160	355	50	355	0	400	45	454	54	399	-55	219	-217
Hearing Impaired	13	14	1	11	-3	16	5	13	-3	5	-8	12	7	8	-4	3	-1
Early Childhood Special Ed.	66	38	-28	29	-9	36	7	26	-10	34	8	28	-6	40	12	8	-6
Other Special Ed.	7	7	0	5	-2	4	-1	3	-1	5	2	25	20	19	-6	12	-10
Total Special Education	594	524	-70	350	-174	411	61	397	-14	444	47	519	75	470	-49	244	-242
School Psychologist	54	28	-26	29	1	45	16	40	-5	37	-3	41	4	45	4	13	-11
Physical Therapist	10	7	-3	6	-1	7	1	6	-1	6	0	31	25	33	2	15	-13
Occupational Therapist	13	12	-1	11	-1	13	2	15	2	14	-1	46	32	37	-9	15	-13
Sp./Lang. Pathologist	101	43	-58	68	25	55	-13	68	13	73	5	62	-11	0	-62	0	2
Total Related Services	178	90	-88	114	24	120	6	129	9	130	1	357	227	302	-55	43	-41
Grand Total	3436	2198	-1238	1980	-218	2309	329	2530	221	2631	101	3095	464	2760	-335	1029	-1027

Source: Figures school officials reported to DPI.

Trends in new hires by licensure area, shown in Table 11, indicated a strong decrease in overall new hires from 2,760 in 2001-2002 to 1,029 in 2002-2003. There were decreases of 509 in elementary education, 737 in secondary/middle school, and 226 in special education.

School District Survey

Annual surveys seeking information related to teacher supply and demand were mailed to administrators of all Wisconsin public school districts and Cooperative Educational Service Agencies (CESAs) in winter 2004. Survey materials included these items: (a) cover letter, (b) instructions, and (c) survey form. The survey requested the following information:

- In part one, “Educator Supply and Demand Rating Scale for School District Analysis,” respondents reported the number of vacancies across licensure/subject areas and levels, the number of applicants, and rated the supply of applicants on a five-point scale. See Appendix A for the survey form.

- In part two, respondents reported information on emergency licenses, critical shortage areas, state budget effects on hiring, and state budget effects on attrition. Those areas are discussed later in this report. Survey data were submitted by mail, fax, or electronically through a website. See Appendices B and C for a list of survey respondents and non-respondents.

The total number of surveys sent in the first mailing was 443. A second mailing and phone contacts followed to districts that did not respond. Responses were received from 362 of the 443 school districts or CESAs, an 81.7% return rate.

Ratio of Applicants to Vacancies

Another measure of teacher supply and demand is applicants per vacancy. Licensure/subject areas with higher numbers of applicants per vacancy are more likely to be in oversupply, whereas areas with fewer applicants per vacancy are more likely to be in undersupply. School districts listed the number of vacancies and applicants in 48 licensure/subject areas for the 2003-2004 school year. The ratio was calculated by dividing the number of applicants by the number of vacancies. Data are shown in Table 12.

Table 12

Ratio of Applicants to Vacancies for 2003-2004

Licensure/Subject Areas	Total Vacancies	Total Applicants	Ratio of Applicants to Vacancies
Deaf/Hear Impair.	11	20	1.82
Visually Imp.	5	11	2.20
Drivers Ed	8	19	2.38
ESL/Bilingual	77	208	2.70
Library/Media	21	77	3.67
Cross Categorical	125	545	4.36
PT/OT	18	81	4.50
Speech/Lang. Path	74	370	5.00
Physics	10	55	5.50
Fam/Consum Ed.	38	211	5.55
Early Child/Kindergarten	25	157	6.28
Cognitive Disabil.	55	365	6.64
Reading Specialist	55	383	6.96
Sch. Nurse	17	123	7.24
Emotional Beh. Dis.	69	510	7.39
Foreign Language	113	867	7.67
Agriculture	12	94	7.83
Technology Education	60	505	8.42
Sch. Social Work.	17	171	10.06
Chemistry	26	262	10.08
Sch. Psychologist.	33	336	10.18
Learning Disability	73	764	10.47
Dir. of Spec. Ed.	9	96	10.67
Business Ed	37	436	11.78
Music	94	1160	12.34
Mathematics	105	1510	14.38
Art	59	1000	16.95
General Science	73	1244	17.04
Biology	27	461	17.07
Superintendent	23	411	17.87
Earth Science	13	243	18.69
Sch. Counselor	64	1253	19.58
Curriculum Dir.	13	262	20.15
Eng/Spch/Thea/Jour	121	2909	24.04
Health Ed.	21	517	24.62
Early Child Spec. Ed.	118	3019	25.58
Principal	51	1606	31.49
Phys. Ed.	74	2406	32.51
Elementary	429	15391	35.88
Social Studies	96	3804	39.63

Source: Written survey of public school district officials

As in previous years, there was a significant correlation between applicants to vacancies ratio data and supply rating rankings. Analysis revealed a correlation of 0.91 between the two data sets. Further analyses included a comparison between 2002-2003 and 2003-2004 applicant to vacancy ratios. The range of applicant to vacancy ratios was greater across licensure/subject areas for 2003-2004 compared to 2002-2003. Last year's ratios ranged from 1.00 to 34.09, while the range was 1.882 to 39.63 for 2003-2004. In comparison, the lowest ratio in 2001-2002 was 1.5 and the highest was 19.82. When licensure/subject areas were ranked based on applicant to vacancy ratios (highest to lowest), results were similar from 2001-2002 to 2002-2003.

Applicant to vacancy ratio as a measure of supply and demand has several limitations. First, aggregate data reflect the overall number of applicants and vacancies in the state but may not reflect variable conditions in individual school districts. Second, accurate data for the number of applicants are becoming increasingly difficult to determine because some districts have begun to use a private, electronic database of centralized job applications for the state. Third, vacancy data include both part-time and full-time positions, and therefore overstate the number of vacancies. Fourth, most qualified individuals apply for more than one position, thus the applicants data significantly overestimate the true number of job seekers.

Supply Rating

To assess school district administrators' perceptions of teacher supply in various certification areas, respondents rated teacher supply for licensure/subject areas in which the district had at least one vacancy for 2003-2004. Ratings were based on the 5-point Likert scale below:

Extreme
Shortage
1

Slight
Shortage
2

Supply Normal
to Demand
3

Slight
Oversupply
4

Extreme
Oversupply
5

Average ratings were calculated for each area. Averages were calculated by dividing the sum of ratings for each area by the number of districts that submitted a rating. Table 13 includes a complete listing of average ratings across licensure/subject areas.

Table 13

Average Supply Rating Across Licensure/Subject Areas

Licensure/Subject Areas	Average Rating of Supply
Deaf/Hear Impair.	1.09
ESL/Bilingual	1.27
Drivers Ed	1.39
Emotional Beh. Dis.	1.43
PT/OT	1.50
Visually Imp.	1.50
Early Child/Kindergarten	1.53
Early Child Spec. Ed.	1.50
Library/Media	1.53
Cognitive Disabil.	1.54
Physics	1.60
Cross Categorical	1.62
Sch. Nurse	1.65
Speech/Lang. Path	1.67
Fam/Consum Ed.	1.69
Foreign Language	1.75
Technology Education	1.77
Chemistry	1.80
Sch. Psychologist.	1.83
Sch. Social Work.	1.89
Learning Disability	1.94
Reading Specialist	1.97
Agriculture	2.07
Business Ed	2.09
Dir. of Spec. Ed.	2.09
Superintendent	2.14
Earth Science	2.14
Music	2.23
Mathematics	2.31
Biology	2.48
General Science	2.52
Curriculum Dir.	2.58
Art	2.72
Sch. Counselor	2.86
Principal	2.98
Health Ed.	3.00
Eng/Spch/Thea/Jour	3.11
Phys. Ed.	3.60
Social Studies	3.97
Elementary	4.03

Source: Written survey of public school district officials

Supply ratings ranged from 1.09 to 4.03 on the 5-point scale. The overall mean supply rating was 2.15, compared to the previous year's figure of 2.0. The comparison suggests that district officials may perceive a slight increase in teacher supply. However, ratings indicate respondents believe there is generally a slight shortage in teacher supply relative to demand.

Mean supply ratings of individual certification areas were compared to the overall mean of 2.15 and then categorized. Certification area means within 0.5 standard deviations of the overall mean were categorized as average. Supply ratings of 0.5 to 1 standard deviation below the overall mean were categorized as areas of slight shortage. Supply ratings of more than 1 standard deviation below the mean were categorized as areas of extreme shortage. Conversely, supply ratings of 0.5 to 1 standard deviations above the mean were categorized as areas of slight oversupply, and those more than 1 standard deviation above the mean were categorized as areas of extreme oversupply.

Numerous certification areas were categorized as undersupply. Areas with extreme undersupply had mean ratings below 1.425. Extreme undersupply areas included: Deaf/Hearing Impaired, ESL/ Bilingual, and Drivers Education. Slight undersupply certification areas had mean ratings from 1.425 to 1.787. These areas were Emotional Behavioral Disability, PT/OT, Visually Impaired, Early Childhood/Kindergarten, Early Childhood Special Education, Library/Media, Cognitive Disabilities, Physics, Cross Categorical Special Education, School Nurse, Speech/Language Pathologist, Family/Consumer Education, and Foreign Language.

Certification areas categorized as average supply had mean ratings of 1.787 to 2.514. These areas included: Technology Education, Chemistry, School Psychologist, School Social Worker, Learning Disabilities, Reading Specialist, Agriculture, Business Ed., Director of Special Education, Superintendent, Earth Science, Music, Math, and Biology.

Numerous certification areas were categorized as oversupply. Areas of slight oversupply had mean ratings of 2.514 to 2.877. These areas included General Science, Curriculum Director, Art, and School Counselor. Several certification areas were categorized as extreme oversupply. The mean supply ratings for these areas were 2.877 and above. These certification areas included: Principal, Health Education, English/Language Arts, Physical Education, Social Studies, and Elementary.

Teacher supply ratings across certification areas have shown consistency in recent years. Elementary Education, Physical Education, and Social Studies continue to have the highest mean ratings compared to other oversupply areas. Similarly, most Special Education fields, Bilingual/ESL, and secondary specialties such as Driver's Education, Library/Media, Physics, Family/Consumer Education, Foreign Language, and Technology continue to have the lowest mean ratings compared to other undersupply areas.

Supply ratings and weighted supply ratings (based on school district populations) were compared in the 2001 supply and demand report. Interestingly, unweighted and weighted ratings were found to be almost identical, 1.87 and 1.88 respectively. This may be because both smaller, rural districts and large districts such as Milwaukee have similar difficulties in finding an adequate supply of teachers. Weighted ratings give more impact to Milwaukee, but lessen the impact of smaller districts, thus offsetting the weighting effect on the ratings.

Limitations exist in the use of supply rating data. First, the ratings are subjective and reflect only the opinion of the person completing the survey. Second, respondents' ratings may be reflective of the school district position that they hold. That is, a personnel resource manager may have greater knowledge and a different perspective than an assistant superintendent. Third, data are incomplete, in that, approximately 18% of districts did not respond to the survey. Fourth, as with any aggregated data, statewide ratings will not necessarily reflect conditions in a particular school district. Maps in the employment outlook section are broken down by CESA to give a more regionalized view of supply and demand.

The survey mailed to all school districts included three open-ended questions. The following three questions were:

1. "Given projections of vacancies over the next five years, which subject/licensure areas do you anticipate will be most problematic for your district to hire qualified personnel?"
2. "Have the state budget difficulties affected hiring practices for the upcoming school year?"
3. "Have the state budget difficulties had an effect on staff attrition/retirement in your district?"

Summary and analyses of responses to each question will be included in this section.

Critical Shortage Areas

The first open-ended question, "Given projections of vacancies over the next five years, which subject/licensure areas do you anticipate will be most problematic for your district to hire qualified personnel?" was posed to project critical shortage areas in the future. A total of 187 school districts (51.7%) of the districts that returned surveys responded to the question. Results are shown in Table 14. Results include frequency, the number of respondents that identified each subject/licensure area as most problematic, and percentage of districts including each area. Rankings of subject/licensure areas from most to least frequently cited are similar to those indicated in the supply rating and applicant to vacancy ratio results. Overall, critical shortage areas most frequently cited were Mathematics, Science, Technology Education, Special Education, and Foreign Language.

Table 14
Critical Shortage Areas

Licensure/Subject Areas	Frequency	Percent
Mathematics	81	43.3
General Science	71	38.0
Technology Education	58	31.0
General Spec Ed.	55	29.4
Foreign Language	40	21.4
Cross Categorical	33	17.6
Physics	22	11.8
ESL/Bilingual	19	10.2
Chemistry	18	9.6
Business Ed	14	7.5
Early Child Spec. Ed.	14	7.5
Emotional Beh. Dis.	14	7.5
Agriculture	12	6.4
Fam/Consum Ed.	12	6.4
Library/Media	12	6.4
Music	12	6.4
Speech/Lang. Path	12	6.4
Cognitive Disabil.	11	5.9
General Administration	11	5.9
Learning Disability	8	4.3
Dir. of Spec. Ed.	6	3.2
Reading Specialist	6	3.2
Sch. Psychologist.	5	2.7
Superintendent	5	2.7
Art	4	2.1
PT/OT	4	2.1
Visually Imp.	4	2.1
Deaf/Hear Impair.	3	1.6
Biology	2	1.1
Curriculum Dir.	2	1.1
Early Child/Kindergarten	2	1.1
Eng/Spch/Thea/Jour	2	1.1
Sch. Counselor	2	1.1
Earth Science	1	0.5
Elementary	1	0.5
Phys. Ed.	1	0.5
Principal	1	0.5
Sch. Social Work.	1	0.5
Social Studies	1	0.5
Drivers Ed	0	0.0
Health Ed.	0	0.0
Sch. Nurse	0	0.0

Source: Written survey of public school district officials

State Budget Effects

Hiring

One open-ended survey question examined effects of state budget difficulties on school district hiring practices. A total of 198 districts (54.7%), responded to the question: "Have the state budget difficulties affected hiring practices for the upcoming school year?" Responses were organized into the following six categories, in order of frequency: (a) Layoffs or not hiring, (b) No effect or no more so than in the past, (c) Cuts in budgets or programs, increases in class size, and revenue caps, (d) Hiring inexperienced teachers and/or individuals with multiple licensures, (e) Budgets have had an effect on planning, and (f) Surplus in teachers due to other district layoffs. Brief summations of each category are included below. It should be noted that a district's response may have included comments across multiple categories. For example, a response may include comments that due to state budget difficulties class sizes will increase, several teaching positions will not be filled, and several paraprofessional positions will not be renewed. Consequently, the total number of responses across categories exceeds the number of school districts that responded.

(a) Layoffs or not hiring. A total of 99 respondents reported that state budget difficulties would result in layoffs or no hiring in their districts for the coming year. Please note that this is 50% of the school districts that responded to the survey question. Responses in this category included "attempting to not fill vacancies" and "downsizing."

(b) No effect or no more so than in the past. A total of 37 districts, or 18.7%, included comments that indicated respondents believed state budget difficulties would have minimal if any impact on their districts for the coming year compared to previous years. Comments such as "little turnover therefore no change", "not significantly impacted," "low revenue district so have sufficient revenue increases," and "no better or worse than over the past years" were included in this category.

(c) Cuts in budgets, programs, increase in class size, and revenue caps. A total of 29 districts, or 15.2%, indicated that state budget difficulties would have effects beyond personnel considerations. Examples of effects in this category included "being forced to scale back programs," "Class sizes keep going up," and "no new money."

(d) Hiring inexperienced teachers and/or individuals with multiple licensures. A total of 28 districts, or 13.6%, of respondents were reported that their districts may hire inexperienced teachers and or were seeking individuals with multiple licensures. The two practices may reflect district efforts to cut costs as well as gain flexibility. Comments included "inability to hire experienced staff" and "financial issues are controlling hiring practices."

(e) Budgets have had an effect on planning. A total of 9 school district responses, or 4.6%, reported that state budget difficulties made it difficult to anticipate how many positions could be filled given resources that might be available. Comments included "difficulty in planning due to uncertainty" and "waiting until the last minute to fill vacancies."

(f) Surplus in teachers due to other district layoffs. A total of 6 district responses, or 3.0%, were included in this category. These respondents appeared to cite positive effects of state budget difficulties for school districts. Comments included "better qualified applicants available" and "an oversupply of teachers in the area."

Attrition/Retirement

Another open-ended survey question examined the effects of state budget difficulties on attrition and retirement. A total of 193 school districts (53.3%) responded to the question: "Have the state budget difficulties had an effect on staff attrition/retirement in your district?" Responses were organized into the following six categories, in order of frequency. (a) No or little effect, (b) Position loss through attrition, (c) Delayed retirements, (d) Early retirement or resignation, (e) Some effects, and (f) Difficulty settling contracts. A brief summary of district responses follows.

