



Wisconsin Educator Staffing Data School District Survey—2015-16

Due Date: Monday, May 2

This survey is being sent to every Wisconsin school district to identify critical information on Wisconsin's staffing shortages. This survey will also be used to gather general information on efforts to attract, prepare, recruit/hire, and retain educators, from your perspective as a school district. These data will be aggregated by CESA region, Regional meetings across the state will occur in May to review these data and suggest recommendations for a statewide strategic plan to address Wisconsin's staffing needs. Thank you for taking time to complete this survey by Monday, May 2, 2016.

Respondent Data

LEA Number: %T0242203661.Q4_1%

District: %T0242203661.Q1_1%

Administrator: %PDC_PANEL.NAME_1% %PDC_PANEL.NAME_2%

Email Address of Administrator: %PDC_PANEL.EMAIL_1%

CESA: %T0242203661.Q2_1%

If the person filling out this survey is someone other than the person listed above, enter your contact information below.

Contact Person
First & Last Name

Contact Person's Email Address

Choose the range that best describes your district's enrollment from the drop-down list.

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Staffing

We would like to know about the licensure areas that were difficult to staff in your district for the current school year (**2015-16**). You are being asked to rate the difficulty of filling positions in eight licensure areas:

- Elementary/Middle
- Early Adolescence-Adolescence
- Early Childhood-Adolescence
- Special Education
- Career and Technical Education
- Supplemental Licenses
- Pupil Services
- Administration

Elementary/Middle Licensure

Rate the supply of applicants for each license. For licenses rated "**slight shortage**" or "**extreme shortage**", you will be asked to indicate the strategies you used to respond to the staff shortfall.

Sections

> Elementary/Middle Licensure

Early Adolescence - Adolescence
 Early Childhood through Adolescence
 Special Education
 Career and Technical Education
 EC-A Supplemental Licenses
 Pupil Services
 Administrator
 Overall Shortage Areas
 Attracting / Recruiting / Retaining
 Diversity / Educator Preparation

When hiring for Early Childhood (EC birth - age 8) vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Canceled classes
- Eliminated or reduced a program
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another teacher an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Hired virtual instructor or provided online instruction
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Early Childhood-Middle Childhood (EC-MC ages birth – 11) vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
 Many applicants; applicants in pool are qualified—Supply normal to demand
 Many applicants; few high quality candidates—Slight shortage
 Few applicants; but applicants in pool tend to be of high quality—Slight shortage
 Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
 Hired a teacher considered below our preferred standard of experience or quality
 Canceled classes
 Eliminated or reduced a program
 Increased class sizes to reduce sections/classrooms
 Employed a teacher on an emergency permit/license
 Filled with a substitute
 Brought back a retired staff member
 Gave another teacher an overload assignment
 Reached an arrangement to share staff with another district
 Contracted with CESA or outside service provider
 Hired virtual instructor or provided online instruction
 Conducted a targeted recruitment to hire a teacher under contract in another district
 Offered financial incentives (signing bonuses, higher salary)
 Offered tuition assistance to complete educator preparation
 Other

When hiring for Middle Childhood-Early Adolescence (MC-EA age 6-12) vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
 Many applicants; applicants in pool are qualified—Supply normal to demand
 Many applicants; few high quality candidates—Slight shortage
 Few applicants; but applicants in pool tend to be of high quality—Slight shortage
 Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
 Hired a teacher considered below our preferred standard of experience or quality
 Canceled classes
 Eliminated or reduced a program
 Increased class sizes to reduce sections/classrooms
 Employed a teacher on an emergency permit/license
 Filled with a substitute
 Brought back a retired staff member
 Gave another teacher an overload assignment
 Reached an arrangement to share staff with another district
 Contracted with CESA or outside service provider
 Hired virtual instructor or provided online instruction
 Conducted a targeted recruitment to hire a teacher under contract in another district
 Offered financial incentives (signing bonuses, higher salary)

- Offered tuition assistance to complete educator preparation
- Other

Were there any other areas at this level for which your district experienced difficulties recruiting and filling a position in 2015-16?

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Early Adolescence - Adolescence (ages 10-21)

Rate the supply of applicants for each license. For licenses rated "**slight shortage**" or "**extreme shortage**", you will be asked to indicate the strategies you used to respond to the staff shortfall.

