



This report focuses on the Early Childhood-Adolescence teaching licenses including:

- Art
- Music
- Physical Education
- Health
- World Languages

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/pdf/WI-Educator-Staff-Data-School-District-Survey.pdf>. The following report contains the results of the survey relating to teachers with Early Childhood-Adolescence Licensure.

#### *Key Findings*

- Many districts seeking World Languages and Music teaching vacancies struggled with shortages. Nearly 90% of districts seeking Music teachers and more than 95% of districts seeking World Languages teachers reported at least a slight shortage.
- By comparison, the majority of districts seeking Physical Education teachers and 45% of districts seeking Health educators reported that their supply of candidates was normal to demand.
- Districts experiencing shortages reported using targeted recruitment efforts to hire teachers from other districts or other states, and particularly in seeking Music educators, districts reported recruiting directly from higher education institutions.

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.

**Art**

"Our EC-A ART 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	22	37	17	19	17	24	24	21	13	19	25	9	247	71.0
Many applicants; applicants in pool are qualified— Supply normal to demand	7	4	0	1	1	1	0	0	0	1	1	0	16	4.6
Many applicants; few high quality candidates— <b>Slight shortage</b>	0	3	0	0	0	2	1	0	0	1	0	0	7	2.0
Few applicants; but applicants in pool tend to be of high quality— <b>Slight shortage</b>	3	4	2	0	5	1	3	2	1	2	1	0	24	6.9
Few applicants; few if any high quality candidates— <b>Extreme shortage</b>	5	7	3	1	4	3	2	0	2	1	0	0	28	8.1
No response	9	5	2	2	1	2	0	2	0	0	3	0	26	7.5
<b>Total Districts:</b>	<b>46</b>	<b>60</b>	<b>24</b>	<b>23</b>	<b>28</b>	<b>33</b>	<b>30</b>	<b>25</b>	<b>16</b>	<b>24</b>	<b>30</b>	<b>9</b>	<b>348</b>	

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	11	4	0	6	3	5	2	3	3	1	0	44
Hired a teacher considered below our preferred standard of experience or quality	2	2	0	1	3	0	0	0	0	0	0	0	8
Canceled classes	0	1	0	0	0	0	0	0	0	0	0	0	1
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	0	0	0	0	0	0	0	0	0	0	0	0
Employed a teacher on an emergency permit/license	0	1	1	0	0	0	0	0	0	0	0	0	2
Filled with a substitute	0	1	0	0	1	0	1	0	0	0	0	0	3
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	1	0	0	0	0	0	0	1
Reached an arrangement to share staff with another district	1	0	0	0	0	0	0	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	1	1	0	0	0	1	0	0	0	0	0	3
Offered financial incentives (signing bonuses, higher salary)	0	0	0	0	0	0	0	0	0	0	0	0	0
Offered tuition assistance to complete educator preparation	0	0	0	0	0	1	0	0	0	0	0	0	1
Other	1	1	1	0	0	0	0	0	0	1	0	0	4

Other:

**CESA 1**

Hired the best candidate

**CESA 2**

Hired 2 part time teachers

**CESA 3**

We had a certified applicant in our district who took time away from education. We talked her into applying.

**CESA 10**

Hired a licensed candidate with concerns and have had to do much mentoring from staff and administration

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.

**Music**

"Our EC-A MUSIC 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	33	15	14	12	16	21	17	13	20	18	7	206	59.2
Many applicants; applicants in pool are qualified— Supply normal to demand	6	3	0	0	2	0	1	0	0	0	0	0	12	3.4
Many applicants; few high quality candidates— <b>Slight shortage</b>	4	2	0	1	1	2	1	0	0	0	1	0	12	3.4
Few applicants; but applicants in pool tend to be of high quality— <b>Slight shortage</b>	3	8	2	1	4	5	4	2	0	2	4	0	35	10.1
Few applicants; few if any high quality candidates— <b>Extreme shortage</b>	4	9	5	5	8	8	3	4	3	2	4	2	57	16.4
No response	9	5	2	2	1	2	0	2	0	0	3	0	26	7.5
<b>Total Districts:</b>	<b>46</b>	<b>60</b>	<b>24</b>	<b>23</b>	<b>28</b>	<b>33</b>	<b>30</b>	<b>25</b>	<b>16</b>	<b>24</b>	<b>30</b>	<b>9</b>	<b>348</b>	

