



An educator who holds a teaching license may add a supplemental teaching license. Three supplemental teaching licensure areas that are most in demand include:

- Bilingual/Bicultural Education
- Instructional Library Media Specialist
- Reading Teacher

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 Childhood-Adolescence, Supplemental Licensure.

Key Findings

- While few districts sought candidates with Supplemental Licensure for positions in 2015-16, many districts that did have vacancies experienced a shortage of candidates.
- Bilingual/Bicultural teachers and Library/Media Specialists proved most difficult to find. 27 of the 38 districts with Bilingual Education vacancies, and 53 of the 64 districts with Library/Media Instruction vacancies reported extreme shortages.
- Districts seeking teachers with Reading licensure fared slightly better. Of the 67 districts with vacancies, 26 districts reported small candidate pools but found qualified teachers among their applicants.

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.

Bilingual/Bicultural Education

"Our EC-A BILINGUAL/BICULTURAL EDUCATION 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	31	44	21	19	23	23	27	22	15	23	25	9	282	81.0
Many applicants; applicants in pool are qualified— Supply normal to demand	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Many applicants; few high quality candidates— Slight shortage	0	2	0	0	0	1	0	0	0	0	0	0	3	0.9
Few applicants; but applicants in pool tend to be of high quality— Slight shortage	2	1	0	1	0	1	0	1	1	0	1	0	8	2.3
Few applicants; few if any high quality candidates— Extreme shortage	4	7	1	1	4	5	3	0	0	1	1	0	27	7.8
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	8.1
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	4	5	0	2	2	3	2	1	1	0	2	0	22
Hired a teacher considered below our preferred standard of experience or quality	2	3	0	0	1	1	2	0	0	0	0	0	9
Canceled classes	0	0	0	0	0	0	0	0	0	0	0	0	0
Eliminated or reduced a program	0	0	0	0	1	0	0	0	0	0	0	0	1
Increased class sizes to reduce sections/classrooms	0	0	0	0	0	1	1	0	0	0	0	0	2
Employed a teacher on an emergency permit/license	4	4	0	1	0	3	2	0	0	1	0	0	15
Filled with a substitute	3	1	0	0	0	1	1	0	0	0	0	0	6
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	0	0	0	0	0	0
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	1	0	0	1	0	0	0	0	0	0	2
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	0	0	0	0	0	0	0	0	0
Offered financial incentives (signing bonuses, higher salary)	2	2	0	0	1	3	1	0	0	0	0	0	9
Offered tuition assistance to complete educator preparation	1	0	0	0	0	0	1	0	0	0	0	0	2
Other	0	1	0	0	1	1	0	0	1	0	0	0	4

Other:

CESA 2

hired international teachers from Spain program

CESA 5

Unable to fill aide position

CESA 6

attended recruitment fairs

CESA 9

in district staff went back for license

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.

Instructional Library Media Specialist

"Our EC-A LIBRARY MEDIA SPECIALIST 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	28	42	15	17	22	21	24	19	14	22	25	7	256	73.6
Many applicants; applicants in pool are qualified—Supply normal to demand	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Many applicants; few high quality candidates— Slight shortage	1	0	0	0	0	0	0	0	0	0	0	0	1	0.3
Few applicants; but applicants in pool tend to be of high quality— Slight shortage	3	2	2	0	0	1	1	1	0	0	0	0	10	2.9
Few applicants; few if any high quality candidates— Extreme shortage	5	10	5	4	5	8	5	3	2	2	2	2	53	15.2
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	8.1
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	6	6	4	3	2	5	2	1	0	0	0	0	29
Hired a teacher considered below our preferred standard of experience or quality	2	0	0	1	1	1	1	1	0	0	1	0	8
Canceled classes	0	0	0	0	0	0	0	1	0	0	1	0	2
Eliminated or reduced a program	0	3	2	0	0	0	0	2	0	0	1	0	8
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	3	4	0	2	3	2	2	1	0	0	0	21
Filled with a substitute	0	0	1	0	0	0	3	0	0	1	0	0	5
Brought back a retired staff member	0	0	1	1	0	0	2	2	1	1	0	1	9
Gave another teacher an overload assignment	0	1	0	0	0	0	0	0	0	0	1	0	2
Reached an arrangement to share staff with another district	0	0	0	0	0	1	0	2	0	0	0	0	3
Contracted with CESA or outside service provider	0	0	0	0	0	0	0	1	0	1	0	1	3
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	0	0	0	0	0	0	0	0	0
Offered financial incentives (signing bonuses, higher salary)	0	2	0	0	0	1	0	0	0	0	0	0	3
Offered tuition assistance to complete educator preparation	0	1	1	0	0	1	0	0	0	0	0	0	3
Other	0	0	1	0	1	1	1	0	0	0	0	0	4

Other:

CESA 3

increased an aid assignment

CESA 5

Shared services contracted with another District

CESA 6

Did not hire for the position; filled with para pros

CESA 7

Is pursuing license

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.

Reading Teacher

"Our EC-A READING TEACHER 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	26	41	21	15	22	21	21	17	16	20	24	9	253	72.7
Many applicants; applicants in pool are qualified— Supply normal to demand	1	2	0	0	0	0	0	0	0	0	0	0	3	0.9
Many applicants; few high quality candidates— Slight shortage	1	2	0	0	0	1	0	1	0	0	0	0	5	1.4
Few applicants; but applicants in pool tend to be of high quality— Slight shortage	5	1	1	4	3	4	4	2	0	2	0	0	26	7.5
Few applicants; few if any high quality candidates— Extreme shortage	4	8	0	2	2	4	5	3	0	2	3	0	33	9.5
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	8.1
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	8	7	1	4	4	7	6	4	0	2	2	0	45
Hired a teacher considered below our preferred standard of experience or quality	2	0	0	1	1	1	3	0	0	1	1	0	10
Canceled classes	0	0	0	0	0	0	0	0	0	0	0	0	0
Eliminated or reduced a program	0	2	0	0	0	0	1	1	0	0	0	0	4
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	3	1	0	1	0	4	2	3	0	1	1	0	16
Filled with a substitute	1	0	0	0	0	0	0	0	0	0	0	0	1
Brought back a retired staff member	0	0	0	0	0	1	0	0	0	0	0	0	1
Gave another teacher an overload assignment	0	0	0	0	0	0	1	0	0	1	0	0	2
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	1	0	0	0	0	0	0	0	0	0	0	1
Offered financial incentives (signing bonuses, higher salary)	1	3	0	0	0	0	1	0	0	0	0	0	5
Offered tuition assistance to complete educator preparation	0	2	0	0	0	0	0	0	0	0	0	0	2
Other	0	0	0	0	0	1	0	1	0	0	0	0	2

Other:

CESA 6

Hired para's to help support teachers in the classroom

CESA 8

Paid to go back and get their 316

EC-A Supplemental Teaching Vacancy Graphs

The bar graphs on the following page compare the quality of the available applicant pools for different EC-A supplemental 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**

Supplemental Licensure