When hiring for English vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
 Many applicants; applicants in pool are qualified—Supply normal to demand
 Many applicants; few high quality candidates—Slight shortage
 Few applicants; but applicants in pool tend to be of high quality—Slight shortage
 Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
 Hired a teacher considered below our preferred standard of experience or quality
 Canceled classes
 Eliminated or reduced a program
 Increased class sizes to reduce sections/classrooms
 Employed a teacher on an emergency permit/license
 Filled with a substitute
 Brought back a retired staff member
 Gave another teacher an overload assignment
 Reached an arrangement to share staff with another district
 Contracted with CESA or outside service provider
 Hired virtual instructor or provided online instruction
 Conducted a targeted recruitment to hire a teacher under contract in another district
 Offered financial incentives (signing bonuses, higher salary)
 Offered tuition assistance to complete educator preparation
 Other

When hiring for Mathematics vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
 Many applicants; applicants in pool are qualified—Supply normal to demand
 Many applicants; few high quality candidates—Slight shortage
 Few applicants; but applicants in pool tend to be of high quality—Slight shortage
 Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position

Sections

Elementary/Middle Licensure

> Early Adolescence - Adolescence

Early Childhood through Adolescence

Special Education

Career and Technical Education

EC-A Supplemental Licenses

Pupil Services

Administrator

Overall Shortage Areas

Attracting / Recruiting / Retaining

Diversity / Educator Preparation

- Hired a teacher considered below our preferred standard of experience or quality
- Canceled classes
- Eliminated or reduced a program
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another teacher an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Hired virtual instructor or provided online instruction
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Social Studies vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Canceled classes
- Eliminated or reduced a program
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another teacher an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Hired virtual instructor or provided online instruction
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Science vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Canceled classes
- Eliminated or reduced a program
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another teacher an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Hired virtual instructor or provided online instruction
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for World Languages vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Canceled classes
- Eliminated or reduced a program
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another teacher an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Hired virtual instructor or provided online instruction
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

Were there any other areas at this level for which your district experienced difficulties recruiting and filling a position in 2015-16?

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Early Childhood Through Adolescence (ages birth through 21)

Rate the supply of applicants for each license. For licenses rated "slight shortage" or "extreme shortage" you will be asked to indicate the strategies you used to respond to the staff shortfall.

When hiring for Art vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
 Many applicants; applicants in pool are qualified—Supply normal to demand
 Many applicants; few high quality candidates—Slight shortage
 Few applicants; but applicants in pool tend to be of high quality—Slight shortage
 Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
 Hired a teacher considered below our preferred standard of experience or quality
 Canceled classes
 Eliminated or reduced a program
 Increased class sizes to reduce sections/classrooms
 Employed a teacher on an emergency permit/license
 Filled with a substitute
 Brought back a retired staff member
 Gave another teacher an overload assignment
 Reached an arrangement to share staff with another district
 Contracted with CESA or outside service provider
 Hired virtual instructor or provided online instruction
 Conducted a targeted recruitment to hire a teacher under contract in another district
 Offered financial incentives (signing bonuses, higher salary)
 Offered tuition assistance to complete educator preparation
 Other

When hiring for Music vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
 Many applicants; applicants in pool are qualified—Supply normal to demand
 Many applicants; few high quality candidates—Slight shortage
 Few applicants; but applicants in pool tend to be of high quality—Slight shortage
 Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

Sections

Elementary/Middle Licensure
 Early Adolescence - Adolescence
> Early Childhood through Adolescence
 Special Education
 Career and Technical Education
 EC-A Supplemental Licenses
 Pupil Services
 Administrator
 Overall Shortage Areas
 Attracting / Recruiting / Retaining
 Diversity / Educator Preparation

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Canceled classes
- Eliminated or reduced a program
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another teacher an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Hired virtual instructor or provided online instruction
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Physical Education vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Canceled classes
- Eliminated or reduced a program
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another teacher an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Hired virtual instructor or provided online instruction
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Health vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage

- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Canceled classes
- Eliminated or reduced a program
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another teacher an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Hired virtual instructor or provided online instruction
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for World Languages vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Canceled classes
- Eliminated or reduced a program
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another teacher an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Hired virtual instructor or provided online instruction
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

Were there any other areas at this level for which your district experienced difficulties recruiting and filling a position in 2015-16?

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Special Education

Rate the supply of applicants for each license. For licenses rated "slight shortage" or "extreme shortage" you will be asked to indicate the strategies you used to respond to the staff shortfall.