(a) No or little effect. A total of 85 school districts, or 44.0% of respondents, reported that state budget difficulties have no or minimal effect on staff attrition or retirement. Comments included "no effects yet, but they are anticipated."

(b) Position loss through attrition. A total 36 districts, or 18.7% of respondents, were included in this category. General comments included no replacement of retiring teachers, budget cuts through attrition, and part-time contracts offered, which increases turnover.

(c) Delayed retirements. A total of 27 districts, or 14.0%, were included in this category. Effects included teachers delaying retirements because of uncertainty over benefits and insurance. Comments included "lack of health care has limited retirements at 57 years."

(d) Early retirement or resignation. A total of 17 districts, or 8.9% of the respondents, were included in this category. General comments included teachers leaving the profession due to salary freezes, disgruntlement, and / or frustration.

(e) Some effects. A total of 6 districts, or 3.0% of respondents, were included in this category. Comments included "staff feeling an inability to leave because of limited job market for experienced teachers" and "teachers leaving as soon as an opportunity exists."

(f) Difficulty settling contracts. A total of 2 districts, or 1.0%, of respondents, were included in this category. Comments addressed the difficulty settling contracts because of uncertain conditions.

Emergency Licenses

Emergency license data provide an avenue to examine supply and demand of educational personnel across licensure/subject areas. It is reasonable to believe the number of emergency licenses issued indicates the number of positions school districts could not fill with a person certified in that licensure/subject area. Thus, trends in emergency license data may reflect the extent to which teacher supply meets the demand in specific areas. Wisconsin's Department of Public Instruction issues emergency licenses to individuals when school districts cannot find a licensed candidate to fill a vacancy or when justified by certain extenuating circumstances. There are two types of emergency licenses. One is for individuals who hold certification in a specific licensure/subject area but will be employed in a position that requires certification in a different area. A second type of emergency license is for individuals with bachelor's degrees who do not have a teaching certification. Table 15 includes total emergency licenses in both categories issued for the 2003-2004 school year. Recent trends for the number of emergency licenses are displayed in Table 16.

Table 15

Emergency License Totals, 2003-2004

License Categories	1-Year Special Licenses (Teaching Out-of-area)			1-Year Permits (Bachelor's Degree but no Certification)			Grand Total
	New	Renewal	Total	New	Renewal	Total	
Elementary Ed. PreK-8	29	25	54	35	18	53	107
Elementary Bilingual Ed Prek-8	44	47	91	34	29	63	154
Total Elementary Education	73	72	145	69	47	116	261
Secondary / Specialized							
Agriculture	2	0	2	0	0	0	2
Family/Consumer Ed.	9	0	9	5	2	7	16
Technology Education	5	19	24	7	18	25	49
Business Education	5	5	10	8	24	32	42
Marketing Education	0	0	0	0	2	2	2
Eng./Jour./Sp./Thtr.	15	7	22	34	11	45	67
Reading	54	40	94	0	0	0	94
Foreign Language	28	29	57	22	30	52	109
ESL	36	52	88	8	11	19	107
Secondary Bilingual Education	44	24	68	13	15	28	96
Math/Comp. Sci.	11	15	26	15	32	47	73
Driver Education	11	6	17	0	0	0	17
Music K-12	11	14	25	8	19	27	52
Physical Education	4	4	8	3	1	4	12
Health	10	16	26	2	1	3	29
Art K-12	2	3	5	6	3	9	14
Science	24	16	40	19	41	60	100
Social Studies	17	4	21	2	4	6	27
Library Media	20	27	47	3	7	10	57
Total Secondary/Middle	308	281	589	155	221	376	965
Special Education							
Cog/Lrng/Emot. Dis/Cross Cat.	35	17	52	68	75	143	195
Hearing	5	3	8	3	4	7	15
Cognitive Disability	38	61	99	30	49	79	178
Early Child Sp. Ed.	31	13	44	5	11	16	60
Learning Disability	76	134	210	37	94	131	341
Speech/Language Path.	0	1	1	11	7	18	19
Visual Disability	3	7	10	1	1	2	12
Emot. Behv. Dis.	72	171	243	45	125	170	413
Total Special Education	260	407	667	200	366	566	1233
Pupil Services							
School Counselor	5	4	9	3	4	7	16
Social Worker	2	0	2	5	5	10	12
School Psychologist	0	0	0	1	2	3	3
Total Related Services	7	4	11	9	11	20	31
Grand Total	648	764	1412	433	645	1078	2490

Source: Teacher Licensing Team, Wisconsin Department of Public Instruction, 2004

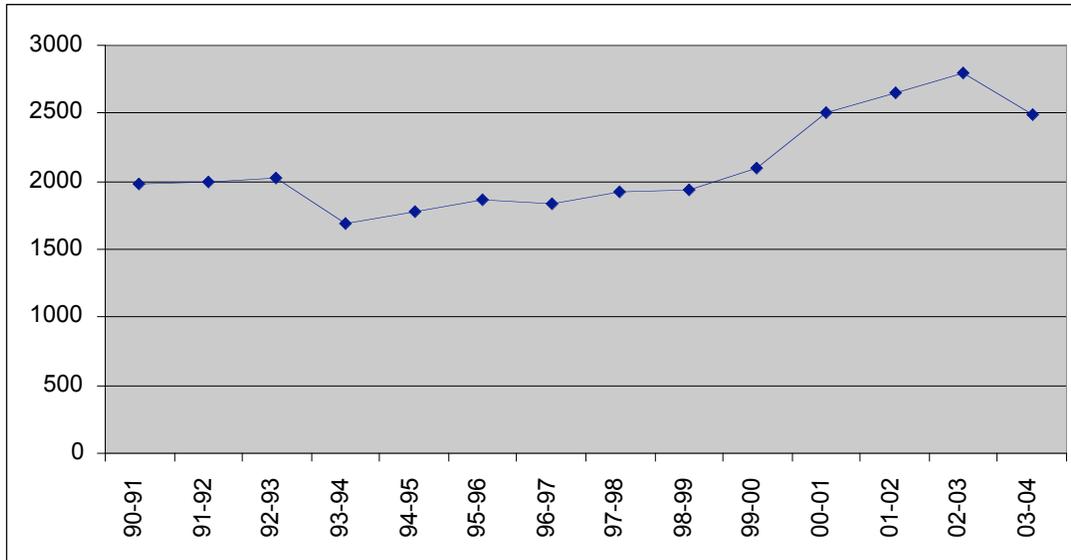
Table 16

Number of Initial and Renewal Emergency Licenses Issued From 1990-2004

School Year	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Elementary														
Elementary/Early Child.	100	102	104	95	109	123	110	110	126	132	267	223	262	107
Elementary Bilingual Ed. PreK-8 (new category in 2003-2004)														154
Elementary Total	100	102	104	95	109	123	110	110	126	132	267	223	262	261
Mid/High School														
Science	48	49	65	69	71	63	78	83	89	84	119	118	151	100
Eng./Jour./ Sp./ Thtr	24	24	16	22	25	30	37	44	51	64	59	64	58	67
Math/ Comp. Sci.	30	32	29	26	29	37	36	44	43	69	94	85	90	73
Social Studies	56	48	57	41	38	31	38	42	29	35	36	29	47	27
Mid/High School Total	158	153	167	158	163	161	189	213	212	252	308	296	346	267
Special Fields														
Agriculture	1	2	2	3	2	3	4	4	4	11	3	8	8	2
Art (K-12)	11	11	14	7	7	11	11	12	14	8	11	11	9	14
Business Ed.	2	4	9	4	5	4	5	12	30	36	29	40	44	42
Fam./Consumer Ed	16	5	17	23	12	3	6	9	9	15	9	17	15	16
Foreign Language.	51	47	64	61	52	44	58	78	76	78	88	99	96	109
Marketing Ed.	3	1	2	4	1	2	2	3	4	4	4	2	4	2
Music (K-12)	30	29	23	21	30	16	30	34	52	56	61	75	62	52
Physical Ed.	8	8	5	10	9	9	10	11	11	18	13	17	15	12
Tech. Ed.	9	10	11	11	23	27	42	55	45	69	74	60	71	49
Special Fields Total	131	117	147	144	141	119	168	218	245	295	292	329	324	298
Specialized Personnel														
ESL	88	78	79	59	64	63	60	72	98	102	100	145	143	107
Bilingual Ed.	55	87	91	N/A	86	85	83	91	67	86	137	150	162	96
Driver/Safety Ed.	20	19	21	22	12	31	36	41	35	28	30	29	28	17
Health	29	23	23	15	23	18	19	21	16	22	27	28	29	29
Library Media.	30	37	32	26	24	28	39	52	54	64	90	92	84	57
Reading	154	163	173	162	154	136	125	159	148	136	151	133	133	94
School Counselor	50	42	40	35	41	52	50	54	51	57	17	30	19	16
Social Worker	18	7	8	N/A	11	12	5	9	10	8	6	8	5	12
School Psychologist	0	0	2	N/A	12	10	7	2	3	4	6	5	2	3
Spec. Personnel Total	444	456	469	319	427	435	424	501	482	507	564	620	605	431
Special Education														
Cross Catagorical												69	144	195
Hearing	1	2	4	3	4	6	3	2	9	10	7	3	10	15
Cognitive Dis.	78	76	84	89	98	110	104	123	143	126	169	159	160	178
Early Child. Sp. Ed.	75	91	102	80	62	63	58	43	47	51	64	57	71	60
Learning Disability	354	338	354	252	224	245	225	243	250	278	373	418	387	341
Speech/Language Path.	41	39	30	27	37	53	56	58	42	39	25	23	20	19
Visual Disability	5	2	4	2	1	5	8	5	5	7	0	3	8	12
Emot. Beh. Dis.	595	619	561	521	511	551	486	404	373	394	430	449	452	413
Total Special Ed.	1149	1167	1139	974	937	1033	940	878	869	905	1068	1112	1252	1233
Total Emergency Licenses	1982	1995	2026	1690	1777	1871	1831	1920	1934	2091	2499	2649	2798	2490

Source: Teacher Licensing Team, Wisconsin Department of Public Instruction, 2004

Figure 3

Number of Initial and Renewal Emergency Licenses Issued From 1990-2004

Source: Teacher Licensing Team, Wisconsin Department of Public Instruction, 2004

The following should be noted about the historical emergency license data:

- In 2000-2001, much of the increase for Elementary and Early childhood was due to an innovative/experimental program for Milwaukee Public Schools.
- In 2000-2001 much of the decrease in school Speech and Language Pathologist emergency licenses was due to changes in Medicare funding that caused a shift of employment from the private sector to public schools.
- In 2000-2001 much of the decrease in School Counselor emergency licenses were due to DPI changes in Chapter PI 34.

The 2003-2004 school year marked the first decline in the total number of emergency licenses issued since 1996-1997. The total decreased by 12.4%, from 2,798 in 2002-2003 to 2,490 in 2003-2004. Yearly increases in emergency license totals over the previous six years ranged from 5% to almost 20%. The greatest decreases were in the areas of Specialized Personnel (28.8%), Middle/High school (22.8%), and Special Fields (8.0%). Special Education and Elementary emergency license totals decreased by less than 2%.

A substantial number of Special Education positions continues to be filled by emergency licensees. Special Education accounted for 49.5% of positions filled by individuals with emergency licenses, compared to 44.7% the previous year. Emergency license totals increased in the Cross Categorical area, while decreasing in Learning Disability and Emotional Behavioral Disability. The latter two categories constituted more than 60% of the total emergency licenses issued in special education.

As mentioned earlier, emergency licenses may occur more frequently in school districts that have a difficult time attracting certified applicants for positions. In particular, large urban districts and remote rural districts may need to hire more emergency licensees than other school districts.

Limitations exist with these data. One, emergency license data do not indicate whether individuals were hired for full-time or part-time positions. For example, an individual licensed in Chemistry may teach five sections of Chemistry in a school district, but may obtain an emergency license to teach one section of Biology. Two, a school district may not be able to hire a licensed individual due to the specific terms of employment offered rather than a lack of qualified personnel. For example, licensed individuals may not be interested in positions that are part-time, are itinerant, or are low paying. As a result, the district may have to hire an emergency licensed individual.

Survey of Program Completers

The purposes of this report component were to obtain a more complete picture of career paths followed by educational personnel and to better understand various dynamics of supply and demand. This is the fourth consecutive year surveys of program completers were conducted. Surveys were mailed to program completers from Wisconsin teacher training institutions. Lists of program completers for the 2002-2003 academic year were solicited from institutions in the state. Ten percent of program completers were randomly selected from lists provided. In addition to 2002-2003 program completers, individuals surveyed in the previous four years received follow-up surveys to examine their current job status.

Survey questions investigated: (a) teaching certifications, (b) present employment status, and (c) job location. See Appendix C for a copy of the cover letter and survey. Criteria for participation in the survey of recent program completers included:

- Completed an initial licensing program between Dec. 2002 and August 2003
- Completed a program at a four-year institution in the University of Wisconsin system or a four-year private college.

When necessary, requests for participation included a first and second mailing and phone contacts.

Surveys of 2002-2003 program completers were completed and returned by 43% of those surveyed. Return rates have decreased the last two years. This may be due to lower employment rates. It is reasonable to expect individuals in educational positions are more likely to return surveys than those without positions. If a valid assumption, actual employment rates may be lower than those indicated by survey returns.

Surveys indicated that nearly 57% of recent program completers held full-time teaching positions in Wisconsin. Of individuals reportedly in full-time teaching positions in the state, 53.0% were in public schools and 4.2% in private schools. About 11% of respondents indicated that they were employed out of state in full-time teaching positions. Surveys indicated that 13.2% of respondents were employed either part-time or as a substitute teacher, 63.0% and 10.2% respectively.

A comparison of full-time employment rates of 2002-2003 program completers and recently graduated individuals in previous years indicated slight decreases in employment rates this year. The greatest change occurred in the "not teaching" category, which increased from 10.6% for 2001-2002 program completers to 18.1% for 2002-2003 program completers. A key factor may be state budget cutbacks that have limited hiring in many school districts over the past two years. That may affect the number of completers who become substitute teachers, which has increased from 2.3% for 2000-2001 completers, to 9.6% for 2001-2002 completers, and 10.2% for 2002-2003 completers.

Limitations should be noted in these survey data reported. First, program completer lists were not provided by all teacher training institutions in Wisconsin. Second, as in all survey research, dynamics of self-selection may skew results. For example, individuals not teaching, teaching part-time, or substitute teaching may be less likely to respond to the survey than teaching full-time. Third, there are obvious challenges to finding, contacting, and obtaining responses from individuals employed out of state. Fourth, repeated requests for survey responses over time may result in decreased response rates and biases due to unknown self-selection factors.

It should be noted that the number of returned surveyed tends to decrease with surveys of less recent program completers, since the number of valid addresses declines year by year.

