

Early Adolescence-Adolescence (EA-A) (ages 10-21) includes the secondary licensure areas of:

- Mathematics and Computer Science
- Sciences
- English Language Arts
- Social Studies

The Department of Public Instruction recently completed the 2015-16 Wisconsin Educator Staffing survey to identify critical information on Wisconsin’s school staffing shortages. The survey gathered general information on school districts’ efforts to attract, recruit, hire, prepare, and retain educators. The survey can be found here: <http://dpi.wi.gov/sites/default/files/imce/tepd/pepd/WI-Educator-Staff-Data-School-District-Survey.pdf>. The following report contains the results of the survey relating to teachers with Early Adolescence-Adolescence Licensure.

Key Findings

- Responding school districts saw the lowest shortages in their search for Social Studies teachers. 77.3% of districts had either no vacancies or an adequate supply of qualified applicants in this subject. Only 3.7% of districts had an extreme shortage of qualified candidates.
- Mathematics and Science positions were more challenging to fill. Only 58.0% and 59.8% of districts had either no vacancies or an adequate supply of qualified applicants for Mathematics and Science respectively. Additionally, 20.1% of the districts with Mathematics vacancies and nearly 18% of those with Science vacancies identified an extreme shortage of qualified candidates in their district.
- When unsuccessful at hiring a qualified candidate initially, school districts most often reported hiring candidates below their preferred standard of experience or quality followed by the use of an emergency permit or license when faced with these shortages.

The following pages contain the responses to survey questions. The responses are disaggregated by CESA, and the proportion of districts statewide reporting each response is provided. The additional free-written responses given by some districts are also provided below each respective table.

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.

English

"Our EAA ENGLISH applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	13	31	14	15	16	17	14	18	7	17	15	8	185	53.2
Many applicants; applicants in pool are qualified— Supply normal to demand	7	8	1	1	3	3	1	0	0	1	0	0	25	7.2
Many applicants; few high quality candidates— Slight shortage	11	5	0	0	2	2	6	0	0	0	1	0	27	7.8
Few applicants; but applicants in pool tend to be of high quality— Slight shortage	4	5	3	3	2	6	3	1	2	3	5	0	37	10.6
Few applicants; few if any high quality candidates— Extreme shortage	3	6	4	2	4	3	6	4	7	3	6	1	49	14.1
No response	8	5	2	2	1	2	0	2	0	0	3	0	25	7.2
Total Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348	

Here are the strategies that school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	14	10	7	5	4	7	11	4	6	4	8	0	80
Hired a teacher considered below our preferred standard of experience or quality	4	3	0	1	3	3	3	1	2	1	3	1	25
Canceled classes	0	0	0	0	0	0	0	0	0	0	0	0	0
Eliminated or reduced a program	1	0	0	0	0	0	0	0	0	0	0	0	1
Increased class sizes to reduce sections/classrooms	1	2	0	0	0	0	1	0	0	0	0	0	4
Employed a teacher on an emergency permit/license	2	0	0	0	0	0	0	0	1	0	2	0	5
Filled with a substitute	1	0	0	0	0	0	1	0	1	0	1	0	4
Brought back a retired staff member	0	1	0	0	0	0	1	0	0	0	0	0	2
Gave another teacher an overload assignment	0	1	1	0	0	0	1	0	0	0	0	0	3
Reached an arrangement to share staff with another district	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with CESA or outside service provider	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired virtual instructor or provided online instruction	0	0	0	0	0	0	0	0	0	0	0	0	0
Conducted a targeted recruitment to hire a teacher under contract in another district	0	2	1	0	0	1	0	0	0	0	0	1	5
Offered financial incentives (signing bonuses, higher salary)	0	2	3	0	0	0	0	1	1	0	0	1	8
Offered tuition assistance to complete educator preparation	0	0	1	0	0	0	0	0	0	0	0	0	1
Other	0	0	1	0	2	0	1	1	1	2	1	0	9

Other:

CESA 3

Moved in -house staff

CESA 5

One year contract. Only 8 applicants.

Re-posted and "got lucky"

CESA 7

We went through multiple searches starting in early spring and finally filled the position

CESA 8

One applicant and we hired - Catholic School Teacher

CESA 9

Utilized multiple long-term subs for FMLA period of time.

CESA 10

posted early and scheduled interviews early to get good pool of candidates

hired part time

CESA 12

2nd Posting in process

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.