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	15	3	4	11	10	7	5	1	3	6	1	74
Hired a teacher considered below our preferred standard of experience or quality	5	3	3	2	3	2	0	1	1	0	3	0	23
Canceled classes	0	1	0	0	0	0	0	0	1	0	0	0	2
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	0	0	0	0	0	1	0	0	0	0	2
Employed a teacher on an emergency permit/license	2	3	1	0	0	0	1	0	1	0	1	1	10
Filled with a substitute	2	1	0	0	0	3	0	0	0	1	0	0	7
Brought back a retired staff member	1	2	0	0	1	2	0	0	0	1	0	1	8
Gave another teacher an overload assignment	0	1	0	0	0	1	0	1	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	1	0	0	0	1
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	0	1	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	1	1	1	2	3	2	1	1	0	0	2	1	15

Other:

**CESA 1**

Hired retiree from another school district

**CESA 2**

On campus recruitment at higher education partners

**CESA 3**

Posted on WECAN and contacted 4 different colleges. Reached out to others in the music industry and still only had 2 candidates. One was unemployable.

**CESA 4**

Switch another teachers assignment to allow hiring of a qualified candidate

Person had been a long term sub for neighboring district and had done a great job. She has turned out to be an excellent hire.

**CESA 5**

only 8 applicants.

Found a candidate from private sector, completed license at second semester

Changed nature of the position to fit candidate

**CESA 6**

Our shortage in Music is primarily Instrumental

changed teachers at semester

**CESA 7**

We could not afford to pay the individual we hired the salary previously earned but due to this person's need to teach in this area, they agreed to a much lower salary. The individual most likely will be seeking a more competitively paying district.

**CESA 8**

1 candidate

**CESA 11**

Went the first 4 weeks of school without a music teacher

contacted universities directly

**CESA 12**

Had mentors "oversee" our music aide.

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.

**Physical Education**

"Our EC-A PHYSICAL 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	16	41	18	18	16	25	17	19	12	18	17	7	224	64.4
Many applicants; applicants in pool are qualified—Supply normal to demand	12	9	2	2	8	5	6	2	1	3	4	0	54	15.5
Many applicants; few high quality candidates— <b>Slight shortage</b>	3	4	0	0	2	0	3	0	1	1	1	1	16	4.6
Few applicants; but applicants in pool tend to be of high quality— <b>Slight shortage</b>	1	1	2	1	0	1	2	2	0	1	2	0	13	3.7
Few applicants; few if any high quality candidates— <b>Extreme shortage</b>	5	0	0	0	1	0	2	0	2	1	3	1	15	4.3
No response	9	5	2	2	1	2	0	2	0	0	3	0	26	7.5
<b>Total Districts:</b>	<b>46</b>	<b>60</b>	<b>24</b>	<b>23</b>	<b>28</b>	<b>33</b>	<b>30</b>	<b>25</b>	<b>16</b>	<b>24</b>	<b>30</b>	<b>9</b>	<b>348</b>	

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	5	5	2	1	3	1	7	2	2	3	4	2	37
Hired a teacher considered below our preferred standard of experience or quality	1	0	0	0	0	1	0	0	1	0	0	0	3
Canceled classes	0	0	0	0	0	0	0	0	0	0	0	0	0
Eliminated or reduced a program	0	0	0	0	0	0	0	0	0	0	0	0	0
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	0	0	0	0	0	0	0	0	0	1	0	4
Filled with a substitute	3	0	0	0	0	0	0	0	0	0	1	0	4
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	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	0	0	0	0	0	0	0	0	0	0	1
Offered financial incentives (signing bonuses, higher salary)	1	0	0	0	0	0	0	0	0	0	0	0	1
Offered tuition assistance to complete educator preparation	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	2	0	0	0	0	0	0	0	0	0	0	0	2

Other:

**CESA 1**

could not find a long-term PE sub; had to use non-PE certified educator and pulled from assignment on 20th day

Hired candidate from out-of-state (moved to WI)

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.