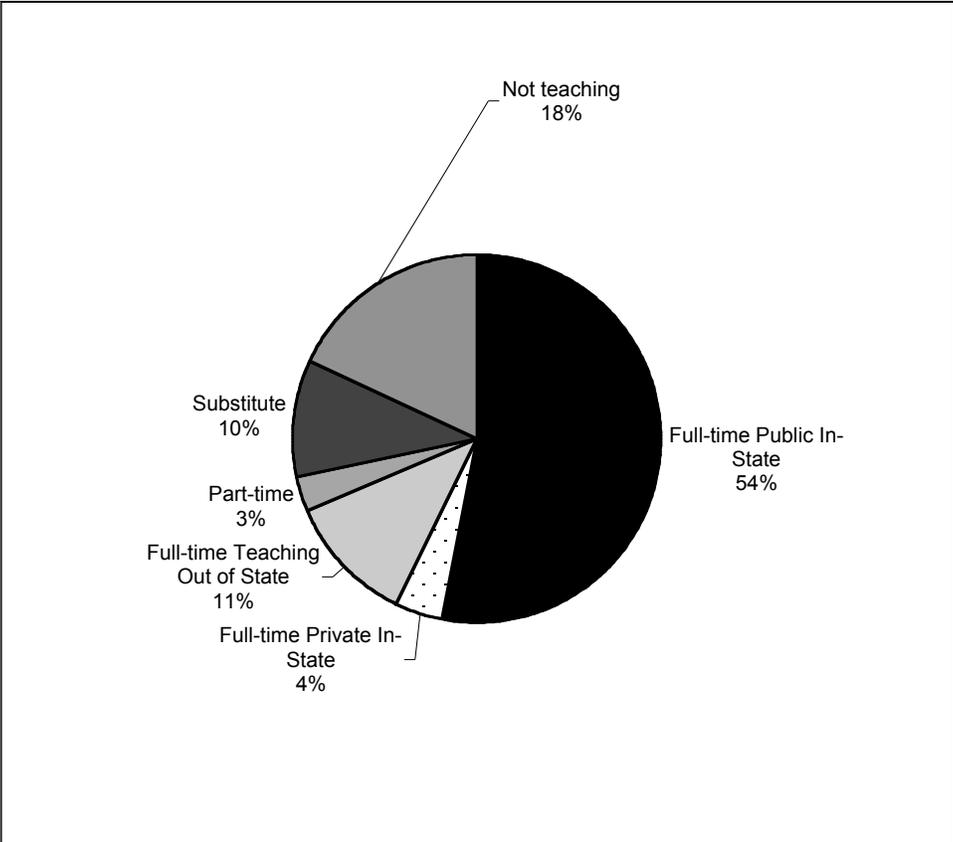
Table 17
Employment Status of 2002-2003 Program Completers by Percentage

(return rate=166/385 43%)

	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	25	3	10	4	8	9	59
Secondary	15	1	2		2	7	27
Special Ed	22	1	3	1	1		28
Dual	8		1		1	4	14
Specialized K-12	18	2	3		5	10	38
Total	88	7	19	5	17	30	166
Percent	53.0%	4.2%	11.4%	3.0%	10.2%	18.1%	100.0%

Source: Written survey of program completers

Figure 4
Employment Status of 2002-2003 Program Completers by Percentage



Source: Written survey of program completers

Table 18

Followup survey of Employment Status of 2001-2002 Program Completers

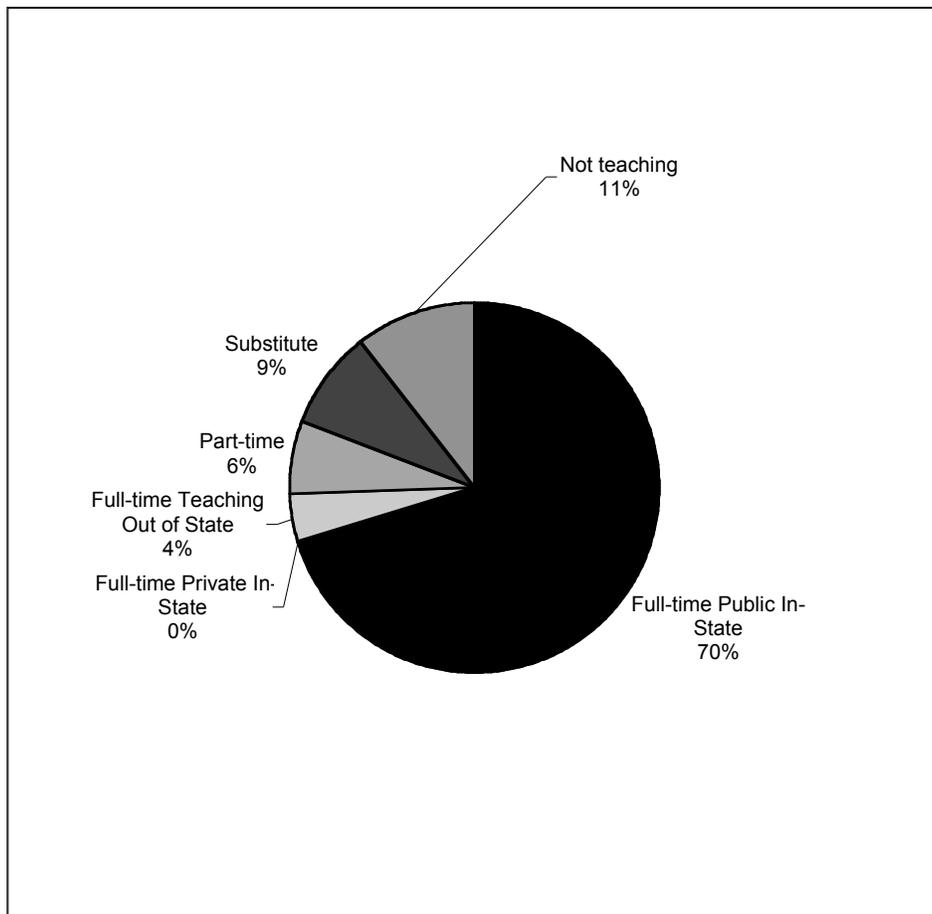
(return rate= 47/94, 50%)

	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	13		1	1	2	3	20
Secondary	9		1	2	1		13
Special Ed	8						8
Dual							0
Specialized K-12	3				1	2	6
Total	33	0	2	3	4	5	47
Percent	70.2%	0.0%	4.3%	6.4%	8.5%	10.6%	100.0%
One year earlier	68.6%	5.7%	5.7%	4.3%	5.7%	10.0%	100.0%

Source: Written survey of program completers

Figure 5

Followup survey of Employment Status of 2001-2002 Program Completers



Source: Written survey of program completers

Table 19

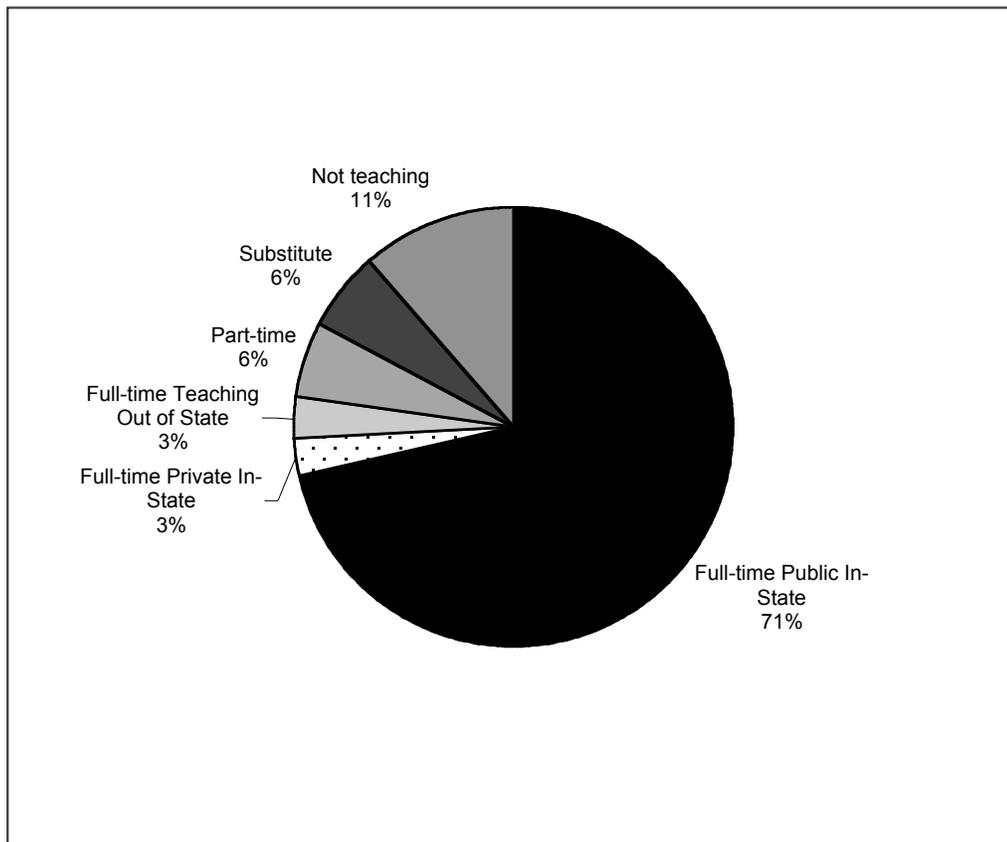
Followup survey of Employment Status of 2000-2001 Program Completers

Source: Written survey of program completers

(return rate= 35/70, 50%)							
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	5	1		2	1	1	10
Secondary	8		1				9
Special Ed	7					1	8
Dual	1				1	1	3
Specialized K-12	4					1	5
Total	25	1	1	2	2	4	35
Percent	71.4%	2.9%	2.9%	5.7%	5.7%	11.4%	100.0%
One year earlier	68.6%	5.7%	5.7%	4.3%	5.7%	10.0%	100.0%
Two years earlier	70.2%	6.9%	7.6%	6.1%	2.3%		100.0%

Figure 6

Followup survey of Employment Status of 2000-2001 Program Completers



Source: Written survey of program completers

Table 20

Followup survey of Employment Status of 1999-2000 Program Completers

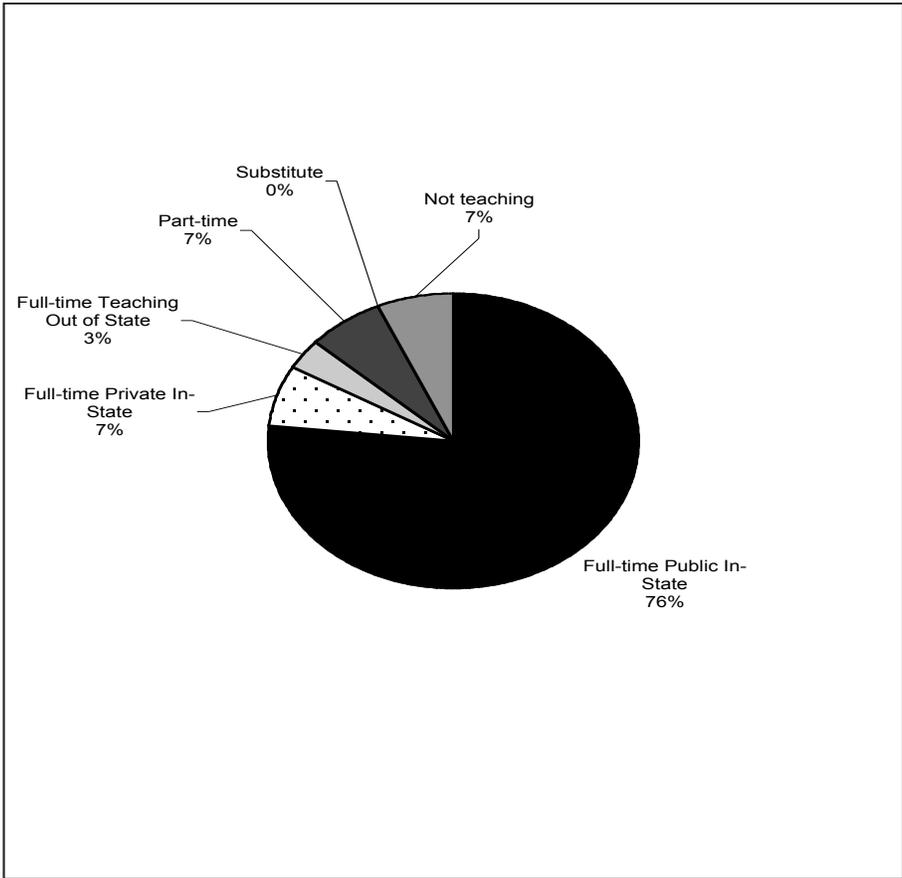
(return rate =30/48, 62.5%)

	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	2	1					3
Secondary	7	1					8
Special Ed	6		1	1			8
Dual							0
Specialized K-12	8			1		2	11
Total	23	2	1	2	0	2	30
Percent	76.7%	6.7%	3.3%	6.7%	0.0%	6.7%	100.0%
One year earlier	73.0%	2.1%	10.4%	8.3%	2.1%	4.2%	100.1%
Two years earlier	67.4%	4.2%	13.7%	5.2%	2.1%	7.4%	100.0%
Three years earlier	62.4%	5.4%	14.1%	3.4%	4.7%	10.0%	100.0%

Source: Written survey of program completers

Figure 7

Followup survey of Employment Status of 1999-2000 Program Completers



Source: Written survey of program completers

Table 21

Followup survey of Employment Status of 1998-1999 Program Completers

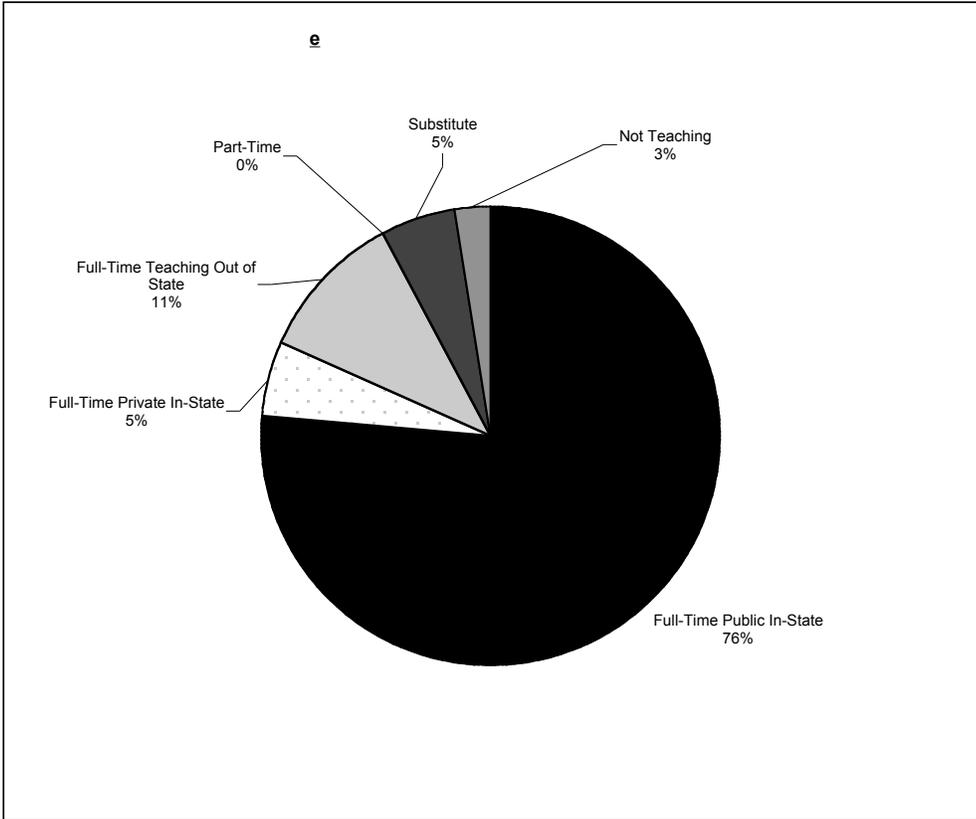
(return rate = 38/48, 79%)

	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not Teaching	Total
Elementary	11	2	2	0	1	0	16
Secondary	7	0	2	0	0	0	9
Special ed.	5	0	0	0	0	0	5
Dual	0	0	0	0	1	0	1
Specialized K-12	6	0	0	0	0	1	7
Total	29	2	4	0	2	1	38
Percent	76.3%	5.3%	10.5%	0.0%	5.3%	2.6%	100%
One year earlier	79%	4%	8%	2%	4%	2%	100%
Two years earlier	77%	4%	8%	5%	1%	5%	100%
Three years earlier	74%	2%	11%	7%	2%	3%	99%
Four years earlier	61%	5%	12%	8%	10%	5%	101%

Source: Written survey of program completers

Figure 8

Followup survey of Employment Status of 1998-1999 Program Completers



Source: Written survey of program completers

Employment Outlook Across Selected License/Subject Areas

Ratings of employment outlook across selected license/subject areas are included in this section. Ratings are based on rating of supply data provided by Wisconsin school districts. Rating of supply was chosen as the determinant of outlook for several reasons. One, the correlation between ratings of supply and ratio of applicants to vacancies was 0.87 this year. In other words, the two measures yield very similar results. A correlation of 1.0 would indicate a perfect correspondence between the two measures. Two, the ratio of applicants to vacancies is a less desirable measure because it may inflate the supply of available teachers, in that individuals are apt to be applicants for numerous vacancies. Thus, school districts' ratings of supply may be a more precise measure than applicants to vacancies. Three, the applicant to vacancy ratio is becoming less meaningful as more districts use statewide electronic databases of teacher candidates. Four, rating of supply provides a quantitative approach to rating employment outlooks.

It is acknowledged that rating of supply is not a perfect measure and has several limitations as described in a preceding section of this report. The following procedure was used to determine employment outlooks. First, the overall mean was calculated (2.151) for ratings of supply. Second, the standard deviation was calculated for the data set (0.726). Third, an initial interval of 0.5 standard deviation above and below the mean was established. Supply ratings within this interval were rated as "average employment outlook." Additional intervals were established in 0.5 standard deviation increments and assigned an employment outlook category. Fourth, supply ratings (criteria) were used to assign licensure/subject areas to employment outlook categories. Thus, "outlook well above average" means individuals in these licensure/subject areas are more likely to be competing with the fewest number of candidates for a given position than other categories. As a result, the outlook for employment in these areas is most favorable or well above average. Conversely, "outlook well below average" indicates that individuals in these areas are more likely to be competing with the greatest number of candidates for a given position. Therefore, employment outlook is least favorable or "well below average." Similarly, "outlook above average, and "outlook below average" indicate the relative number of candidates in competition for a given position in various licensure/subject areas.