Mathematics

"Our EAA MATHEMATICS applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	14	30	13	13	15	15	17	18	13	18	20	8	194	55.7
Many applicants; applicants in pool are qualified— Supply normal to demand	2	1	0	1	2	1	0	0	0	1	0	0	8	2.3
Many applicants; few high quality candidates— Slight shortage	8	6	0	0	3	2	5	0	0	0	0	0	24	6.9
Few applicants; but applicants in pool tend to be of high quality— Slight shortage	6	7	2	1	0	3	2	2	0	0	4	0	27	7.8
Few applicants; few if any high quality candidates— Extreme shortage	8	11	7	6	7	10	6	3	3	5	3	1	70	20.1
No response	8	5	2	2	1	2	0	2	0	0	3	0	25	7.2
Total Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348	

Here are the strategies that school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	18	20	6	3	3	7	8	1	3	3	5	1	78
Hired a teacher considered below our preferred standard of experience or quality	4	3	3	2	3	3	3	2	0	1	2	0	26
Canceled classes	0	0	0	0	0	0	0	0	0	0	0	0	0
Eliminated or reduced a program	0	1	0	0	0	0	0	0	0	0	0	0	1
Increased class sizes to reduce sections/classrooms	0	1	1	0	0	1	0	0	0	0	0	0	3
Employed a teacher on an emergency permit/license	3	2	2	0	1	1	1	1	0	0	1	0	12
Filled with a substitute	3	1	1	1	1	1	0	1	0	0	0	0	9
Brought back a retired staff member	0	2	0	2	1	1	1	0	0	1	1	0	9
Gave another teacher an overload assignment	1	2	0	0	1	3	1	0	0	1	0	0	9
Reached an arrangement to share staff with another district	0	0	0	0	0	0	1	0	0	0	0	0	1
Contracted with CESA or outside service provider	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired virtual instructor or provided online instruction	0	0	0	0	0	0	0	0	0	0	0	0	0
Conducted a targeted recruitment to hire a teacher under contract in another district	0	0	0	0	1	1	1	0	0	0	0	0	3
Offered financial incentives (signing bonuses, higher salary)	1	2	2	0	1	0	1	0	1	0	0	0	8
Offered tuition assistance to complete educator preparation	0	0	1	0	0	0	0	0	0	0	0	0	1
Other	2	2	0	0	2	3	1	0	0	1	0	0	11

Other:

CESA 1

Hired the best candidate

Continued with our Advanced Math program in Montessori. Kids skilled but with no H.S. math screening at MPS that was an issue since we didn't have a teacher with the specific license

CESA 2

Modified teaching schedule to suit applicant

Hired a candidate in mid-October which put another district in a difficult position

CESA 5

Contracted with intern from UW-Stevens Point

2 remain vacant

CESA 6

Over compensated

hired a math Interventionist

Normally it would have been a 7-12 subject matter specialist. Unable to find, we went with a 1-8 licensed teacher with a minor.

CESA 7

Talked a teacher out of retirement

CESA 10

offered housing and mileage reimbursement

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.

Social Studies

"Our EAA SOCIAL STUDIES applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	20	39	18	18	14	17	18	16	12	21	19	8	220	63.2
Many applicants; applicants in pool are qualified— Supply normal to demand	11	12	1	1	7	7	4	2	0	2	2	0	49	14.1
Many applicants; few high quality candidates— Slight shortage	4	2	2	1	3	4	3	1	0	0	1	1	22	6.3
Few applicants; but applicants in pool tend to be of high quality— Slight shortage	0	0	1	1	1	3	3	3	2	1	4	0	19	5.5
Few applicants; few if any high quality candidates— Extreme shortage	3	2	0	0	2	0	2	1	2	0	1	0	13	3.7
No response	8	5	2	2	1	2	0	2	0	0	3	0	25	7.2
Total Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348	

Here are the strategies that school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	2	4	3	2	6	4	8	3	3	1	4	1	41
Hired a teacher considered below our preferred standard of experience or quality	3	0	0	0	0	1	0	1	1	0	2	0	8
Canceled classes	0	0	0	0	0	0	0	1	0	0	0	0	1
Eliminated or reduced a program	1	0	0	0	0	0	0	0	0	0	0	0	1
Increased class sizes to reduce sections/classrooms	1	0	0	0	0	0	0	0	0	0	0	0	1
Employed a teacher on an emergency permit/license	1	0	0	0	1	0	0	1	0	0	0	0	3
Filled with a substitute	0	0	0	0	0	1	0	0	0	0	0	0	1
Brought back a retired staff member	0	0	0	0	0	0	0	0	0	0	0	0	0
Gave another teacher an overload assignment	0	0	0	0	0	0	0	1	0	0	0	0	1
Reached an arrangement to share staff with another district	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with CESA or outside service provider	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired virtual instructor or provided online instruction	0	0	0	0	0	0	0	0	0	0	0	0	0
Conducted a targeted recruitment to hire a teacher under contract in another district	1	0	1	0	0	1	1	0	0	0	0	0	4
Offered financial incentives (signing bonuses, higher salary)	1	0	0	0	0	0	0	0	0	0	1	0	2
Offered tuition assistance to complete educator preparation	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	2	4	3	2	6	4	8	3	3	1	4	1	41

Other:

CESA 6

Hired with increased mentoring and supports

Substitute was a licensed social studies teacher

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.

Science

"Our EAA SCIENCE applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	16	32	15	15	15	18	19	18	12	16	16	8	200	57.5
Many applicants; applicants in pool are qualified— Supply normal to demand	3	1	0	0	3	1	0	0	0	0	0	0	8	2.3
Many applicants; few high quality candidates— Slight shortage	7	7	1	0	1	1	3	0	0	0	1	0	21	6.0
Few applicants; but applicants in pool tend to be of high quality— Slight shortage	5	7	0	3	3	2	1	3	2	2	3	1	32	9.2
Few applicants; few if any high quality candidates— Extreme shortage	7	8	6	3	5	9	7	2	2	6	7	0	62	17.8
No response	8	5	2	2	1	2	0	2	0	0	3	0	25	7.2
Total Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348	

Here are the strategies that school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	17	19	4	5	5	9	7	3	3	5	6	1	84
Hired a teacher considered below our preferred standard of experience or quality	3	1	3	0	3	2	4	1	1	1	4	0	23
Canceled classes	0	0	0	0	0	0	0	1	0	0	0	0	1
Eliminated or reduced a program	0	0	0	0	0	0	0	1	0	0	0	0	1
Increased class sizes to reduce sections/classrooms	0	0	0	0	0	0	0	0	0	0	0	0	0
Employed a teacher on an emergency permit/license	4	2	0	0	0	2	2	1	0	0	2	0	13
Filled with a substitute	0	1	0	0	1	1	1	1	0	0	0	0	5
Brought back a retired staff member	0	1	0	0	0	1	1	0	1	1	0	0	5
Gave another teacher an overload assignment	1	4	0	0	1	1	1	1	0	0	0	0	9
Reached an arrangement to share staff with another district	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with CESA or outside service provider	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired virtual instructor or provided online instruction	0	0	0	0	0	0	0	0	0	0	0	0	0
Conducted a targeted recruitment to hire a teacher under contract in another district	0	2	1	1	1	0	1	0	0	0	0	0	6
Offered financial incentives (signing bonuses, higher salary)	0	2	1	0	0	1	0	1	0	0	0	0	5
Offered tuition assistance to complete educator preparation	0	1	0	0	1	0	0	0	0	0	0	0	2
Other	2	3	0	0	3	1	0	0	0	1	0	0	10

Other:

CESA 1

hired the best candidate

invested in full time mentor

CESA 2

Brought in out of state candidate with ties to community

This was a part-time position (50%)

Advanced Placement Classes

CESA 5

Hired teacher, teacher resigned by December, 2016 - 3 applicants, did hire successfully

13 applicants.

Issued a non-renewal notice because of hiring below our preferred standard.

CESA 6

Hired with increased mentoring and supports

CESA 10

hired local

EA-A Teaching Vacancy Graphs

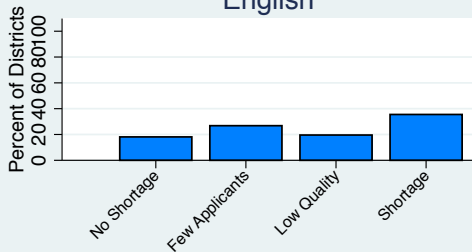
The bar graphs on the following page compare the quality of the available applicant pools for different EA-A teaching positions when districts reported vacancies for them.

Chart labels follow this rubric:

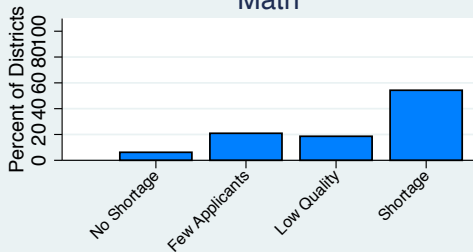
- Many applicants; applicants in pool are qualified—Supply normal to demand==**No Shortage**
- Few applicants; but applicants in pool tend to be of high quality==**Few Applicants**
- Many applicants; few high quality candidates==**Low Quality**
- Few applicants; few if any high quality candidates==**Shortage**

Early Adolescence-Adolescence

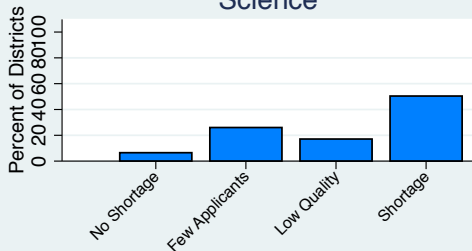
English



Math



Science



Social Studies