When hiring for Early Childhood Special Education vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Our district contracts out to fill this teaching vacancy
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Hired a paraprofessional to assist with caseload
- Changed service delivery model
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Hired a retired staff member
- Reached an arrangement to share staff with another district (example 66.03)
- Contracted with CESA
- Contracted with outside service provider
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Cross Categorical teaching vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Our district contracts out to fill this teaching vacancy
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

Sections

- Elementary/Middle Licensure
- Early Adolescence - Adolescence
- Early Childhood through Adolescence
- > Special Education**
- Career and Technical Education
- EC-A Supplemental Licenses
- Pupil Services
- Administrator
- Overall Shortage Areas
- Attracting / Recruiting / Retaining
- Diversity / Educator Preparation

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Hired a paraprofessional to assist with caseload
- Changed service delivery model
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Hired a retired staff member
- Reached an arrangement to share staff with another district (example 66.03)
- Contracted with CESA
- Contracted with outside service provider
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Specific Learning Disability teaching vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Our district contracts out to fill this teaching vacancy
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Hired a paraprofessional to assist with caseload
- Changed service delivery model
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Hired a retired staff member
- Reached an arrangement to share staff with another district (example 66.03)
- Contracted with CESA
- Contracted with outside service provider
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Emotional Behavior Disability teaching vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Our district contracts out to fill this teaching vacancy
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Hired a paraprofessional to assist with caseload
- Changed service delivery model
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Hired a retired staff member
- Reached an arrangement to share staff with another district (example 66.03)
- Contracted with CESA
- Contracted with outside service provider
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Intellectual Disability teaching vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Our district contracts out to fill this teaching vacancy
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Hired a paraprofessional to assist with caseload
- Changed service delivery model
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Hired a retired staff member
- Reached an arrangement to share staff with another district (example 66.03)
- Contracted with CESA
- Contracted with outside service provider
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Deaf / Hearing Impaired teaching vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Our district contracts out to fill this teaching vacancy
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage

- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Hired a paraprofessional to assist with caseload
- Changed service delivery model
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Hired a retired staff member
- Reached an arrangement to share staff with another district (example 66.03)
- Contracted with CESA
- Contracted with outside service provider
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Visually Impaired teaching vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Our district contracts out to fill this teaching vacancy
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Hired a paraprofessional to assist with caseload
- Changed service delivery model
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Hired a retired staff member
- Reached an arrangement to share staff with another district (example 66.03)
- Contracted with CESA
- Contracted with outside service provider
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Speech and Language Pathologist vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Our district contracts out to fill this teaching vacancy
- Many applicants; applicants in pool are qualified—Supply normal to demand

- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Hired a paraprofessional to assist with caseload
- Changed service delivery model
- Hired a retired staff member
- Reached an arrangement to share staff with another district (example 66.03)
- Contracted with CESA
- Contracted with outside service provider
- Conducted a targeted recruitment to hire a SLP under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

Were there any other areas at this level for which your district experienced difficulties recruiting and filling a position in 2015-16?

Related Special Education Services

If your district contracts out to hire for related special education services, check "Contracted out" in the list below. In 2015-16 did you experience any shortages in hiring for any of these related special education services?

	Yes	No	Contracted out
Physical Therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Occupational Therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation and Mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational Interpreter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Career and Technical Education

Rate the supply of applicants for each license. For licenses rated "slight shortage" or "extreme shortage" you will be asked to indicate the strategies you used to respond to the staff shortfall.

When hiring for Agriculture Education vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
 Many applicants; applicants in pool are qualified—Supply normal to demand
 Many applicants; few high quality candidates—Slight shortage
 Few applicants; but applicants in pool tend to be of high quality—Slight shortage
 Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
 Hired a teacher considered below our preferred standard of experience or quality
 Canceled classes
 Eliminated or reduced a program
 Increased class sizes to reduce sections/classrooms
 Employed a teacher on an emergency permit/license
 Filled with a substitute
 Brought back a retired staff member
 Gave another teacher an overload assignment
 Reached an arrangement to share staff with another district
 Contracted with CESA or outside service provider
 Hired virtual instructor or provided online instruction
 Conducted a targeted recruitment to hire a teacher under contract in another district
 Offered financial incentives (signing bonuses, higher salary)
 Offered tuition assistance to complete educator preparation
 Other

When hiring for Business Education vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
 Many applicants; applicants in pool are qualified—Supply normal to demand
 Many applicants; few high quality candidates—Slight shortage
 Few applicants; but applicants in pool tend to be of high quality—Slight shortage
 Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

Sections

Elementary/Middle Licensure
 Early Adolescence - Adolescence
 Early Childhood through Adolescence
 Special Education
> Career and Technical Education
 EC-A Supplemental Licenses
 Pupil Services
 Administrator
 Overall Shortage Areas
 Attracting / Recruiting / Retaining
 Diversity / Educator Preparation

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Canceled classes
- Eliminated or reduced a program
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another teacher an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Hired virtual instructor or provided online instruction
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Family / Consumer Education vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Canceled classes
- Eliminated or reduced a program
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another teacher an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Hired virtual instructor or provided online instruction
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Marketing Education vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage

- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Canceled classes
- Eliminated or reduced a program
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another teacher an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Hired virtual instructor or provided online instruction
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Technology Education vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Canceled classes
- Eliminated or reduced a program
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another teacher an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Hired virtual instructor or provided online instruction
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

Were there any other areas at this level for which your district experienced difficulties recruiting and filling a position in 2015-16?