Table 22 is a listing of categories, criteria, and licensure/subject areas. Because no single measure is a perfect indicator of employment outlook across licensure/subject areas, Table 23 was included to assist readers of this report to formulate employment outlooks using different measures. Data from the following measures are included: (a) Rating of supply as indicated by school districts, (b) Ratio of applicants per vacancy, and (c) Number of emergency licencees hired to fill 2003-2004 positions as reported by school district to DPI. In general, these measures appear to be congruent across license/subject areas.

Supply ratings are shown by CESA area because geographical variations exist in teacher supply and demand data and these give an indication of supply ratings in different parts of the state.

Table 22
Categories and Criteria for Employment Outlook

Category	Criteria	Licensure/Subject Areas
Demand Well Above Average	Below 1.423	Deaf/Hear Impairment, ESL/Bilingual, Drivers Education
Demand Above Average	1.424-1787	Emotional Behavioral Disability, Physical/Occupational Therapist, Visual Impairment, Early Childhood Special Education, Library/Media, Cognitive Disability, Physics, Cross Categorical Special Education, School Nurse, Speech/Language Pathologist, Family/Consumer Education, Foreign Language, Technology Education
Demand Average	1.788-2.514	Chemistry, School Psychologist, School Social Worker, Learning Disability, Reading Specialist, Agriculture, Business Education, Director Of Special Education, Superintendent, Earth Science, Music, Mathematics, Biology
Demand Below Average	2.515-2.878	General Science, Curriculum Director, Art, School Counselor
Demand Well Below Average	2.879 and above	Principal, Health Education, English/Speech/Theater/Journalism, Physical Education, Social Studies, Elementary, Early Childhood/Kindergarten,

Table 23
Summary of Employment Outlook Data

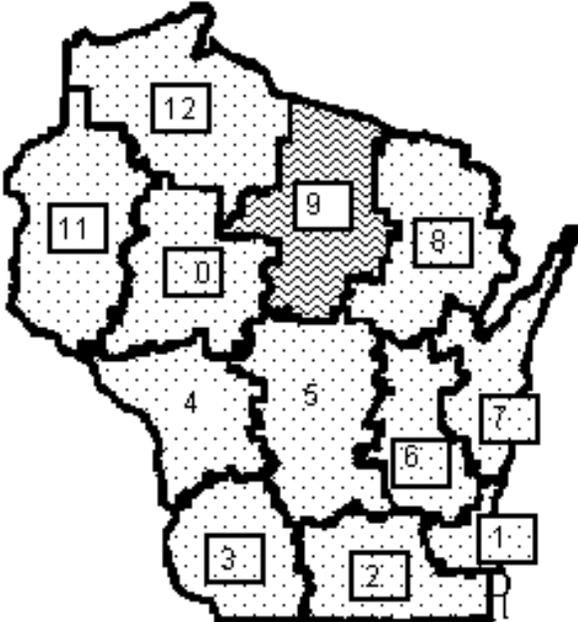
Area	Ration of Applicants of Vacancies	Average Rating of Supply	Number of Emergency Licenses
Elementary			
Early Child/Kindergarten	6.280	1.526	107
Elementary	35.876	4.027	
Mid/High School			
Biology	17.074	2.478	100
Chemistry	10.077	1.8	
Earth Science	18.692	2.143	
Physics	5.500	1.6	
General Science	17.041	2.52	
Mathematics	14.381	2.313	73
Eng/Spch/Thea/Jour	24.041	3.105	67
Social Studies	39.625	3.971	27
Special Fields			
Agriculture	7.833	2.067	2
Art	16.949	2.721	14
Business Ed	11.784	2.091	42
Drivers Ed	2.375	1.389	17
Fam/Consum Ed.	5.553	1.69	16
Foreign Language	7.673	1.75	109
Health Ed.	24.619	3	29
Music	12.340	1.34	52
Phys. Ed.	32.514	3.6	12
Technology Ed.	8.417	1.771	49
Special Education			
Cognitive Disabil.	6.636	1.535	178
Cross Categorical	4.360	1.618	195
Deaf/Hear Impair.	1.818	1.091	15
Early Child Spec. Ed.	25.585	4.6446	60
Emotional Beh. Dis.	7.391	1.429	413
Learning Disability	10.466	1.943	341
Speech/Lang. Path	5.000	1.673	19
Visually Imp.	2.200	1.5	12
PT/OT	4.500	1.5	
Specialized Personnel			
ESL/Bilingual	2.701	1.269	357
Library/Media	3.667	1.533	57
Reading Specialist	6.964	1.97	94
Sch. Counselor	10.059	1.889	16
Sch. Nurse	7.235	1.647	
Sch. Psychologist.	10.182	1.833	31
Sch. Social Work.	10.059	1.889	3
Administrators			
Curriculum Dir.	20.154	2.583	
Dir. of Spec. Ed.	10.667	2.091	
Principal	31.490	2.976	
Superintendent	17.870	2.136	

Elementary Education

Elementary

Outlook: Well Below Average

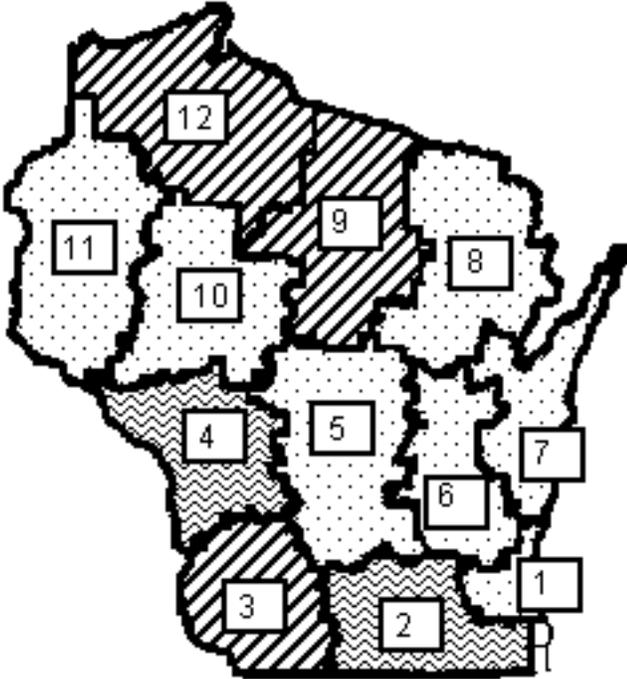
- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 35.88
- Number of emergency hires school districts reported to DPI was 107 (Elementary and Early Childhood).



Early Childhood/Kindergarten

Outlook: Well Below Average

- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 25.58
- Number of emergency hires school districts reported to DPI was 107 (Elementary and Early Childhood).



Key

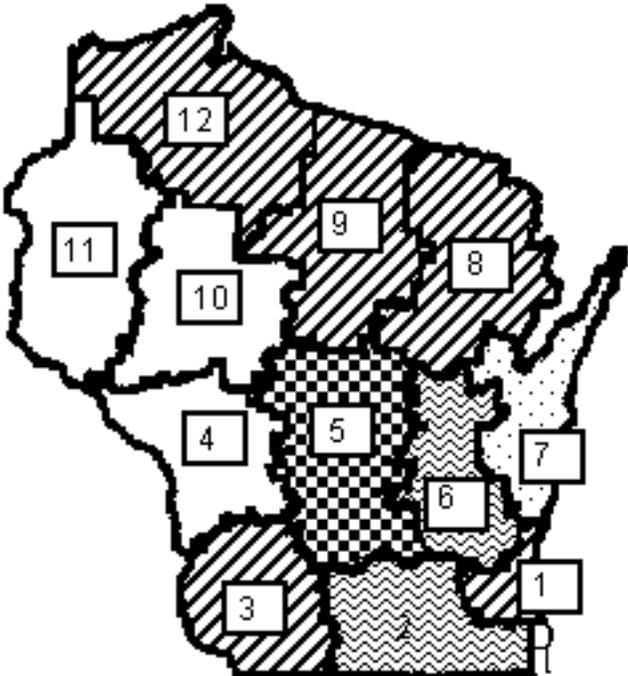
-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

Secondary Education

Biology

Outlook: Average

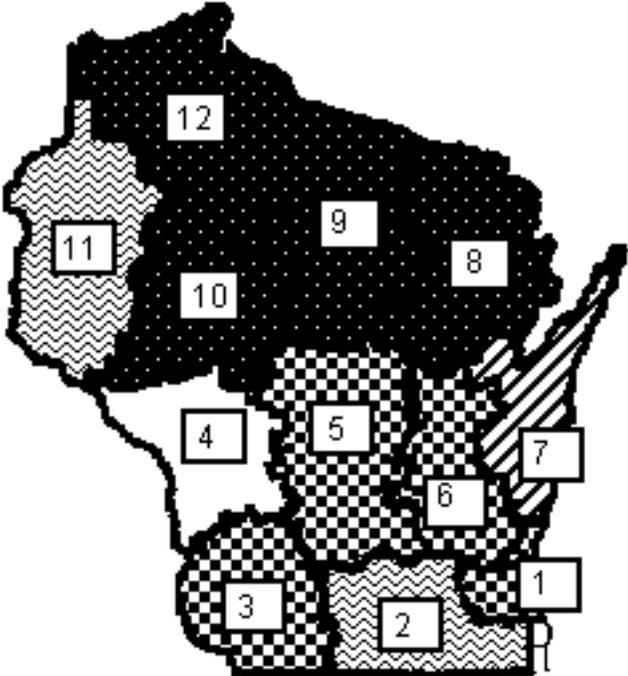
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 17.07
- Number of emergency hires school districts reported to DPI was 100 (All science areas)



Chemistry

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 10.78
- Number of emergency hires school districts reported to DPI was 100 (All science areas).



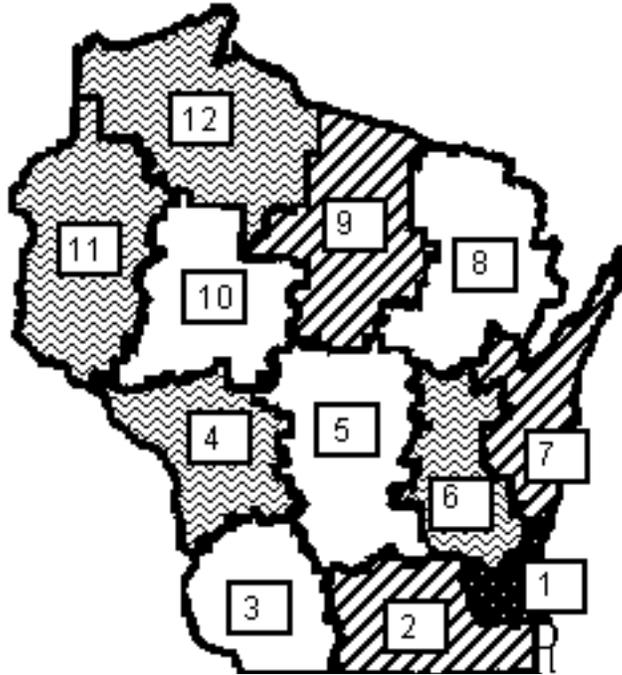
Key

- Demand Well Above Average
- Demand Above Average
- Demand Average
- Demand Below Average
- Demand Well Below Average
- No data

Earth Science

Outlook: Average

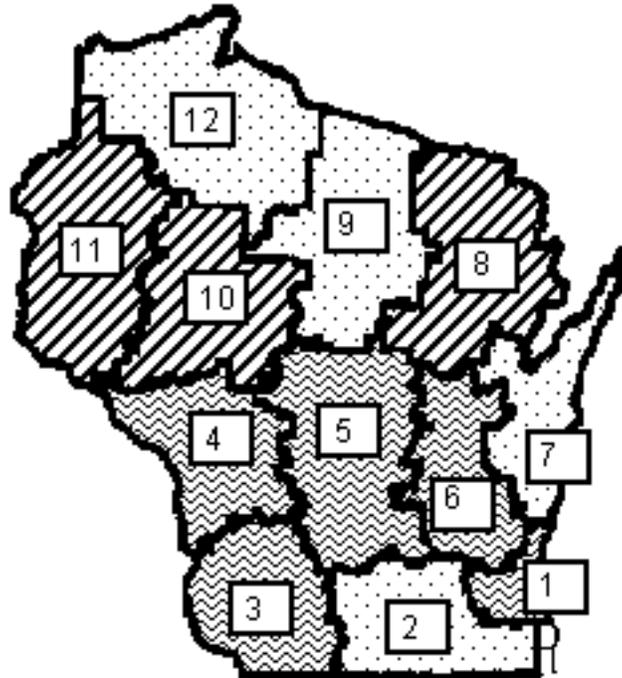
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 18.69
- Number of emergency hires school districts reported to DPI was 100 (All science areas)



English/Language Arts

Outlook: Well Below Average

- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 24.04
- Number of emergency hires school districts reported to DPI was 67



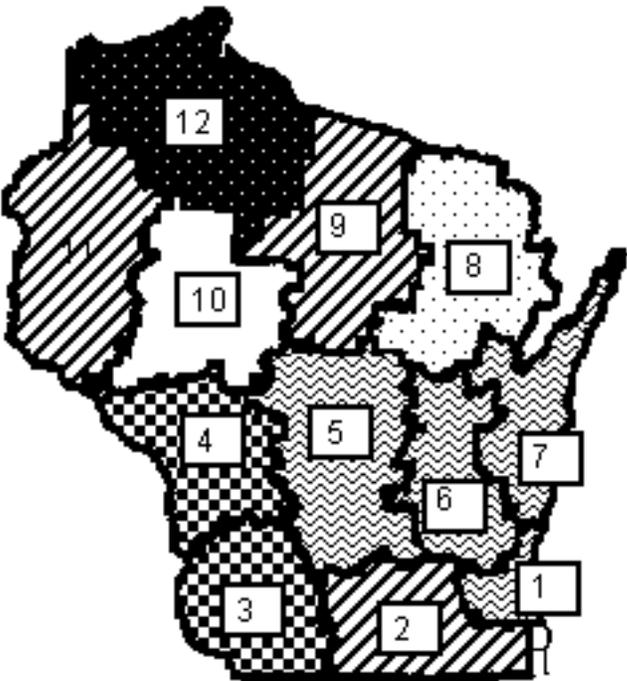
Key

- Demand Well Above Average
- ▣ Demand Above Average
- ▤ Demand Average
- ▥ Demand Below Average
- ▦ Demand Well Below Average
- No data

General Science

Outlook: Below Average

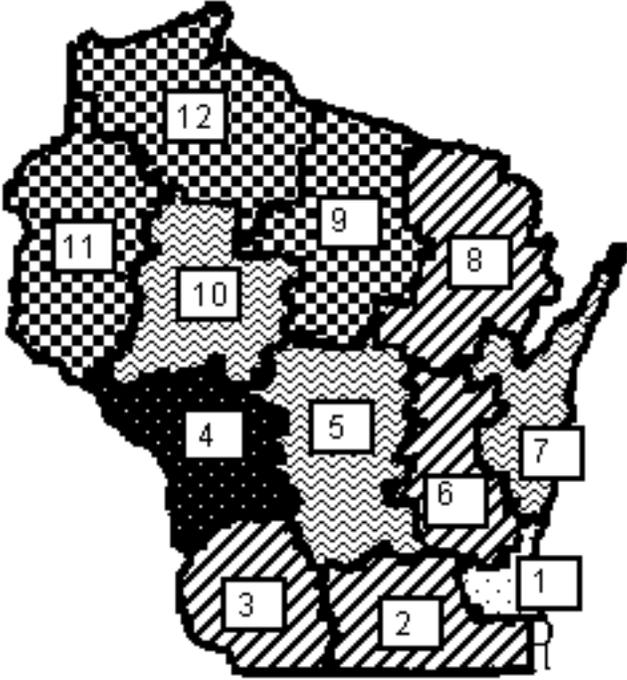
- School district supply rating was in the above average range
- Ratio of applicants to vacancies was 17.04
- Number of emergency hires school districts reported to DPI was 100 (All science areas)



Mathematics

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 14.38
- Number of emergency hires school districts reported to DPI was 73