**Health Education**

"Our EC-A HEALTH 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	27	45	20	19	24	27	29	21	13	21	24	8	278	79.9
Many applicants; applicants in pool are qualified— Supply normal to demand	4	5	2	0	2	3	0	0	1	1	2	0	20	5.7
Many applicants; few high quality candidates— <b>Slight shortage</b>	2	1	0	0	0	1	0	0	0	0	0	0	4	1.2
Few applicants; but applicants in pool tend to be of high quality— <b>Slight shortage</b>	1	1	0	0	1	0	1	1	0	1	0	0	6	1.7
Few applicants; few if any high quality candidates— <b>Extreme shortage</b>	3	3	0	2	0	0	0	1	2	1	1	1	14	4.0
No response	9	5	2	2	1	2	0	2	0	0	3	0	26	7.5
<b>Total Districts:</b>	<b>46</b>	<b>60</b>	<b>24</b>	<b>23</b>	<b>28</b>	<b>33</b>	<b>30</b>	<b>25</b>	<b>16</b>	<b>24</b>	<b>30</b>	<b>9</b>	<b>348</b>	

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	0	0	1	1	1	1	1	2	0	1	14
Hired a teacher considered below our preferred standard of experience or quality	0	0	0	0	0	0	0	1	1	0	0	0	2
Canceled classes	0	0	0	1	0	0	0	0	0	0	0	0	1
Eliminated or reduced a program	0	0	0	0	0	0	0	0	0	0	0	0	0
Increased class sizes to reduce sections/classrooms	0	0	0	0	0	0	1	0	0	0	0	0	1
Employed a teacher on an emergency permit/license	1	1	0	0	0	0	0	1	0	0	1	0	4
Filled with a substitute	2	0	0	0	0	0	0	0	0	0	0	0	2
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	1	0	0	0	0	0	1	0	0	0	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	1	0	0	0	0	0	0	0	0	0	0	0	1
Offered financial incentives (signing bonuses, higher salary)	1	0	0	0	0	0	0	0	0	0	0	0	1
Offered tuition assistance to complete educator preparation	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	0	0	1	1	0	0	0	0	0	0	0	3

Other:

**CESA 1**

Hired candidate from out-of-state (moved to WI)

**CESA 4**

We had a phy ed teacher who was health certified, are new hire was not so we switched schedule around to make the adjustment.

**CESA 5**

Did some internal switching of positions

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.

### World Languages

"Our EC-A WORLD LANGUAGES 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	19	39	18	16	22	20	25	18	11	19	21	8	236	67.8
Many applicants; applicants in pool are qualified—Supply normal to demand	0	1	0	0	0	0	0	0	0	0	1	0	2	0.6
Many applicants; few high quality candidates— <b>Slight shortage</b>	5	2	0	0	0	1	0	1	0	0	0	0	9	2.6
Few applicants; but applicants in pool tend to be of high quality— <b>Slight shortage</b>	1	3	1	0	3	3	0	0	1	3	1	0	16	4.6
Few applicants; few if any high quality candidates— <b>Extreme shortage</b>	12	10	3	5	2	7	5	4	4	2	4	1	59	17.0
No response	9	5	2	2	1	2	0	2	0	0	3	0	26	7.5
<b>Total Districts:</b>	<b>46</b>	<b>60</b>	<b>24</b>	<b>23</b>	<b>28</b>	<b>33</b>	<b>30</b>	<b>25</b>	<b>16</b>	<b>24</b>	<b>30</b>	<b>9</b>	<b>348</b>	