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Supplemental Licenses at the EC-A Level

Rate the supply of applicants for each license. For licenses rated "slight shortage" or "extreme shortage" you will be asked to indicate the strategies you used to respond to the staff shortfall.

When hiring for Bilingual/Bicultural vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Canceled classes
- Eliminated or reduced a program
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another teacher an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Hired virtual instructor or provided online instruction
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Instructional Library Media Specialist vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

Sections

- Elementary/Middle Licensure
- Early Adolescence - Adolescence
- Early Childhood through Adolescence
- Special Education
- Career and Technical Education
- > EC-A Supplemental Licenses**
- Pupil Services
- Administrator
- Overall Shortage Areas
- Attracting / Recruiting / Retaining
- Diversity / Educator Preparation

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Canceled classes
- Eliminated or reduced a program
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another teacher an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Hired virtual instructor or provided online instruction
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Reading Teacher vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a teacher considered below our preferred standard of experience or quality
- Canceled classes
- Eliminated or reduced a program
- Increased class sizes to reduce sections/classrooms
- Employed a teacher on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another teacher an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Hired virtual instructor or provided online instruction
- Conducted a targeted recruitment to hire a teacher under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

Were there any other areas at this level for which your district experienced difficulties recruiting and filling a position in 2015-16?

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Pupil Services

Rate the supply of applicants for each license. For licenses rated "slight shortage" or "extreme shortage" you will be asked to indicate the strategies you used to respond to the staff shortfall.

When hiring for School Psychologist vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
 Our district contracts out to fill this pupil service vacancy
 Many applicants; applicants in pool are qualified—Supply normal to demand
 Many applicants; few high quality candidates—Slight shortage
 Few applicants; but applicants in pool tend to be of high quality—Slight shortage
 Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
 Hired a School Psychologist considered below our preferred standard of experience or quality
 Eliminated or reduced position
 Increased caseload
 Employed a school psychologist on an emergency permit/license
 Filled with a substitute
 Brought back a retired staff member
 Gave another school psychologist an overload assignment
 Reached an arrangement to share staff with another district
 Contracted with CESA or outside service provider
 Conducted a targeted recruitment to hire a School Psychologist under contract in another district
 Offered financial incentives (signing bonuses, higher salary)
 Offered tuition assistance to complete educator preparation
 Other

When hiring for School Social Worker vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
 Our district contracts out to fill this pupil service vacancy
 Many applicants; applicants in pool are qualified—Supply normal to demand
 Many applicants; few high quality candidates—Slight shortage
 Few applicants; but applicants in pool tend to be of high quality—Slight shortage
 Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position

Sections

- Elementary/Middle Licensure
- Early Adolescence - Adolescence
- Early Childhood through Adolescence
- Special Education
- Career and Technical Education
- EC-A Supplemental Licenses
- > Pupil Services**
- Administrator
- Overall Shortage Areas
- Attracting / Recruiting / Retaining
- Diversity / Educator Preparation

- Hired a School Social Worker considered below our preferred standard of experience or quality
- Eliminated or reduced position
- Increased caseload
- Employed a school social worker on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another school social worker an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Conducted a targeted recruitment to hire a school social worker under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for School Guidance Counselor vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Our district contracts out to fill this pupil service vacancy
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a School Guidance Counselor considered below our preferred standard of experience or quality
- Eliminated or reduced position
- Increased caseload
- Employed a school guidance counselor on an emergency permit/license
- Filled with a substitute
- Brought back a retired staff member
- Gave another school guidance counselor an overload assignment
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Conducted a targeted recruitment to hire a school guidance counselor under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

Were there any other areas at this level for which your district experienced difficulties recruiting and filling a position in 2015-16?

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Administrator

Rate the supply of applicants for each license. For licenses rated "slight shortage" or "extreme shortage" you will be asked to indicate the strategies you used to respond to the staff shortfall.