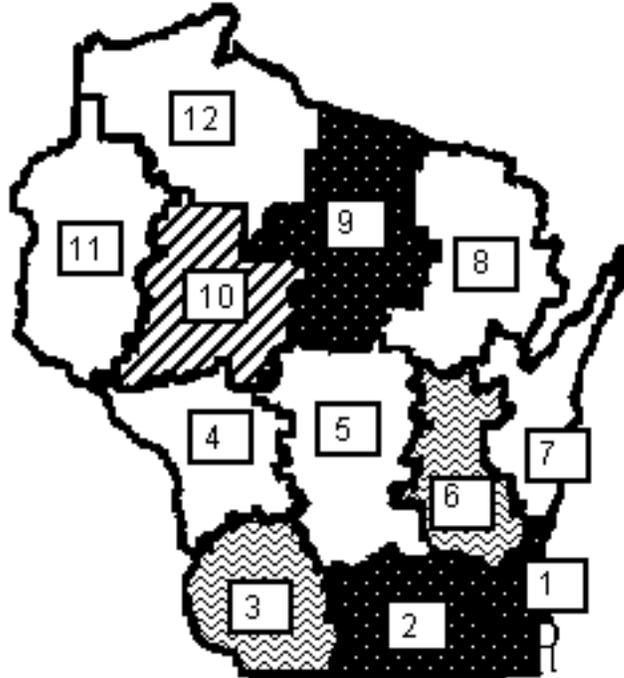
Key

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

Physics

Outlook: Above Average

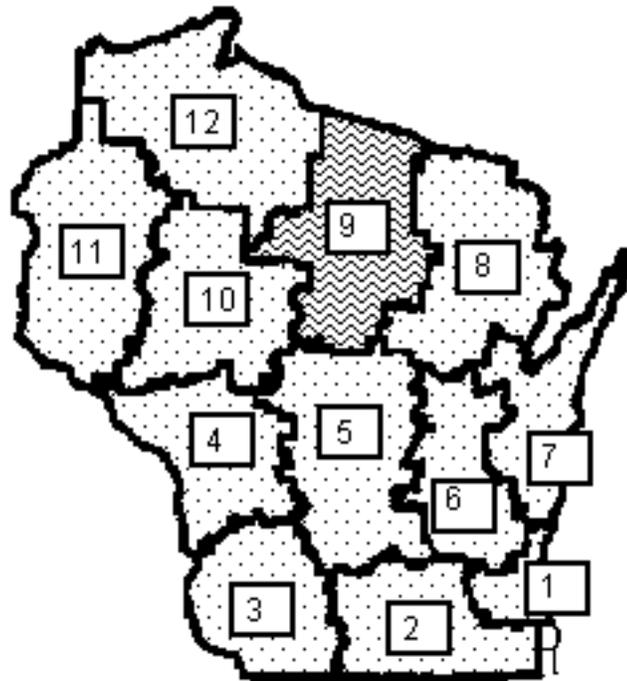
- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 5.5
- Number of emergency hires school districts reported to DPI was 100 (All science areas)



Social Studies

Outlook: Well Below Average

- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 39.63
- Number of emergency hires school districts reported to DPI was 27



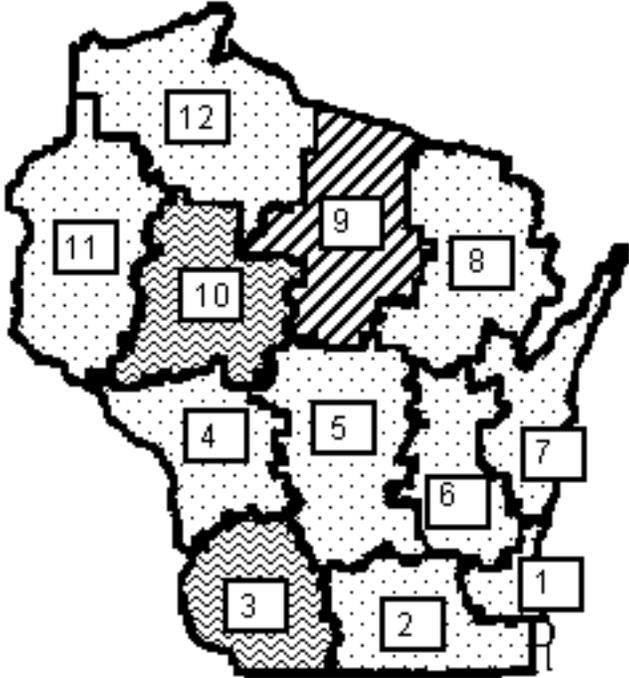
Key

- Demand Well Above Average
- ▣ Demand Above Average
- ▤ Demand Average
- ▥ Demand Below Average
- ▦ Demand Well Below Average
- No data

Physical Education

Outlook: Well Below Average

- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 32.51
- Number of emergency hires school districts reported to DPI was 12



Key

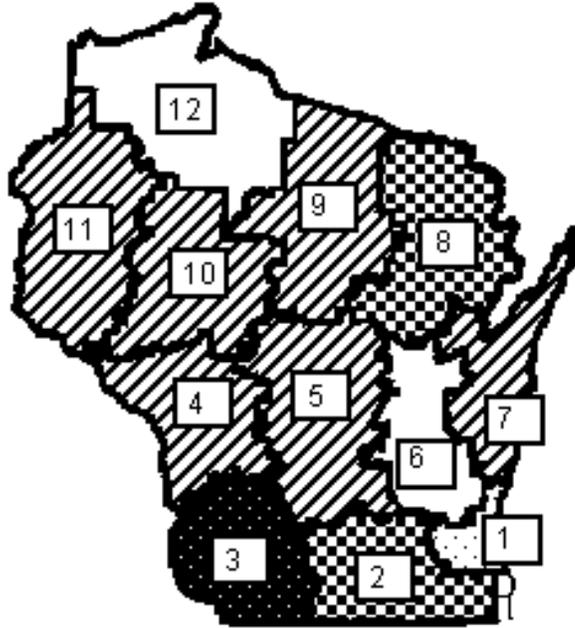
- Demand Well Above Average
- ▣ Demand Above Average
- ▤ Demand Average
- ▥ Demand Below Average
- ▦ Demand Well Below Average
- No data

Special Fields

Agriculture

Outlook: Average

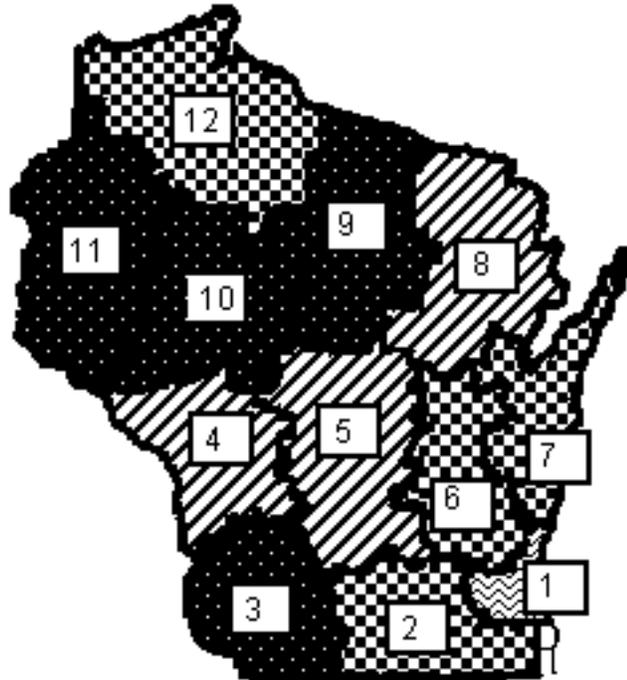
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 7.83
- Number of emergency hires school districts reported to DPI was 2



Foreign Language

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 7.67
- Number of emergency hires school districts reported to DPI was 109



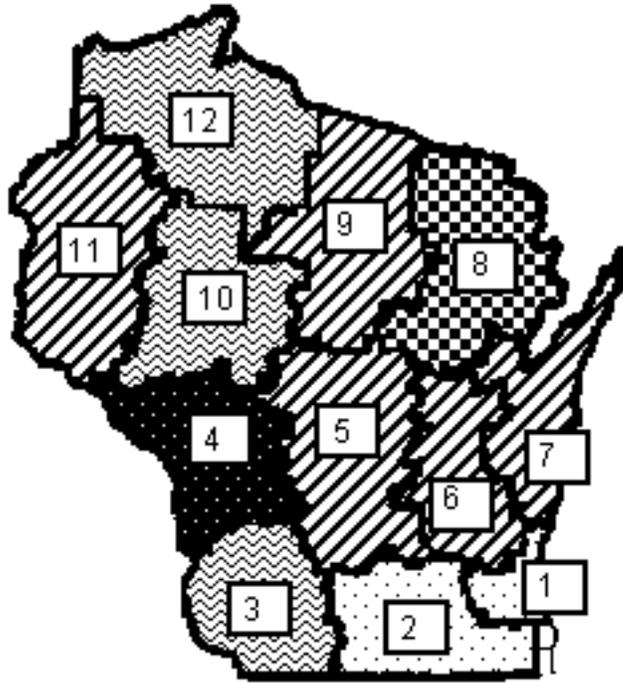
Key

- Demand Well Above Average
- ▣ Demand Above Average
- ▤ Demand Average
- ▥ Demand Below Average
- ▧ Demand Well Below Average
- No data

Art

Outlook: Below Average

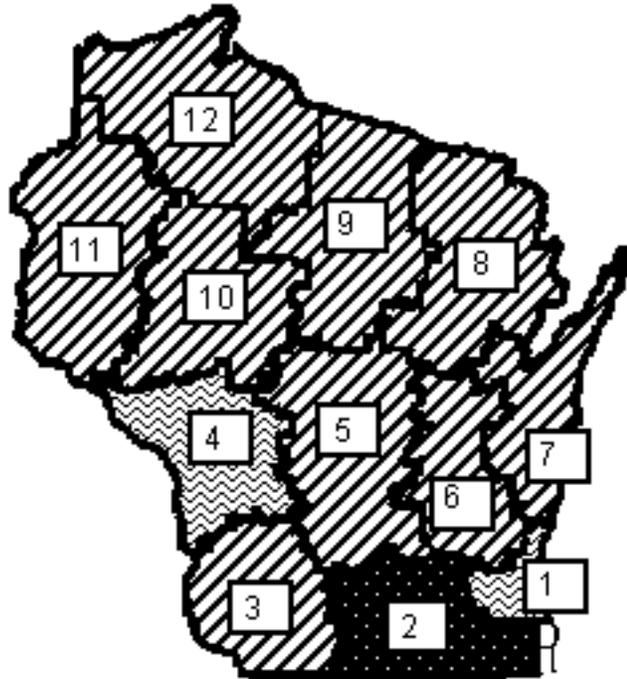
- School district supply rating was in the above normal range
- Ratio of applicants to vacancies was 16.95
- Number of emergency hires school districts reported to DPI was 14



Business Education

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 11.78
- Number of emergency hires school districts reported to DPI was 42



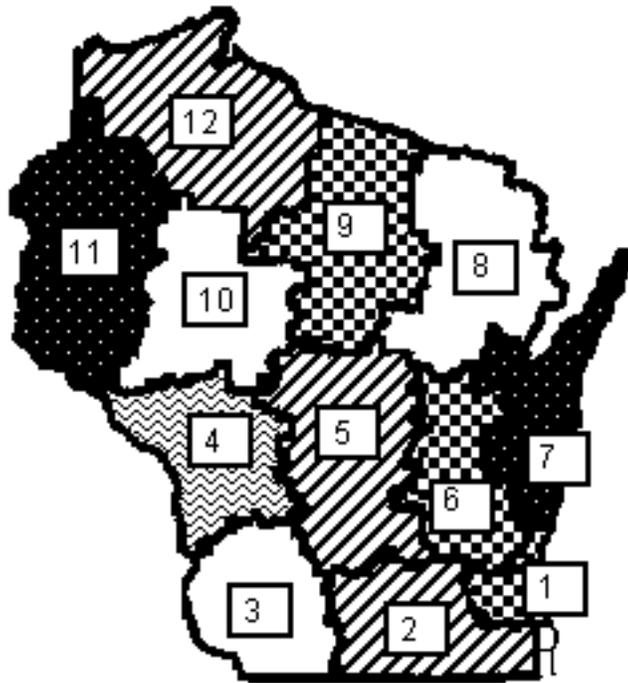
Key

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

Family and Consumer Education

Outlook: Above Average

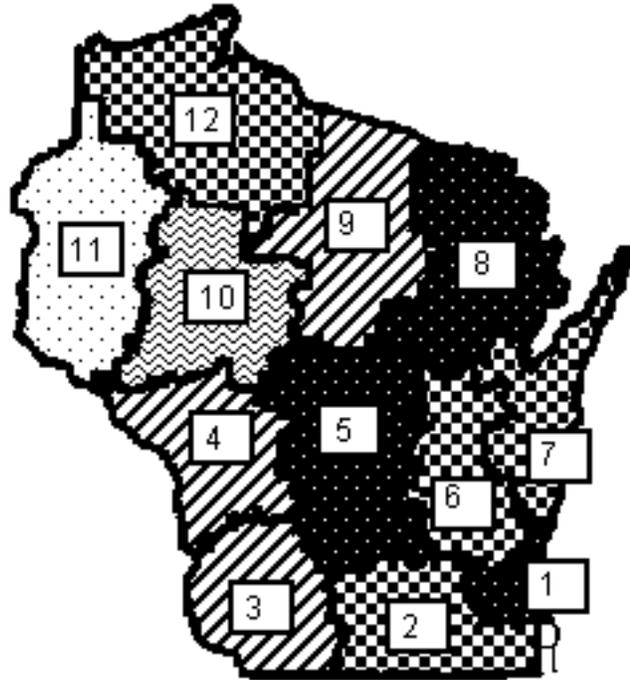
- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 5.55
- Number of emergency hires school districts reported to DPI was 16



Technology Education

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 8.42
- Number of emergency hires school districts reported to DPI was 49



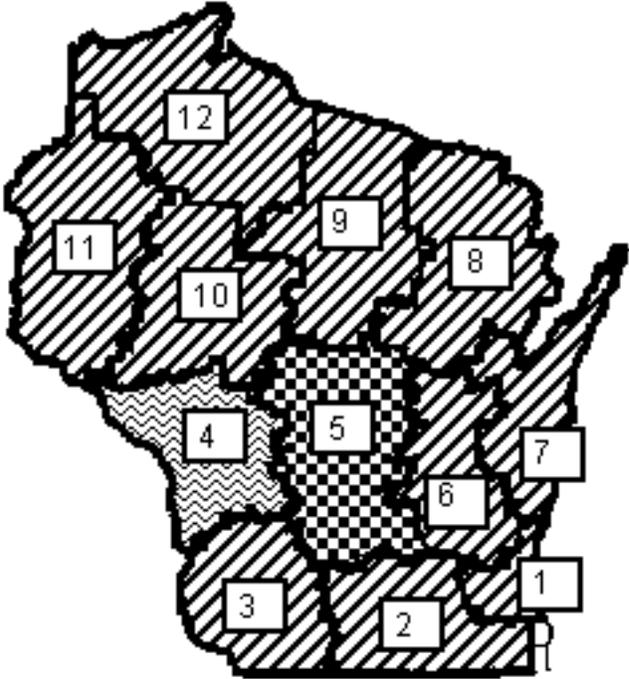
Key

- Demand Well Above Average
- ▣ Demand Above Average
- ▤ Demand Average
- ▥ Demand Below Average
- ▦ Demand Well Below Average
- No data

Music

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 12.34
- Number of emergency hires school districts reported to DPI was 52



Key

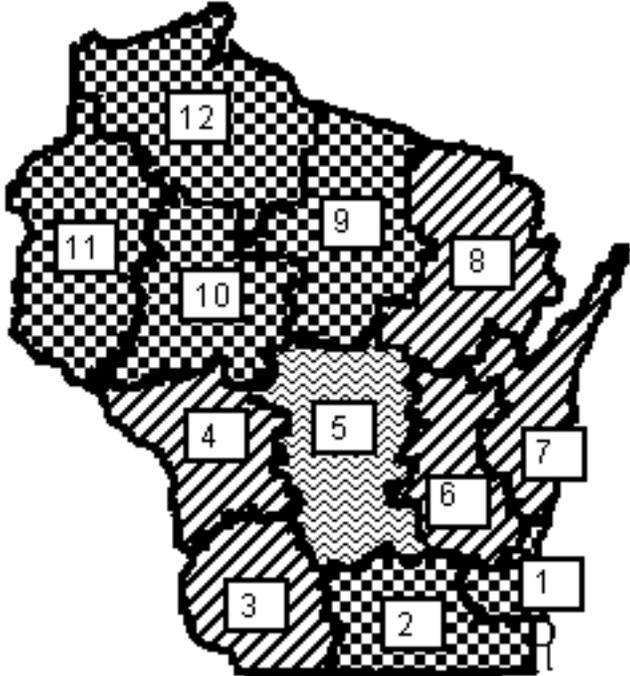
-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