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	8	1	2	3	4	1	4	4	4	2	0	41
Hired a teacher considered below our preferred standard of experience or quality	7	3	2	1	0	3	2	1	1	0	0	0	20
Canceled classes	1	1	0	0	0	0	0	0	0	0	0	0	2
Eliminated or reduced a program	0	3	0	0	0	1	0	0	0	0	0	0	4
Increased class sizes to reduce sections/classrooms	0	1	0	0	0	1	2	0	0	0	0	0	4
Employed a teacher on an emergency permit/license	4	1	1	1	0	2	2	0	1	1	2	0	15
Filled with a substitute	3	1	0	0	2	3	1	0	0	0	0	0	10
Brought back a retired staff member	1	1	1	0	0	0	2	0	0	0	1	0	6
Gave another teacher an overload assignment	1	1	0	0	0	2	1	0	0	0	0	0	5
Reached an arrangement to share staff with another district	0	1	0	0	0	0	0	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	1	0	0	0	1	0	0	0	1	3
Conducted a targeted recruitment to hire a teacher under contract in another district	2	0	0	0	0	1	0	0	0	1	0	0	4
Offered financial incentives (signing bonuses, higher salary)	2	1	1	0	1	2	0	0	0	1	0	0	8
Offered tuition assistance to complete educator preparation	0	0	0	0	0	1	1	0	0	0	0	0	2
Other	2	1	0	0	1	0	0	0	1	0	0	0	5

Other:

**CESA 1**

Hired the best candidate

included in classroom curriculum

**CESA 2**

Promoted someone growing skills in the language in order to allow even lesser skilled person to take Spanish 1

**CESA 5**

duplicate question

Please substitute in other subject area taught by current WL teacher

## EC-A Teaching Vacancy Graphs

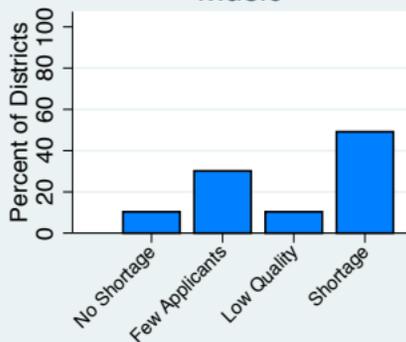
The bar graphs on the following page compare the quality of the available applicant pools for different EC-A teaching positions when districts reported vacancies for them.

Chart labels follow this rubric:

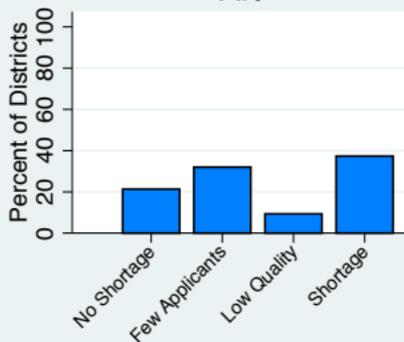
- Many applicants; applicants in pool are qualified—Supply normal to demand==**No Shortage**
- Few applicants; but applicants in pool tend to be of high quality==**Few Applicants**
- Many applicants; few high quality candidates==**Low Quality**
- Few applicants; few if any high quality candidates==**Shortage**

# Early Childhood-Adolescence

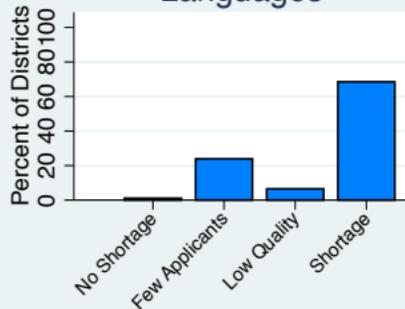
## Music



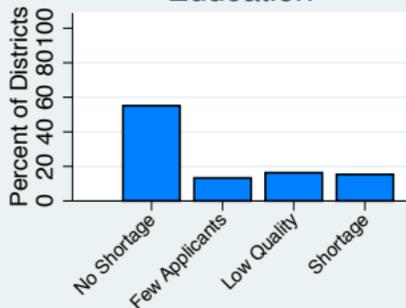
## Art



## World Languages



## Physical Education



## Health