When hiring for Director of Instruction vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a director of instruction considered below our preferred standard of experience or quality
- Hired an interim director of instruction
- Assigned existing internal administrator(s) to extra duties
- Eliminated position
- Employed a director of instruction on a Board Requested One-Year Administrator License
- Filled with a substitute
- Brought back a retired staff member
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Conducted a targeted recruitment to hire a superintendent under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Director of Special Education and Pupil Services vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a director of special education and pupil services considered below our preferred standard of experience or quality

Sections

Elementary/Middle Licensure
 Early Adolescence - Adolescence
 Early Childhood through Adolescence
 Special Education
 Career and Technical Education
 EC-A Supplemental Licenses
 Pupil Services
> Administrator
 Overall Shortage Areas
 Attracting / Recruiting / Retaining
 Diversity / Educator Preparation

- Hired an interim director of special education and pupil services
- Assigned existing internal administrator(s) to extra duties
- Eliminated position
- Employed a director of special education and pupil services on a Board Requested One-Year Administrator License
- Filled with a substitute
- Brought back a retired staff member
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Conducted a targeted recruitment to hire a superintendent under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Elementary Level Principals in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a principal considered below our preferred standard of experience or quality at the elementary level
- Hired an interim elementary principal
- Assigned existing internal administrator(s) to extra duties
- Eliminated position
- Employed a principal on a Board Requested One-Year Administrator License
- Filled with a substitute
- Brought back a retired staff member
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Conducted a targeted recruitment to hire a superintendent under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Middle School Level Principals in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a principal considered below our preferred standard of experience or quality at the middle school level

- Hired an interim middle school principal
- Assigned existing internal administrator(s) to extra duties
- Eliminated position
- Employed a principal on a Board Requested One-Year Administrator License
- Filled with a substitute
- Brought back a retired staff member
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Conducted a targeted recruitment to hire a superintendent under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for High School Level Principals in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a principal considered below our preferred standard of experience or quality at the high school level
- Hired an interim high school principal
- Assigned existing internal administrator(s) to extra duties
- Eliminated position
- Employed a principal on a Board Requested One-Year Administrator License
- Filled with a substitute
- Brought back a retired staff member
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Conducted a targeted recruitment to hire a superintendent under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for School Business Administrator vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a school business administrator considered below our preferred standard of experience or quality

- Hired an interim school business administrator
- Eliminated position
- Employed a school business administrator on a Board Requested One-Year Administrator License
- Filled with a substitute
- Brought back a retired staff member
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Conducted a targeted recruitment to hire a superintendent under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Reading Specialist vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired a reading specialist considered below our preferred standard of experience or quality
- Hired an interim reading specialist
- Assigned existing reading specialist(s) to the extra duties
- Eliminated position; school board serving as superintendent
- Employed a reading specialist on a Board Requested One-Year Administrator License
- Filled with a substitute
- Brought back a retired staff member
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Conducted a targeted recruitment to hire a superintendent under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

When hiring for Career and Technology Education Coordinator vacancies in 2015-16, our applicant pool had:

- We did not have vacancies in 2015-16
- Many applicants; applicants in pool are qualified—Supply normal to demand
- Many applicants; few high quality candidates—Slight shortage
- Few applicants; but applicants in pool tend to be of high quality—Slight shortage
- Few applicants; few if any high quality candidates—Extreme shortage

Strategies used to address slight to extreme shortage *Choose all that apply.*

- Hired successfully for the position
- Hired career and technology education coordinator considered below our preferred standard of experience or quality
- Hired an interim coordinator for career and technology education

- Assigned existing internal administrator(s) to extra duties
- Eliminated position
- Employed a coordinator for career and technology education on a Board Requested One-Year Administrator License
- Filled with a substitute
- Brought back a retired staff member
- Reached an arrangement to share staff with another district
- Contracted with CESA or outside service provider
- Conducted a targeted recruitment to hire a superintendent under contract in another district
- Offered financial incentives (signing bonuses, higher salary)
- Offered tuition assistance to complete educator preparation
- Other

Were there any other areas at this level for which your district experienced difficulties recruiting and filling a position in 2015-16?



Overall Shortage Areas to Address

List up to three **license shortage areas** of the most concern to your district, in order of your level of concern.

Highest level of concern/greatest shortage area for my district.

Second level of concern in overall shortage areas.

Third level of concern in overall shortage areas.

Sections

- Elementary/Middle Licensure
- Early Adolescence - Adolescence
- Early Childhood through Adolescence
- Special Education
- Career and Technical Education
- EC-A Supplemental Licenses
- Pupil Services
- Administrator
- > Overall Shortage Areas**
- Attracting / Recruiting / Retaining
- Diversity / Educator Preparation

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Attracting, Recruiting, and Retaining Educators

The next section of this survey will ask about strategies your district has used to attract, recruit, and retain educators. The following charts will include some examples of "practices" and "strategies." We are interested in learning about any additional strategies your district uses that may be supported statewide. Use the area at the end of each chart to provide additional information.

Attracting People to the Teaching Profession

Does your district use any strategies to encourage PK-12 students, paraprofessionals, recent college graduates, and career changers to enter teaching as a profession? Check yes or no to indicate whether your district uses these strategies. Use the follow-up question to add any strategies your district has used that are not included on the list provided.