Special Education

Learning Disabilities

Outlook: Average

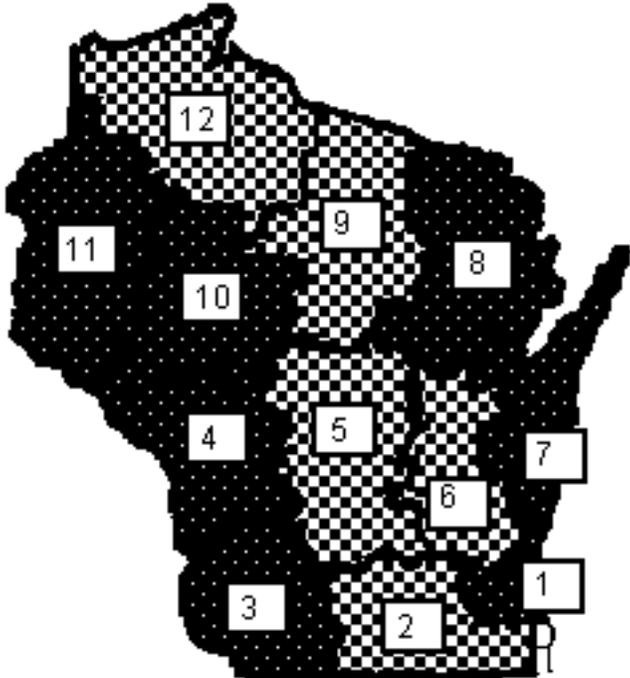
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 10.47
- Number of emergency hires school districts reported to DPI was 341



Emotional Behavioral Disability

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 7.39
- Number of emergency hires school districts reported to DPI was 413



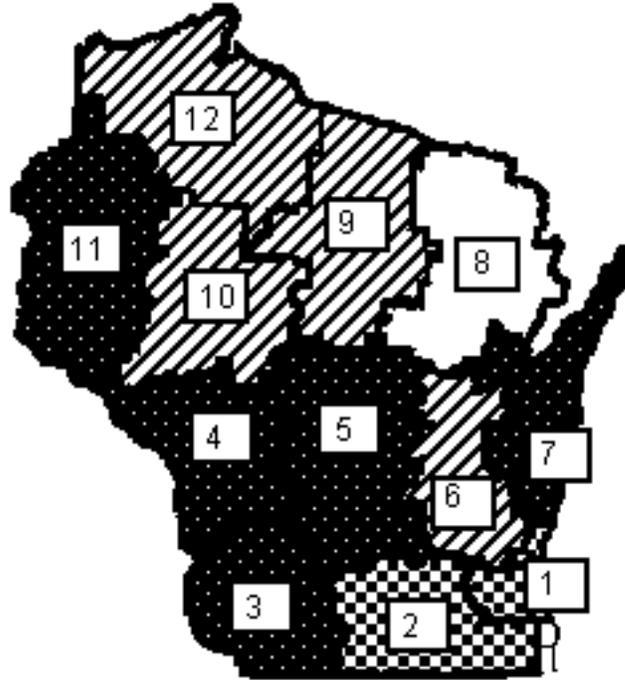
Key

- Demand Well Above Average
- ▣ Demand Above Average
- ▤ Demand Average
- ▥ Demand Below Average
- ▦ Demand Well Below Average
- No data

Cognitive Disabilities

Outlook: Above Average

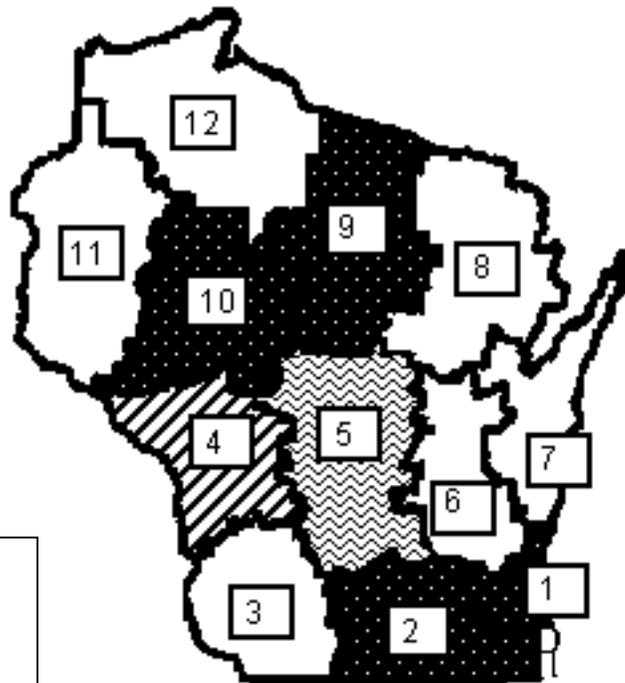
- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 6.64
- Number of emergency hires school districts reported to DPI was 178



Vision Impairment

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 2.2
- Number of emergency hires school districts reported to DPI was 12



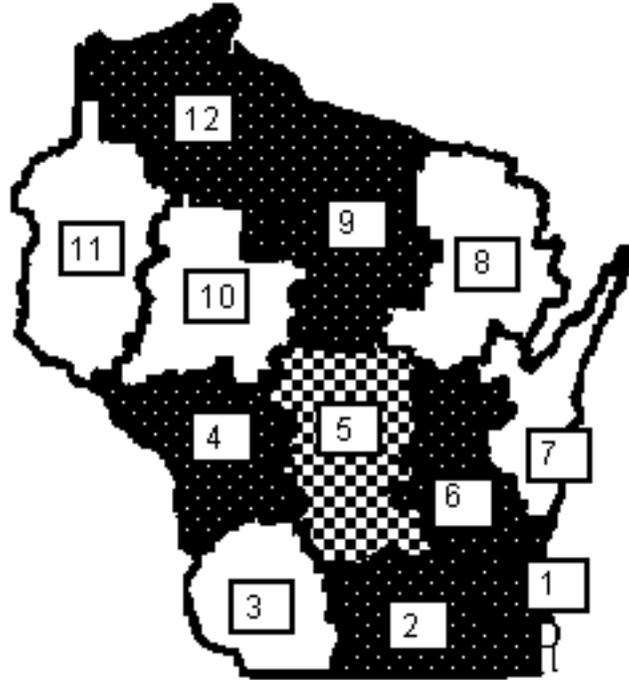
Key

- Demand Well Above Average
- ▣ Demand Above Average
- ▤ Demand Average
- ▥ Demand Below Average
- ▦ Demand Well Below Average
- No data

Deaf/Hearing Impairment

Outlook: Well Above Average

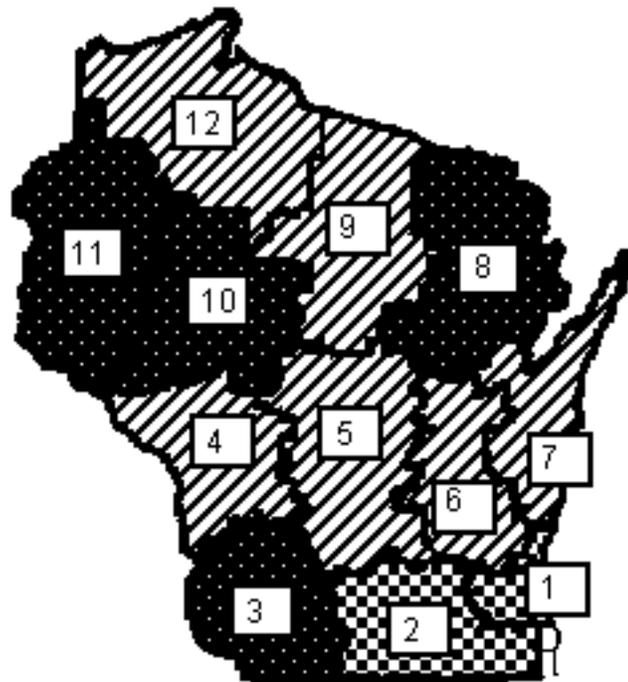
- School district supply rating was in the well below normal range
- Ratio of applicants to vacancies was 1.82
- Number of emergency hires school districts reported to DPI was 15



Speech and Language Pathologist

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 5.0
- Number of emergency hires school districts reported to DPI was 19



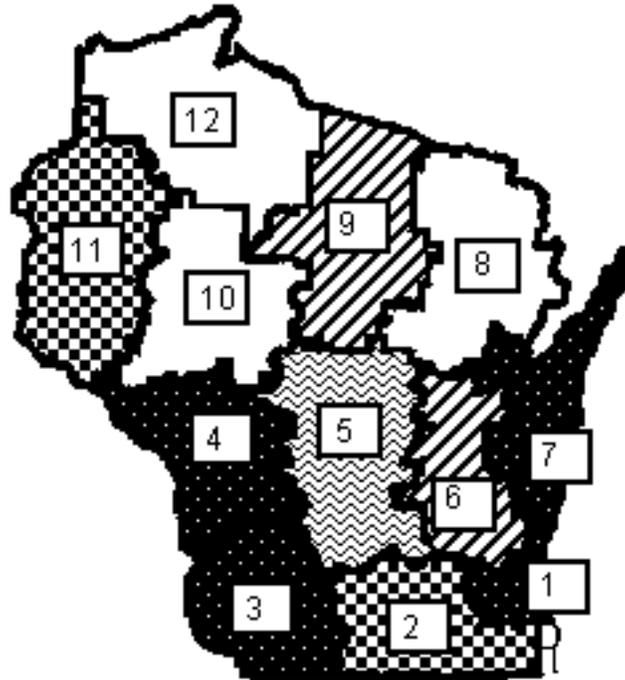
Key

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

Early Childhood Special Education

Outlook: Above Average

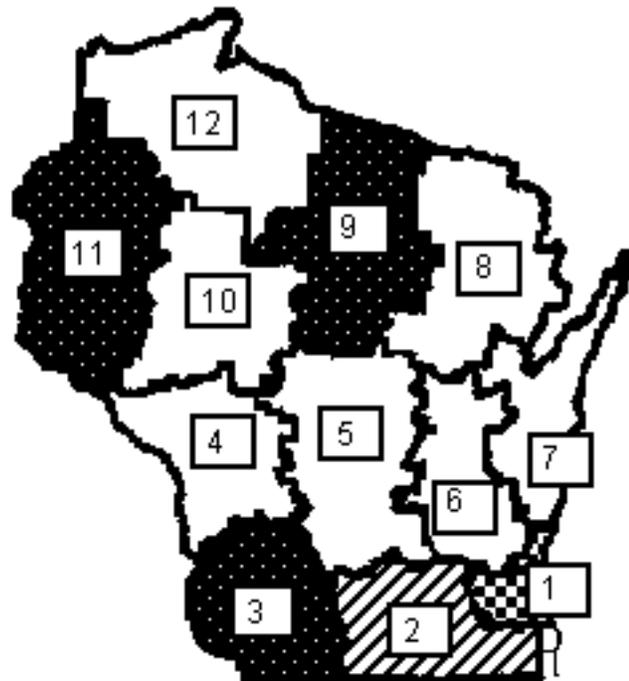
- School district supply rating was in the below average range
- Ratio of applicants to vacancies was 6.28
- Number of emergency hires school districts reported to DPI was 60



Physical Therapist/Occupational Therapist

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 4.5



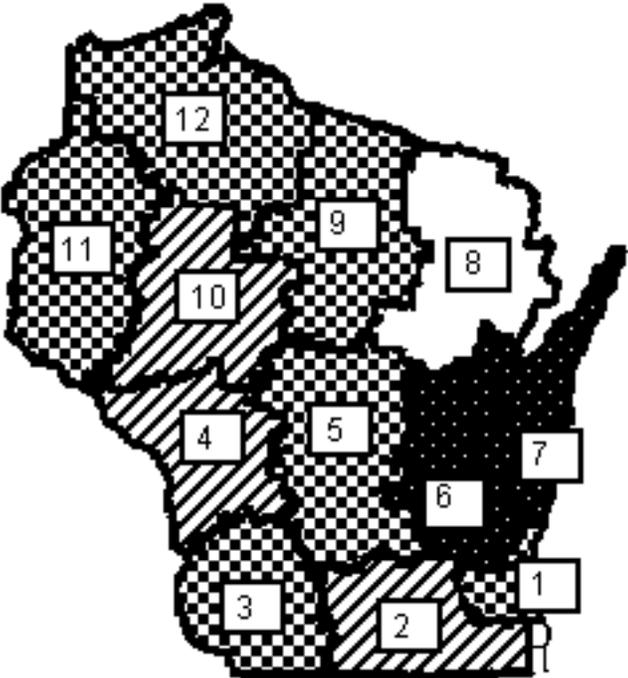
Key

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

Cross Categorical

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 4..36
- Number of emergency hires school districts reported to DPI was 195



Key

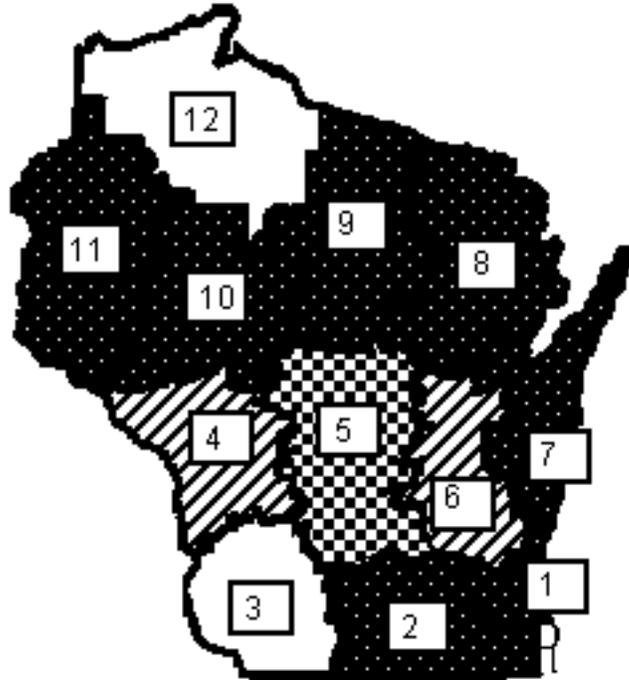
-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

Specialized Personnel

ESL/Bilingual

Outlook: Well Above Average

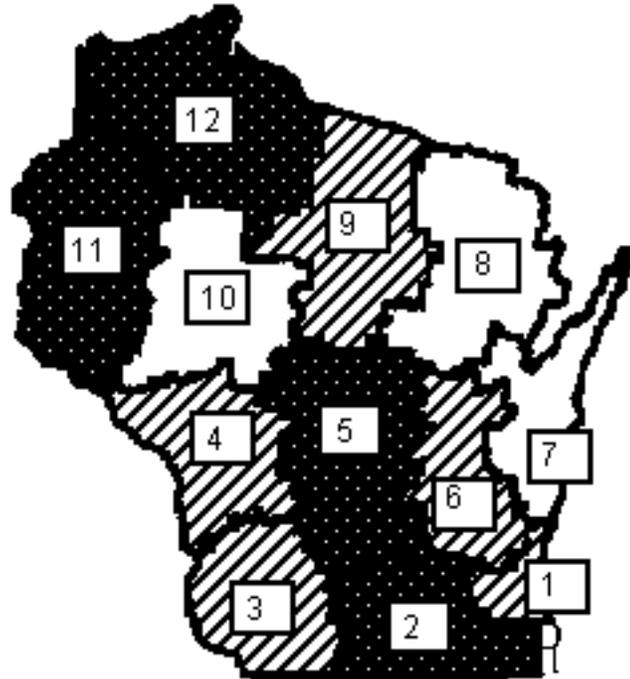
- School district supply rating was in the well below normal range
- Ratio of applicants to vacancies was 2.7
- Number of emergency hires school districts reported to DPI was 107



Library/Media

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 3.67
- Number of emergency hires school districts reported to DPI was 57



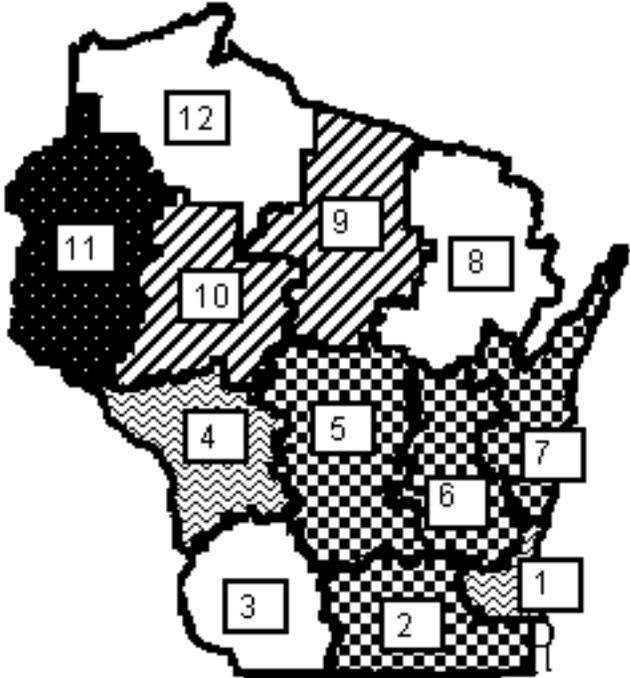
Key

- Demand Well Above Average
- Demand Above Average
- Demand Average
- Demand Below Average
- Demand Well Below Average
- No data

Reading Specialist

Outlook: Average

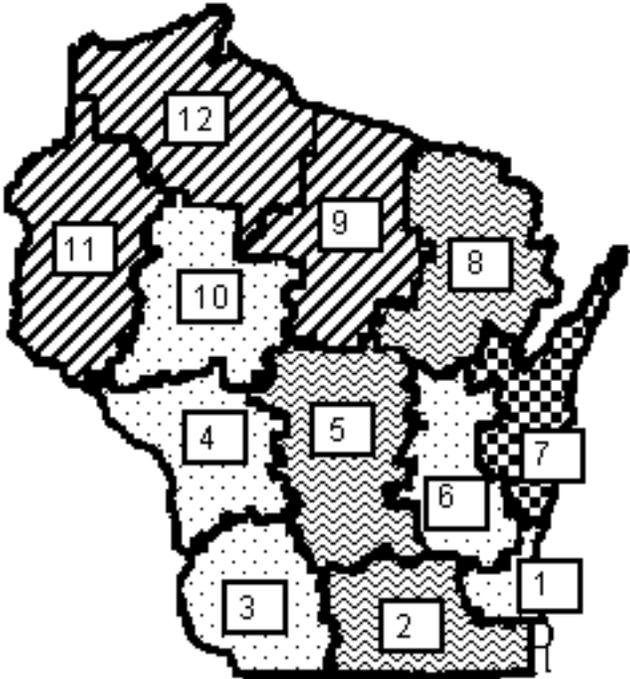
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 6.96
- Number of emergency hires school districts reported to DPI was 94



School Counselor

Outlook: Below Average

- School district supply rating was in the above normal range
- Ratio of applicants to vacancies was 19.58
- Number of emergency hires school districts reported to DPI was 16



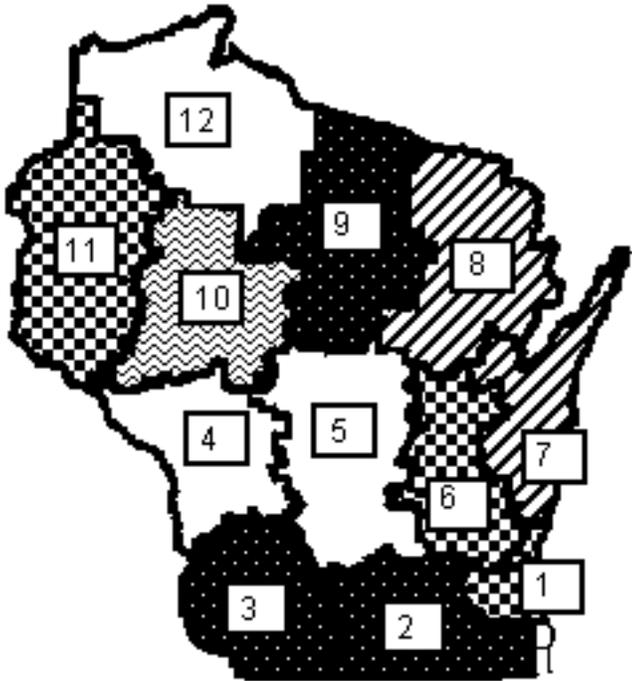
Key

- Demand Well Above Average
- ▣ Demand Above Average
- ▤ Demand Average
- ▥ Demand Below Average
- ▦ Demand Well Below Average
- No data

School Nurse

Outlook: Above Average

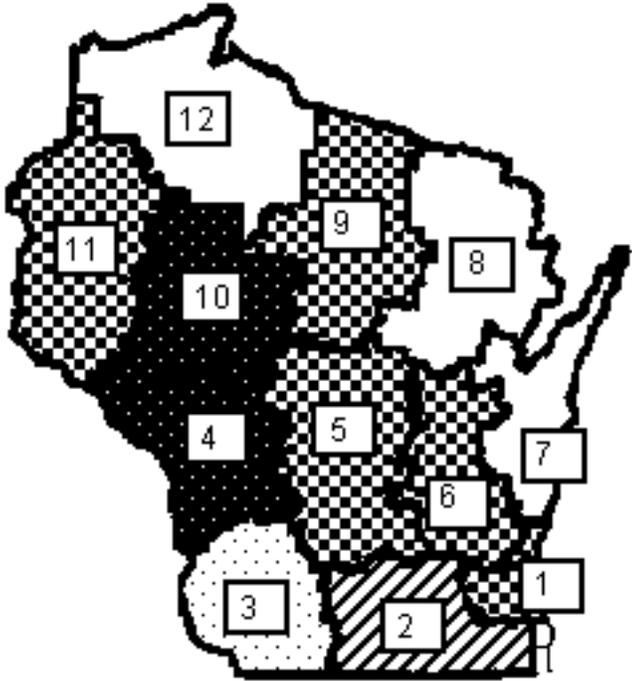
- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 7.24



School Psychologist

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 10.18
- Number of emergency hires school districts reported to DPI was 3



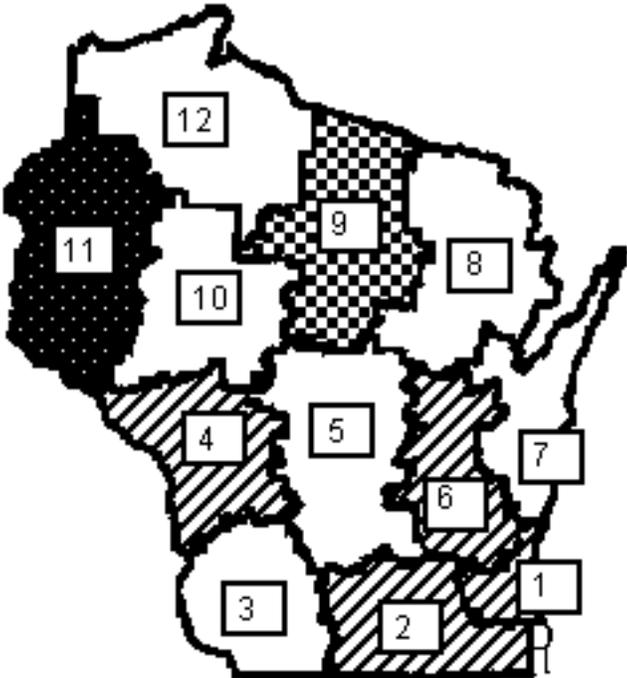
Key

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

School Social Worker

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 10.06
- Number of emergency hires school districts reported to DPI was 12



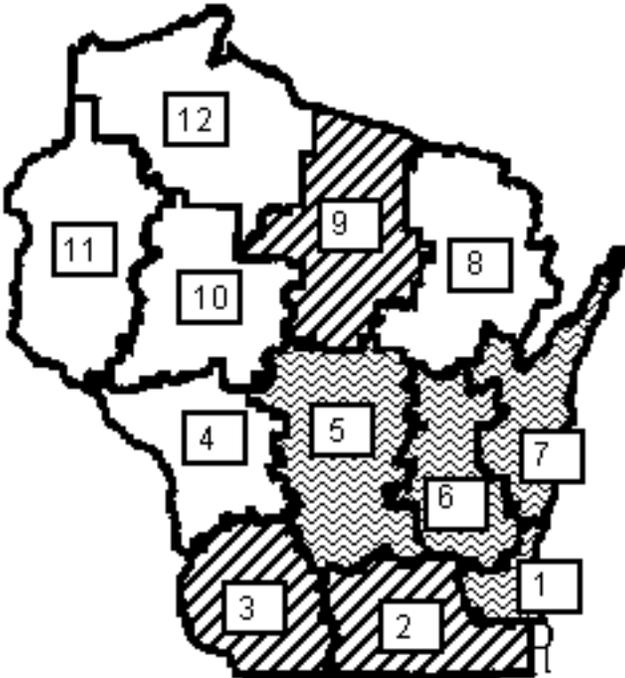
Key

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

Curriculum Director

Outlook: Average

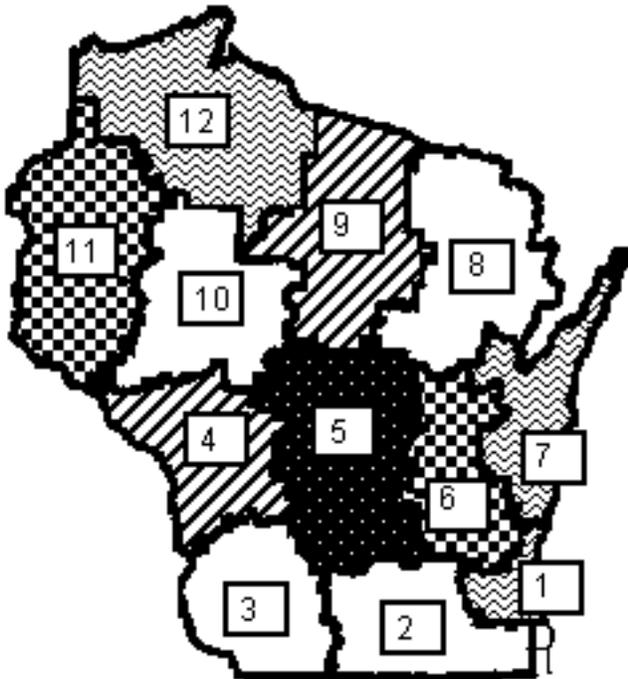
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 20.15



Director of Special Education

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 10.67



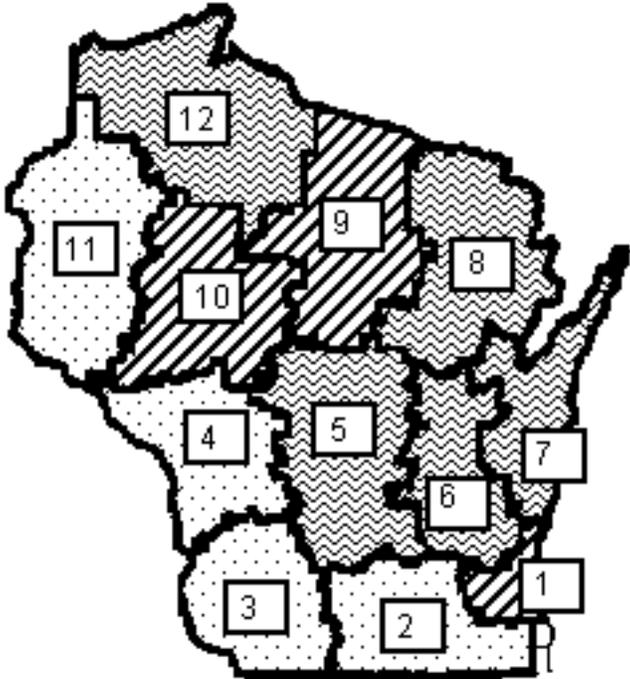
Key

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

Principal

Outlook: Below Average

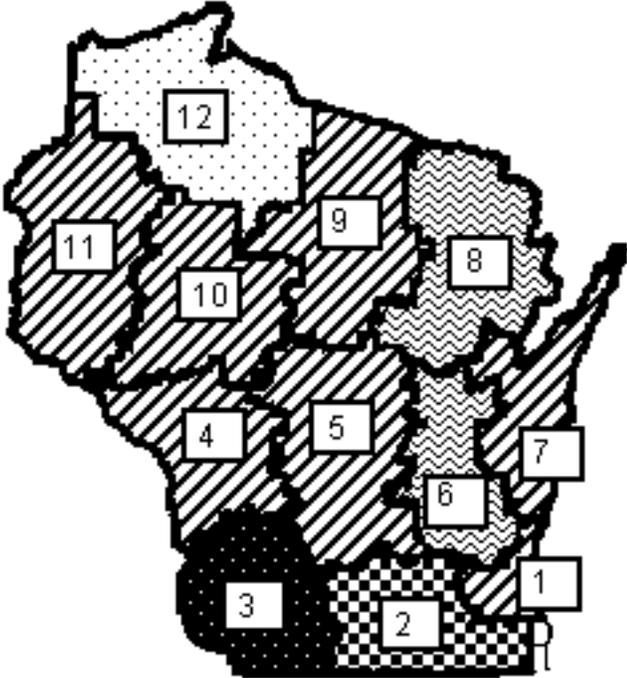
- School district supply rating was in the above normal range
- Ratio of applicants to vacancies was 31.49



Superintendent

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 17.87



Key

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

Appendix A

Educator Supply and Demand Rating Scale for School District Analysis

INSTRUCTIONS: To complete the Educator Supply and Demand Rating Scale for School District Analysis use the following steps (or go to the web site <http://idea.uwosh.edu/fisher/fisher.html>):

1. Make any corrections in Name of District
Provide name, phone number, and e-mail address of district administrator who may be contacted regarding survey information
2. **(Column A)** Carefully examine the licensure/subject areas
3. **(Row 1)** Carefully examine the column headings
4. **(Column B)** Indicate the number of vacancies filled in your district for each licensure/subject area for the 2004-2005 school year. Vacancies include newly created positions and those resulting from attrition. Do not include positions filled by lateral transfers within the district's teaching pool. For example, 5 elementary vacancies opened in June. One vacancy was filled by the transfer of one of the district's middle school math teachers. The middle school and elementary vacancies were filled through a combination of new hires from outside the district and the district's pool of substitute teachers. The district had 4 elementary vacancies and 1 middle/high school math vacancy for the purposes of this survey. If there were no vacancies in a licensure/subject area, leave corresponding cells blank. (See model below)
5. **(Column C)** Indicate the total number of applicants for the vacancies in each licensure/subject area. An applicant is any individual who meets the following criteria: (1) Is licensed or has applied for licensure in the specific licensure/subject area and appropriate grade level and (2) Has on file with the district: (a) cover letter, (b) resume, and (c) application. (To be considered an applicant an individual may have more than these three items on file but may not have less). For example, of 300 potential elementary applicants 225 are licensed in the appropriate subject field and grade level, and have submitted the three required items. The number of elementary applicants is 225 for the purposes of this survey. There were 20 applicants for a middle school math vacancy. (See model below)

MODEL

A Licensure/Subject Areas	B Number of Vacancies	C Number of Applicants	D Rating of Supply
Elementary			
Early C/Kindergar			
Elementary	5	225	5
Mid/High School			
General Science			
Journalism/Speech			
Mathematics	8	20	1

6. **(Column D)** Use the rating scale below to express your opinion on the teacher supply in each licensure/subject area. Base your rating on the number of applications you received for each licensure/subject area in relation to the vacancies in your district for the 2004 - 2005 school year. (See the example above)

Extreme

Slight

Supply Normal

Slight

Extreme

Shortage
1

Shortage
2

to Demand
3

Oversupply
4

Oversupply
5

Educator Supply and Demand Rating Scale for School District Analysis

Name of District _____ Administrator- _____
 Phone Number- _____

A Licensure/Subject Areas	B Number of Vacancies	C Number of Applicants	D Rating of Supply
Elementary			
Early Child/Kindergar			
Elementary			
Mid/High School			
Biology			
Chemistry			
Earth Science			
Physics			
General Science			
Mathematics			
Eng/Spch/Thea/Jour			
Social Studies			
Special Fields			
Agriculture			
Art			
Business Ed			
Drivers Ed			
Fam/Consum Ed.			
Foreign Language			
Health Ed.			
Music			
Phys. Ed.			
Technology Ed.			
Special Education			
Cognitive Disabil.			
Cross Categorical			
Deaf/Hear Impair.			
Early Child Spec. Ed.			
Emotional Beh. Dis.			
Learning Disability			
Speech/Lang. Path			
Visually Imp.			
PT/OT			
Specialized			
ESL/Bilingual			
Library/Media			
Reading Specialist			
Sch. Counselor			
Sch. Nurse			
Sch. Psychologist.			

Sch. Social Work.			
Administrators			
Curriculum Dir.			
Dir. of Spec. Ed.			
Principal			
Superintendent			

Please complete items on next page

Additional information:
Emergency licenses (EL)

How many vacancies for the 2004-2005 school year were filled by individuals with EL?

What licensure/subject areas and grade levels were these individuals hired to fill?

Critical Shortage

Given projections of vacancies over the next five years which subject/licensure areas do you anticipate will be most problematic for your district to hire qualified personnel?

State Budget & Hiring

How have the state budget difficulties affected hiring practices for the upcoming school year?