Strategies to Attract People to the Profession	Is this a strategy you use?	
	Yes	No
Hosting career fairs that include teaching careers	<input type="radio"/>	<input type="radio"/>
Using Career Cruising or similar tools to identify and support students interested in teaching	<input type="radio"/>	<input type="radio"/>
Hosting a chapter of Future Teachers of America / Educators Rising	<input type="radio"/>	<input type="radio"/>
Offering a mentoring, job shadowing, or teaching assistant program with district teachers	<input type="radio"/>	<input type="radio"/>
Supporting district teachers who mentor students interested in education careers or serve as advisors to Future teacher/Educators Rising clubs.	<input type="radio"/>	<input type="radio"/>
Compensating district teachers who mentor students interested in education careers or serve as advisors to Future Teacher/Educators Rising clubs	<input type="radio"/>	<input type="radio"/>
Offering incentives for district students to return to the district as teachers after completing a teacher preparation program	<input type="radio"/>	<input type="radio"/>
Offering scholarships or tuition assistance to district students who enroll in teacher preparation programs	<input type="radio"/>	<input type="radio"/>
Identifying paraprofessionals, substitute teachers, or non-licensed district staff and encouraging them to consider teaching	<input type="radio"/>	<input type="radio"/>
Offering scholarships or tuition assistance to paraprofessionals, substitute teachers, or non-licensed district staff who enroll in teacher preparation programs	<input type="radio"/>	<input type="radio"/>

Sections

Elementary/Middle Licensure
 Early Adolescence - Adolescence
 Early Childhood through Adolescence
 Special Education
 Career and Technical Education
 EC-A Supplemental Licenses
 Pupil Services
 Administrator
 Overall Shortage Areas
 > **Attracting / Recruiting / Retaining**
 Diversity / Educator Preparation

Do you employ specific strategies, which are not included in the list above, to attract individuals to consider a career in teaching? *If so, describe*

- Yes *Describe*
- No

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Recruiting/Hiring Teachers

Does your district use any strategies for recruiting/hiring prepared teachers for your district? Check yes or no to indicate whether your district uses these strategies. Use the follow-up question to add any strategies your district has used that are not included on the list provided.

Strategies to Recruit and Hire Teachers	Is this a strategy you use?	
	Yes	No
Participating in career fairs.	<input type="radio"/>	<input type="radio"/>
Advertising qualities of your community.	<input type="radio"/>	<input type="radio"/>
Advertising qualities of your district.	<input type="radio"/>	<input type="radio"/>
Using online tools in addition to WECAN and wisconsin.gov to recruit teachers.	<input type="radio"/>	<input type="radio"/>
Hosting student teachers to develop a preservice to district pipeline.	<input type="radio"/>	<input type="radio"/>
Selecting strong cooperating teachers for student teachers to develop a preservice to district pipeline.	<input type="radio"/>	<input type="radio"/>
Hiring paraprofessional supports to assist teachers in high poverty schools.	<input type="radio"/>	<input type="radio"/>
Contacting educator preparation programs to recruit candidates.	<input type="radio"/>	<input type="radio"/>
Providing competitive salary/benefits to comparable districts.	<input type="radio"/>	<input type="radio"/>
Offering signing bonuses for hard to staff positions.	<input type="radio"/>	<input type="radio"/>
Providing incentives for teachers who work in high poverty schools.	<input type="radio"/>	<input type="radio"/>
Providing pay differentials by license types.	<input type="radio"/>	<input type="radio"/>
Paying liquidated damages if coming from another district.	<input type="radio"/>	<input type="radio"/>

Sections

- Elementary/Middle Licensure
- Early Adolescence - Adolescence
- Early Childhood through Adolescence
- Special Education
- Career and Technical Education
- EC-A Supplemental Licenses
- Pupil Services
- Administrator
- Overall Shortage Areas
- > Attracting / Recruiting / Retaining**
- Diversity / Educator Preparation

Do you employ specific strategies to recruit and hire prepared teachers that are not included on the list above? *If so, describe*

Yes *Describe*

No



Retaining Teachers

Does your district use any strategies for recruiting/hiring prepared teachers for your district? Check yes or no to indicate whether your district uses these strategies. Use the follow-up question to add any strategies your district has used that are not included on the list provided.

Strategies to Retain Teachers	Is this a strategy you use?	
	Yes	No
Providing mentoring/coaching for new teachers beyond the first year.	<input type="radio"/>	<input type="radio"/>
Consideration is given to workload/assignments for early career teachers.	<input type="radio"/>	<input type="radio"/>
Providing professional development targeted to teachers' needs.	<input type="radio"/>	<input type="radio"/>
Recognizing accomplishments among teachers.	<input type="radio"/>	<input type="radio"/>
Providing district support to new teachers regarding licensure/Professional Development Plans (PDP).	<input type="radio"/>	<input type="radio"/>
Supporting the development of professional communities among teachers.	<input type="radio"/>	<input type="radio"/>
Providing support for teachers to earn specialist credentials or gain master teacher status.	<input type="radio"/>	<input type="radio"/>
Providing opportunities for teacher leadership.	<input type="radio"/>	<input type="radio"/>
Assisting teachers in addressing work/life balance.	<input type="radio"/>	<input type="radio"/>
Focusing on improving school climate.	<input type="radio"/>	<input type="radio"/>
Implementing Positive Behavior Intervention and Support (PBIS) to reduce behavioral issues.	<input type="radio"/>	<input type="radio"/>
Providing release time for teacher collaboration.	<input type="radio"/>	<input type="radio"/>
Offering tuition assistance to add other licensure credentials.	<input type="radio"/>	<input type="radio"/>
Offering salary incentives to retain staff considering a position outside the district.	<input type="radio"/>	<input type="radio"/>
Providing competitive salary/benefits to comparable districts.	<input type="radio"/>	<input type="radio"/>
Offering benefits and incentives to retain.	<input type="radio"/>	<input type="radio"/>
Imposing liquidated damages for breaking contract.	<input type="radio"/>	<input type="radio"/>

Sections

- Elementary/Middle Licensure
- Early Adolescence - Adolescence
- Early Childhood through Adolescence
- Special Education
- Career and Technical Education
- EC-A Supplemental Licenses
- Pupil Services
- Administrator
- Overall Shortage Areas
- > **Attracting / Recruiting / Retaining**
- Diversity / Educator Preparation

Do you employ specific strategies to retain teachers that are not included on the list above? *If so, describe*

Yes *Describe*

No

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Attracting/Recruiting Pupil Services Professionals

Does your district use any strategies for attracting/recruiting pupil services professionals for your district? Check yes or no to indicate whether your district uses these strategies. Use the follow-up question to add any strategies your district has used that are not included on the list provided.

Strategies to Attract/Recruit Pupil Services Professionals	Is this a strategy you use?	
	Yes	No
Implementing a "grow your own" pupil services professional model.	<input type="radio"/>	<input type="radio"/>
Partnering with an educator preparation program to prepare pupil services professionals specifically for your district.	<input type="radio"/>	<input type="radio"/>
Providing release time from teaching to complete pupil services preparation practicum experiences.	<input type="radio"/>	<input type="radio"/>
Offering tuition assistance to complete a pupil services preparation program and return to the district.	<input type="radio"/>	<input type="radio"/>
Hosting pupil services internships, practicum experiences, and residencies to develop a preservice to district pipeline.	<input type="radio"/>	<input type="radio"/>
Providing competitive salary/benefits to comparable districts.	<input type="radio"/>	<input type="radio"/>
Offering signing bonuses for hard to staff positions.	<input type="radio"/>	<input type="radio"/>
Providing incentives for pupil services professionals who work in high poverty schools.	<input type="radio"/>	<input type="radio"/>
Paying liquidated damages if coming from another district.	<input type="radio"/>	<input type="radio"/>

Sections

- Elementary/Middle Licensure
- Early Adolescence - Adolescence
- Early Childhood through Adolescence
- Special Education
- Career and Technical Education
- EC-A Supplemental Licenses
- Pupil Services
- Administrator
- Overall Shortage Areas
- > Attracting / Recruiting / Retaining**
- Diversity / Educator Preparation

Do you employ specific strategies to attract, recruit, and hire prepared pupil services professionals that are not included on the list above? *If so, describe*

Yes *Describe*

No



Retaining Pupil Services Professionals

Does your district use any strategies for attracting/recruiting pupil services professionals for your district? Check yes or no to indicate whether your district uses these strategies. Use the follow-up question to add any strategies your district has used that are not included on the list provided.

Strategies to Retain Pupil Services Professionals	Is this a strategy you use?	
	Yes	No
Providing mentoring/coaching for new pupil services professionals beyond the first year.	<input type="radio"/>	<input type="radio"/>
Providing support and time for pupil services professionals to engage in Positive Behavior Intervention and Supports (PBIS), Academic and Career Plans (ACPs), and other school programming.	<input type="radio"/>	<input type="radio"/>
Providing professional development targeted to pupil services professional's needs.	<input type="radio"/>	<input type="radio"/>
Ensuring a positive working environment in the district to support pupil services professionals.	<input type="radio"/>	<input type="radio"/>
Integrating pupil services professionals into school/district learning community.	<input type="radio"/>	<input type="radio"/>
Recognizing accomplishments of pupil service professionals.	<input type="radio"/>	<input type="radio"/>
Offering salary incentives to retain staff considering a position outside the district.	<input type="radio"/>	<input type="radio"/>
Providing competitive salary/benefits to comparable districts.	<input type="radio"/>	<input type="radio"/>
Offering benefits and incentives to retain.	<input type="radio"/>	<input type="radio"/>
Imposing liquidated damages for breaking contract.	<input type="radio"/>	<input type="radio"/>

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- Diversity / Educator Preparation

Do you employ specific strategies to attract, recruit, and hire prepared pupil services professionals that are not included on the list above? *If so, describe*

Yes *Describe*

No



Retaining Administrators

Does your district use any strategies to retain administrators in your school district? Check yes or no to indicate whether your district uses these strategies. Use the follow-up question to add any strategies your district has used that are not included on the list provided.

Strategies to Retain Administrators	Is this a strategy you use?	
	Yes	No
Providing mentoring/coaching for new administrators beyond the first year.	<input type="radio"/>	<input type="radio"/>
Providing professional development targeted to administrators' needs.	<input type="radio"/>	<input type="radio"/>
Providing release time for administrators to participate in PLCs, attend conferences, or obtain ongoing professional development.	<input type="radio"/>	<input type="radio"/>
Allowing administrators to belong to a Professional Learning Community (PLC) outside the district.	<input type="radio"/>	<input type="radio"/>
Supporting the development of professional communities among district administrators.	<input type="radio"/>	<input type="radio"/>
Providing district support to administrators regarding licensure/Professional Development Plans (PDP).	<input type="radio"/>	<input type="radio"/>
Providing adequate support to administrators for implementing educator effectiveness and other initiatives.	<input type="radio"/>	<input type="radio"/>
Assisting administrators in addressing work/life balance.	<input type="radio"/>	<input type="radio"/>
Recognizing accomplishments among administrators.	<input type="radio"/>	<input type="radio"/>
Ensuring a climate in the district to support administrators.	<input type="radio"/>	<input type="radio"/>
Providing competitive salary/benefits to comparable districts.	<input type="radio"/>	<input type="radio"/>
Imposing liquidated damages for breaking a contract.	<input type="radio"/>	<input type="radio"/>

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- > Attracting / Recruiting / Retaining**
- Diversity / Educator Preparation

Do you employ specific strategies to retain administrators that are not included on the list above? *If so, describe*

Yes *Describe*

No



Attracting Administrators

Does your district use any strategies to encourage teachers or pupil services professionals to consider an administrative position in your school district? Check yes or no to indicate whether your district uses these strategies. Use the follow-up question to add any strategies your district has used that are not included on the list provided.

Strategies to Attract Teachers and Pupil Services Professionals to be Administrators	Is this a strategy you use?	
	Yes	No
Identifying teacher leaders and providing leadership opportunities in the district.	<input type="radio"/>	<input type="radio"/>
Implementing a "grow your own" leader model.	<input type="radio"/>	<input type="radio"/>
Supporting teacher participation in Aspiring Administrator programs.	<input type="radio"/>	<input type="radio"/>
Partnering with an educator preparation program to prepare administrators specifically for your district.	<input type="radio"/>	<input type="radio"/>
Offering administrator preparation program residencies in the district.	<input type="radio"/>	<input type="radio"/>
Providing release time from teaching or pupil services duties to complete administrator preparation practicum experiences.	<input type="radio"/>	<input type="radio"/>
Offering tuition assistance to complete administrator preparation program, and return to the district.	<input type="radio"/>	<input type="radio"/>
Provide incentives for administrators who work in high poverty schools.	<input type="radio"/>	<input type="radio"/>
Paying liquidated damages if coming from another district.	<input type="radio"/>	<input type="radio"/>

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- Diversity / Educator Preparation

Do you employ specific strategies to attract teachers/pupil services professionals to become administrators that are not included on the list above? *If so, describe*

Yes *Describe*



Diversity of Workforce

As the Wisconsin student population becomes more diverse, we are seeking an educator workforce that is representative of our student diversity.

Do you employ any strategies to attract, recruit, or retain a more diverse workforce?

Yes, *Describe*

No

Preparation of New Educators

Describe any areas of concern or serious shortfalls related to qualifications/preparation of inexperienced (first three years in the profession) teachers, pupil services professionals, or administrators that you believe need to be addressed?

Sections

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Thank you for completing this survey. You must click the "Submit Survey" button to forward your responses to DPI. You will have the opportunity to email the responses to yourself and/or print the responses after clicking the submit survey button. If emailing a copy of the responses, the email will be sent from DPI Forms Management.

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