State Budget & Attrition

Have the state budget difficulties had an effect on staff attrition/retirement in your district?

New Hires

Do you place any restrictions on new hires in high demand areas such as special education (e.g. Cannot transfer from original assignment area for three years)?

Please feel free to make any comments you feel could contribute to this study, either below or as an attachment.

Appendix B

School Districts Responding and Not Responding to Survey**Districts Responding to Survey (53.48%)**

Abbotsford Sch Dist	Hamilton Sch Dist	Port Washington-Saukville Sch I
Albany Sch Dist	Hartford UHS Sch Dist	Portage Community Sch Dist
Alma Center Sch Dist	Hayward Community Sch Dist	Potosi Sch Dist
Alma Sch Dist	Herman #22 Sch Dist	Poynette Sch Dist
Argyle Sch Dist	Hilbert Sch Dist	Prairie du Chien Area Sch Dist
Ashland Sch Dist	Hillsboro Sch Dist	Prairie Farm Sch Dist
Ashwaubenon Sch Dist	Holmen Sch Dist	Prentice Sch Dist
Athens Sch Dist	Horicon Sch Dist	Prescott Sch Dist
Bangor Sch Dist	Howards Grove Sch Dist	Pulaski Community Sch Dist
Baraboo Sch Dist	Hudson Sch Dist	Reedsburg Sch Dist
Barron Area Sch Dist	Hurley Sch Dist	Rice Lake Area Sch Dist
Bayfield Sch Dist	Hustisford Sch Dist	Richland Sch Dist
Beecher-Dunbar-Pembin Sch D	Iola-Scandinavia Sch Dist	Richmond Sch Dist
Belmont Community Sch Dist	Iowa-Grant Sch Dist	River Valley Sch Dist
Beloit Turner Sch Dist	Ithaca Sch Dist	Riverdale Sch Dist
Benton Sch Dist	Johnson Creek Sch Dist	Riverdale Sch Dist
Berlin Area Sch Dist	Juda Sch Dist	Royall Sch Dist
Big Foot UHS Sch Dist	Kaukauna Area Sch Dist	Royall Sch Dist
Black Hawk Sch Dist	Kettle Moraine Sch Dist	Saint Francis Sch Dist
Black River Falls Sch Dist	Kewaunee Sch Dist	Sauk Prairie Sch Dist
Blair-Taylor Sch Dist	Kimberly Area Sch Dist	Seneca Sch Dist
Bloomer Sch Dist	La Crosse Sch Dist - Hogan Adn	Sevastopol Sch Dist
Bonduel Sch Dist	La Farge Sch Dist	Sharon J11 Sch Dist
Boscobel Area Sch Dist	Lac du Flambeau #1 Sch Dist	Shawano-Gresham Sch Dist
Boulder Junction J1 Sch Dist	Ladysmith-Hawkins Sch Dist	Sheboygan Area Sch Dist
Boyceville Community Sch Dist	Lake Country Sch Dist	Shell Lake Sch Dist
Brighton #1 Sch Dist	Lancaster Community Sch Dist	Shullsburg Sch Dist
Brillion Sch Dist	Laona Sch Dist	Silver Lake J1 Sch Dist
Bristol #1 Sch Dist	Lena Sch Dist	Slinger Sch Dist
Bruce Sch Dist	Linn J4 Sch Dist	South Milwaukee Sch Dist
Cadott Community Sch Dist	Linn J6 Sch Dist	South Shore Sch Dist
Calumet Co CDEB	Lodi Sch Dist	Southern Door Sch Dist
Cameron Sch Dist	Lomira Sch Dist	Southwestern Wisconsin Sch Di
Cassville Sch Dist	Loyal Sch Dist	Spooner Sch Dist
Cedar Grove-Belgium Area Sch	Luck Sch Dist	Stanley-Boyd Area Sch Dist
Clayton Sch Dist	Luxemburg-Casco Sch Dist	Stevens Point Area Sch Dist
Clinton Community Sch Dist	Madison Metropolitan Sch Dist	Stone Bank Sch Dist
Colby Sch Dist	Manitowoc Sch Dist	Sturgeon Bay Sch Dist
Colfax Sch Dist	Maple Dale-Indian Hill Sch Dist	Sun Prairie Area Sch Dist
Columbus Sch Dist	Marinette Sch Dist	Superior Sch Dist
Cooperative Ed Serv Agcy 02	Markesan Sch Dist	Suring Sch Dist
Cooperative Ed Serv Agcy 04	Marshfield Sch Dist	Swallow Sch Dist
Cooperative Ed Serv Agcy 05	Mauston Sch Dist	Thorp Sch Dist
Cooperative Ed Serv Agcy 12	Mayville Sch Dist	Three Lakes Sch Dist
Cornell Sch Dist	McFarland Sch Dist	Tomah Area Sch Dist
Crivitz Sch Dist	Melrose-Mindoro Sch Dist	Tomahawk Sch Dist
Cuba City Sch Dist	Menomonee Falls Sch Dist	Tomorrow River Sch Dist
Cumberland Sch Dist	Mercer Sch Dist	Tri-County Area Sch Dist
Darlington Community Sch Dist	Merton Community Sch Dist	Two Rivers Sch Dist
De Forest Area Sch Dist	Milwaukee Sch Dist	Union Grove J1 Sch Dist
Delavan-Darien Sch Dist	Minocqua J1 Sch Dist	Union Grove UHS Sch Dist
Denmark Sch Dist	Monroe Sch Dist	Unity Sch Dist
Dodgeand Sch Dist	Monticello Sch Dist	Valders Area Sch Dist
Dodgeville Sch Dist	Muskego-Norway Sch Dist	Verona Area Sch Dist
Dover #1 Sch Dist	Necedah Area Sch Dist	Wabeno Area Sch Dist
Edgar Sch Dist	Neillsville Sch Dist	Walworth J1 Sch Dist
Edgerton Sch Dist	Neosho J3 Sch Dist	Washburn Sch Dist
Elk Mound Area Sch Dist	New Auburn Sch Dist	Washington Sch Dist
Elkhart Lake-Glenbeulah Sch Di	New London Sch Dist	Washington-Caldwell Sch Dist
Elkhorn Area Sch Dist	North Cape Sch Dist	Waterford Graded J1 Sch Dist
Erin Sch Dist	North Crawford Sch Dist	Waterford UHS Sch Dist
Fall Creek Sch Dist	North Fond du Lac Sch Dist	Watertown Sch Dist
Fall River Sch Dist	North Lake Sch Dist	Waupun Sch Dist
Fennimore Community Sch Dist	Northern Ozaukee Sch Dist	Wausaukee Sch Dist
Flambeau Sch Dist	Northwood Sch Dist	Wauwatosa Sch Dist
Florence Sch Dist	Oakfield Sch Dist	Webster Sch Dist
Fontana J8 Sch Dist	Oconto Falls Sch Dist	West Allis Sch Dist
Fox Point J2 Sch Dist	Oostburg Sch Dist	West De Pere Sch Dist
Franklin Public Sch Dist	Osceola Sch Dist	Westby Area Sch Dist
Frederic Sch Dist	Osseo-Fairchild Sch Dist	Weston Sch Dist
Galesville-Ettrick-Trempealeau	Owen-Withee Sch Dist	Weyauwega-Fremont Sch Dist
Gibraltar Area Sch Dist	Paris J1 Sch Dist	Weyerhaeuser Area Sch Dist
Gillett Sch Dist	Park Falls Sch Dist	Wheatland J1 Sch Dist
Glendale-River Hills Sch Dist	Parkview Sch Dist	Whitehall Sch Dist
Glenwood City Sch Dist	Phelps Sch Dist	Wild Rose Sch Dist
Granton Area Sch Dist	Phillips Sch Dist	Wilmot Grade Sch Dist
Grantsburg Sch Dist	Pittsville Sch Dist	Wilmot UHS Sch Dist
Green Bay Area Sch Dist	Platteville Sch Dist	Winneconne Community Sch Di
Green Lake Sch Dist	Plum City Sch Dist	Winter Sch Dist
		Wonewoc-Union Center Sch Dis

Districts not responding to survey

Adams-Friendship Area Sch Dist	Glidden Sch Dist	Pardeeville Area Sch
Algoma Sch Dist	Goodman-Armstrong Sch D	Pecatonica Area Sch I
Almond-Bancroft Sch Dist	Grafton Sch Dist	Pepin Area Sch Dist
Altoona Sch Dist	Greendale Sch Dist	Peshigo Sch Dist
Amery Sch Dist	Greenfield Sch Dist	Pewaukee Sch Dist
Antigo Sch Dist	Greenwood Sch Dist	Plymouth Sch Dist
Appleton Area Sch Dist	Hartford J1 Sch Dist	Port Edwards Sch Di
Arcadia Sch Dist	Hartland-Lakeside J3 Sch D	Princeton Sch Dist
Arrowhead UHS Sch Dist	Highland Sch Dist	Racine Co CDEB
Auburndale Sch Dist	Hortonville Sch Dist	Racine Sch Dist
Augusta Sch Dist	Howard-Suamico Sch Dist	Randall J1 Sch Dist
Baldwin-Woodville Area Sch Dist	Independence Sch Dist	Randolph Sch Dist
Barneveld Sch Dist	Janesville Sch Dist	Random Lake Sch Di
Beaver Dam Sch Dist	Jefferson Sch Dist	Raymond #14 Sch Di
Belleville Sch Dist	Kenosha Sch Dist	Reedsville Sch Dist
Beloit Sch Dist	Kewaskum Sch Dist	Rhineland Sch Dist
Birchwood Sch Dist	Kickapoo Area Sch Dist	Rib Lake Sch Dist
Bowler Sch Dist	Kiel Area Sch Dist	Richfield J1 Sch Dist
Brodhead Sch Dist	Kohler Sch Dist	Rio Community Sch I
Brown Co CDEB	Lake Geneva J1 Sch Dist	Ripon Sch Dist
Brown Deer Sch Dist	Lake Geneva-Genoa City U	River Falls Sch Dist
Burlington Area Sch Dist	Lake Holcombe Sch Dist	River Ridge Sch Dist
Butternut Sch Dist	Lake Mills Area Sch Dist	Rosendale-Brandon S
Cambria-Friesland Sch Dist	Lakeland UHS Sch Dist	Rosholt Sch Dist
Cambridge Sch Dist	Little Chute Area Sch Dist	Rubicon J6 Sch Dist
Campbellsport Sch Dist	Manawa Sch Dist	Saint Croix Central S
Cashon Sch Dist	Maple Sch Dist	Saint Croix Falls Sch
Cedarburg Sch Dist	Marathon City Sch Dist	Salem J2 Sch Dist
Central/Westosha UHS Sch Dist	Marathon Co CDEB	Seymour Community
Chetek Sch Dist	Marion Sch Dist	Sheboygan Falls Sch
Chilton Sch Dist	Marshall Sch Dist	Shiocton Sch Dist
Chippewa Falls Area Sch Dist	Medford Area Sch Dist	Shorewood Sch Dist
Clear Lake Sch Dist	Mellen Sch Dist	Siren Sch Dist
Clintonville Sch Dist	Menasha Sch Dist	Solon Springs Sch Di
Cochrane-Fountain City Sch Dist	Menominee Indian Sch Dis	Somerset Sch Dist
Coleman Sch Dist	Menomonie Area Sch Dist	Sparta Area Sch Dist
Cooperative Ed Serv Agcy 01	Mequon-Thiensville Sch Di	Spencer Sch Dist
Cooperative Ed Serv Agcy 03	Merrill Area Sch Dist	Spring Valley Sch Di
Cooperative Ed Serv Agcy 06	Middleton-Cross Plains Sch	Stockbridge Sch Dist
Cooperative Ed Serv Agcy 07	Milton Sch Dist	Stoughton Area Sch I
Cooperative Ed Serv Agcy 08	Mineral Point Sch Dist	Stratford Sch Dist
Cooperative Ed Serv Agcy 09	Mishicot Sch Dist	Tigerton Sch Dist
Cooperative Ed Serv Agcy 10	Mondovi Sch Dist	Trevor Grade Sch Di
Cooperative Ed Serv Agcy 11	Monona Grove Sch Dist	Turtle Lake Sch Dist
Crandon Sch Dist	Montello Sch Dist	Twin Lakes #4 Sch D
Cudahy Sch Dist	Mosinee Sch Dist	Viroqua Area Sch Di
D C Everest Area Sch Dist	Mount Horeb Area Sch Dis	Walworth Co CDEB
De Pere Sch Dist	Mukwonago Sch Dist	Waterloo Sch Dist
De Soto Area Sch Dist	Neenah Sch Dist	Waukesha Sch Dist
Deerfield Community Sch Dist	Nekoosa Sch Dist	Waunakee Communi
Drummond Area Sch Dist	New Berlin Sch Dist	Waupaca Sch Dist
Durand Sch Dist	New Glarus Sch Dist	Wausau Sch Dist
East Troy Community Sch Dist	New Holstein Sch Dist	Wautoma Area Sch I
Eau Claire Area Sch Dist	New Lisbon Sch Dist	Wauzeka-Steuben Sc
Elcho Sch Dist	New Richmond Sch Dist	West Bend Sch Dist
Eleva-Strum Sch Dist	Niagara Sch Dist	West Salem Sch Dist
Ellsworth Community Sch Dist	Nicolet UHS Sch Dist	Westfield Sch Dist
Elmbrook Sch Dist	Norris Sch Dist	White Lake Sch Dist
Elmwood Sch Dist	Northland Pines Sch Dist	Whitefish Bay Sch Di
Evansville Community Sch Dist	Norwalk-Ontario-Wilton S	Whitewater Sch Dist
Fond du Lac Sch Dist	Norway J7 Sch Dist	Whitnall Sch Dist
Fort Atkinson Sch Dist	Oak Creek-Franklin Sch Di	Williams Bay Sch Dis
Freedom Area Sch Dist	Oconomowoc Area Sch Dis	Wisconsin Dells Sch I
Friess Lake Sch Dist	Oconto Sch Dist	Wisconsin Heights S
Geneva J4 Sch Dist	Omro Sch Dist	Wisconsin Rapids Sc
Genoa City J2 Sch Dist	Onalaska Sch Dist	Wittenberg-Biramw
Germantown Sch Dist	Oregon Sch Dist	Woodruff J1 Sch Dist
Gilman Sch Dist	Oshkosh Area Sch Dist	Wrightstown Comm
Gilmanton Sch Dist	Palmyra-Eagle Area Sch Di	Yorkville J2 Sch Dist

Appendix C

Program Completer Survey

1.) Are you currently employed as a teacher?

- A. Yes Please continue to number 2.
B. No If no, please explain briefly why.

2.) What certification(s) do you hold?

Elementary Middle/High Special Fields Special Education
Early Childhood/ Kinder SchoolAgriculture Cognitive Dis.
Elementary Biology Art Emotional Dis.
Other Chemistry Business Ed Learning Dis.
Specialized Earth ScienceFamily/Consumer Ed Early Childhood: EEN
ESL/Bilingual English/Language Arts Music Cross Categorical
Foreign Language General Science Phys. Ed Deaf/Hearing Imp.
Library/ Media Journalism/Speech Technology Ed Visually Imp.
Reading Specialist Mathematics Other Speech/Lang. Path.
Reading Teacher Physics Administrators PT/OT
School Counselor Social Studies Curriculum Director Other
School NurseOther Director of Special Ed
School Psychologist Elementary Principal
School Social Middle School
Worker Principal
Other High School Principal
Superintendent
Other

3.) Are you teaching?

- A. Yes Please continue to number 4 and complete the survey.
B. No If no, please explain briefly why and return the survey.

4.) What subject area(s) are you teaching?

Elementary Middle/High Special Fields Special Education
Early Childhood/ Kinder SchoolAgriculture Cognitive Dis.
Elementary Biology Art Emotional Dis.
Other Chemistry Business Ed Learning Dis.
Specialized Earth ScienceFamily/Consumer Ed Early Childhood: EEN
ESL/Bilingual English/Language Arts Music Cross Categorical
Foreign Language General Science Phys. Ed Deaf/Hearing Imp.
Library/ Media Journalism/Speech Technology Ed Visually Imp.
Reading Specialist Mathematics Other Speech/Lang. Path.
Reading Teacher Physics Administrators PT/OT
School Counselor Social Studies Curriculum Director Other
School NurseOther Director of Special Ed
School Psychologist Elementary Principal
School Social Middle School
Worker Principal
Other High School Principal
Superintendent

Other

- 5.) What grade do you teach?
Early Childhood/Kindergarten
Grade 1 2 3 4 5 6 7 8 9 10 11 12
- 6.) Are you employed
A. Part-time B. Full-time C. Substitute
- 7.) Name of District where you are employed:
- 8.) Name of school where you are employed: