

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

*Key Findings*

Early Childhood

- Of the 40% of districts with an Early Childhood vacancy in 2015-16, about one-fourth reported that they had an adequate supply of qualified candidates.
- Another quarter of these districts responded that they had an extreme shortage in their search.

Early Childhood-Middle Childhood

- More than one-third of districts seeking an Early Childhood-Middle Childhood teacher reported desirable candidate pools for these positions.

Middle Childhood-Early Adolescence

- 223 of 348 districts had Middle Childhood-Early Adolescence vacancies in 2015-16, and about 30% of these districts reported a sufficient supply of candidates.
- However, 26% of these districts reported an extreme shortage in their search for Middle Childhood-Early Adolescence teachers.

Strategies to Respond to Staffing Challenges

- Employing teachers below the preferred standard of experience or quality or employing a teacher on an emergency license were the two most common practices that districts used to address shortages.
- Few districts reported using strategies such as financial incentives or tuition assistance, targeted recruitment, virtual instruction, or sharing staff with a neighboring district.

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.

**Early Childhood (Ages birth to 8)**

"Our EARLY CHILDHOOD 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	33	15	10	13	21	17	12	12	13	19	8	189	54.3
Many applicants; applicants in pool are qualified— Supply normal to demand	9	5	1	1	2	3	6	3	1	1	2	0	34	9.8
Many applicants; few high quality candidates— <b>Slight shortage</b>	6	4	0	1	4	4	1	2	0	1	2	0	25	7.2
Few applicants; but applicants in pool tend to be of high quality— <b>Slight shortage</b>	3	9	2	4	4	2	4	2	0	6	4	1	41	11.8
Few applicants; few if any high quality candidates— <b>Extreme shortage</b>	5	4	6	5	4	2	2	5	3	3	1	0	40	11.5
No response	7	5	0	2	1	1	0	1	0	0	2	0	19	5.5
<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	10	13	6	7	11	6	4	6	1	7	6	1	78
Hired a teacher considered below our preferred standard of experience or quality	2	4	3	3	2	1	1	2	1	1	3	0	23
Canceled classes	1	0	0	0	0	0	0	0	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	1	0	1	0	3
Employed a teacher on an emergency permit/license	4	2	2	2	0	1	1	1	1	0	1	0	15
Filled with a substitute	4	0	0	2	0	1	0	1	0	0	1	0	9
Brought back a retired staff member	0	1	0	2	0	1	1	1	0	0	0	0	6
Gave another teacher an overload assignment	0	0	0	0	0	0	1	1	0	0	0	0	2
Reached an arrangement to share staff with another district	0	0	1	0	0	0	0	0	0	0	0	0	1
Contracted with CESA or outside service provider	1	0	1	0	0	0	0	1	0	1	0	0	4
Hired virtual instructor or provided online instruction	1	0	0	0	0	0	0	0	0	0	0	0	1
Conducted a targeted recruitment to hire a teacher under contract in another district	1	1	1	1	0	0	0	0	0	0	0	0	4
Offered financial incentives (signing bonuses, higher salary)	2	1	1	0	0	0	0	0	0	0	0	0	4
Offered tuition assistance to complete educator preparation	2	0	1	1	0	0	0	0	0	0	0	0	4
Other	1	1	0	2	1	0	1	1	0	1	0	0	8

Other:

**CESA 1**

Employed a teacher with a license based on reciprocity

**CESA 2**

Hired teacher with certification from another state

Hired from out of state

**CESA 4**

Hired late in the summer - Complete failure - Agreed to a Resignation Agreement

Sought out qualified teachers that I had worked with in other districts and offered them a better salary than what they were getting.

**CESA 5**

4K teachers not employed by District; community site based 7 and 11 applicants for two positions

**CESA 7**

was a late posting-August

**CESA 8**

We were very lucky on this one

**CESA 10**

Filled with Interim Hire

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.

**Early Childhood-Middle Childhood (Ages birth to 11)**

"Our EARLY CHILDHOOD-MIDDLE CHILDHOOD 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	11	23	10	6	12	9	9	14	3	11	12	5	125	35.9
Many applicants; applicants in pool are qualified— Supply normal to demand	16	14	4	5	6	10	12	1	1	3	1	0	73	21.0
Many applicants; few high quality candidates— <b>Slight shortage</b>	8	9	2	2	5	6	3	2	3	4	6	0	50	14.4
Few applicants; but applicants in pool tend to be of high quality— <b>Slight shortage</b>	3	6	1	6	1	6	4	3	6	3	5	3	47	12.4
Few applicants; few if any high quality candidates— <b>Extreme shortage</b>	1	3	7	2	3	1	2	4	3	3	4	1	34	9.8
No response	7	5	0	2	1	1	0	1	0	0	2	0	19	5.5
<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	14	10	9	8	10	7	6	11	9	14	4	110
Hired a teacher considered below our preferred standard of experience or quality	2	4	1	0	4	3	2	2	1	1	1	0	21
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	1	0	0	0	0	0	0	1
Increased class sizes to reduce sections/classrooms	1	1	0	0	1	0	0	0	0	0	1	0	4
Employed a teacher on an emergency permit/license	6	3	1	1	1	2	2	1	1	1	2	0	21
Filled with a substitute	4	1	0	1	1	1	0	1	1	0	1	0	11
Brought back a retired staff member	0	1	1	2	0	0	0	1	1	1	0	0	7
Gave another teacher an overload assignment	0	0	0	0	0	1	1	0	0	0	2	0	4
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	1	0	0	0	0	0	0	0	0	0	0	0	1
Hired virtual instructor or provided online instruction	1	0	0	0	0	0	0	0	0	0	0	0	1
Conducted a targeted recruitment to hire a teacher under contract in another district	2	2	1	1	0	0	0	1	0	0	1	0	8
Offered financial incentives (signing bonuses, higher salary)	2	1	1	0	0	1	0	0	0	0	1	0	6
Offered tuition assistance to complete educator preparation	2	0	1	1	0	0	0	0	0	0	1	0	5
Other	1	0	0	0	2	0	0	0	0	0	0	0	3

Other:

**CESA 1**

Posted on various hiring sites ie. WECAN/Milwaukee Jobs

**CESA 5**

Levels overlap, same as #1

As a result of checking the second box above the district did issue on non-renewal notice at the time of submitting this survey.

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.

**Middle Childhood-Early Adolescence (Ages 6-12)**

"Our MIDDLE CHILDHOOD-EARLY ADOLESCENCE 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	24	9	9	6	9	10	10	7	11	9	7	125	35.9
Many applicants; applicants in pool are qualified—Supply normal to demand	14	14	2	4	7	6	7	1	2	3	2	0	62	17.8
Many applicants; few high quality candidates— <b>Slight shortage</b>	4	6	1	1	5	8	3	1	0	2	5	0	36	10.3
Few applicants; but applicants in pool tend to be of high quality— <b>Slight shortage</b>	3	4	5	4	3	4	7	6	3	5	5	2	51	14.7
Few applicants; few if any high quality candidates— <b>Extreme shortage</b>	4	7	7	3	6	5	3	6	4	3	7	0	55	15.8
No response	7	5	0	2	1	1	0	1	0	0	2	0	19	5.5
<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	9	12	11	6	11	12	10	8	7	9	10	2	107
Hired a teacher considered below our preferred standard of experience or quality	3	7	2	1	5	3	3	2	0	1	5	0	32
Canceled classes	1	0	1	0	2	0	0	1	0	0	0	0	5
Eliminated or reduced a program	2	2	1	0	1	2	0	0	0	0	1	0	9
Increased class sizes to reduce sections/classrooms	2	2	0	0	2	0	1	0	0	0	0	0	7
Employed a teacher on an emergency permit/license	4	4	2	3	3	4	1	3	2	1	3	0	30
Filled with a substitute	3	4	1	2	3	1	0	0	0	0	1	0	15
Brought back a retired staff member	0	3	0	1	1	2	0	1	0	2	2	0	12
Gave another teacher an overload assignment	2	2	1	1	2	3	1	0	0	0	1	0	13
Reached an arrangement to share staff with another district	0	0	1	0	0	0	0	1	0	0	1	0	3
Contracted with CESA or outside service provider	1	0	1	0	0	0	0	2	0	0	0	0	4
Hired virtual instructor or provided online instruction	1	1	0	0	1	0	0	0	0	0	0	0	3
Conducted a targeted recruitment to hire a teacher under contract in another district	2	1	3	1	0	2	0	0	0	0	0	0	9
Offered financial incentives (signing bonuses, higher salary)	3	1	0	0	0	2	0	0	1	0	2	0	9
Offered tuition assistance to complete educator preparation	3	0	0	0	1	1	0	0	0	0	1	0	6
Other	0	0	0	0	1	1	1	0	0	0	1	0	4

Other:

**CESA 5**

Middle School Grade 7 &8

**CESA 6**

Replaced originally hired teacher mid year

**CESA 7**

one left would have been non-renewed this yr

**CESA 11**

posted on national website

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

### **CESA 1**

Special education

Speech & Language Pathologist

Communication Arts (Reading & English) - middle school

We did not hire for Latin this year but have found extreme shortage in this area

Special education

ESL/bilingual

Physics

Technical Education

Special Education

Business Education

Reading Intervention/Specialist

Business/Marketing Education

With the social studies shortage...there are many certifications within that content area and it is difficult to find a social studies teacher with an ECONOMICS certification, which is the reason for the "few if any high quality candidates."

The same is true for the science shortage. We needed someone with chemistry and physics and needed to get an emergency certification for the physics portion.

Family and Consumer Sciences

Business

Spanish

School Psychologist

unable to fill just added to classroom

Middle School Math

Special Education

### **CESA 2**

Business, marketing, accounting

Chemistry did not have any applicants. Found an applicant in our Biology pool.

Mathematics

Vocal Music

Note, we did offer fewer math classes in 2015-16 due to student population (decrease). Based on what we observed as need for 2016-17, we added a 1.0 FTE with combined math and science certification. We targeted a former applicant that decline us last year. We offered more money.

### **CESA 3**

We had to offer our only math teacher an increase in salary to retain her for this year. This was a \$10,000 expense we did not budget for nor anticipate.

The prior year we had only one average candidate for our Spanish position. For our science position we only had two candidates. One was very low quality. For both positions we had to pay higher than we normally would have pre Act 10. Again both negatively affected our budget.

We had a foreign language opening for the 14-15 school for which there were 2 applicants. For our high school math opening we had 3 qualified applicants. For our MS English opening we had less than 10 applicants for that position, I believe the exact number was 7.

Special Education Teachers

We hired an Ag. Instructor. The pool was very small to draw from.

Middle school special education.

### **CESA 4**

Family and Consumer Ed - no program for 1st semester, hired a December graduate for 2nd semester.

special education

We often hire from other districts.

Special Education

Tech Ed

Business Ed

We did a lot of searching for applicants with experience, and also used word of mouth to find the best qualified persons. We had two fantastic hires this year at the middle school level. One in math and one in social studies.

### **CESA 5**

No

Family & Consumer Science. Only one candidate. She resigned...

Elementary Counselor - adequate applicants, hired a good candidate

Special Education, School Psychologist

Very difficult finding qualified long term subs for math and science

Place WL teacher in position full-time, and hired substitute for other subject area taught by WL teacher

### **CESA 6**

We were unable to hire for our Latin vacancy

In the math area, we had a .5 vacancy only. Difficult to fill a less than full-time position not as much the content area.

We had a teacher leave on August 10, 2015. The pool of candidates was small and very shallow in terms of their experience and skills set. During the interview, candidates struggled to teach a basic linear equation lesson.

Retention is equally a concern for us as is hiring is. Increased funding would benefit our district in terms of being able to channel fiscal resources to teachers who are able to teach the upper-level math and science course, as well as those educators who are able to CAPP courses as approved by UWO, UWGB, and the like.

As a small school just north of the Valley area, we are committed to offering a high-quality, well-rounded education but are constantly concerned with our educators being hired away by the larger districts that surround us.

We have reposted this position again this year. Because of the strain to our other Spanish teacher, she has now decided to resign and leave the profession which has left us with two vacancies to fill.

### **CESA 7**

No

Special Education, FACE, ASE, Tech Ed, Business Ed, Library Media Specialists,

Special education - there is an extreme shortage.

Library Media Specialist was not filled as person left first week of school. Staff member went to urban district closer to home, with a more competitive compensation package. We posted and no applicants. District will redefine role to allow filling internally.

Technology and Engineering Education

Agriculture Education

Business Education

Family and Consumer Sciences Education

Special Education staff at all levels, K-12.

### **CESA 8**

Yes. Business Education and Technical Education.

No

Special ed

foreign language

### **CESA 9**

School Psych

CD Special Ed

Virtual only opportunity we could provide.

Spanish teaching position difficult to find (had a part-time opening). Needed to make position full-time, shared between ELEM and MS, to fill. Hired under an emergency license.

Special Education

No

### **CESA 10**

Special education aides and Deaf Hard of Hearing Teacher

No difficulties recruiting - paid a premium to get a high quality science teacher.

NA

### **CESA 11**

Again, we have had issues with quantity and quality for virtually every position posted this year and last.

We actually have a need for 2016-2017 for Spanish. We only have 3 applicants. Two are quality candidates.

Had one application for our 7-12 science position, rehired retired Spanish teacher

**CESA 12**

Only one applicant with credentials and positive background checks to meet our districts guidelines for employment.

## Elementary and Middle School Teaching Vacancy Graphs

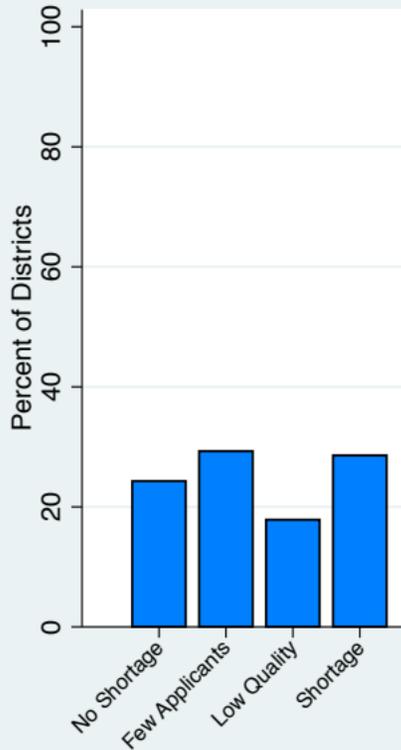
The bar graphs on the following page compare the quality of the available applicant pools for different elementary and middle school teaching positions when districts reported vacancies for them.

Chart labels follow this rubric:

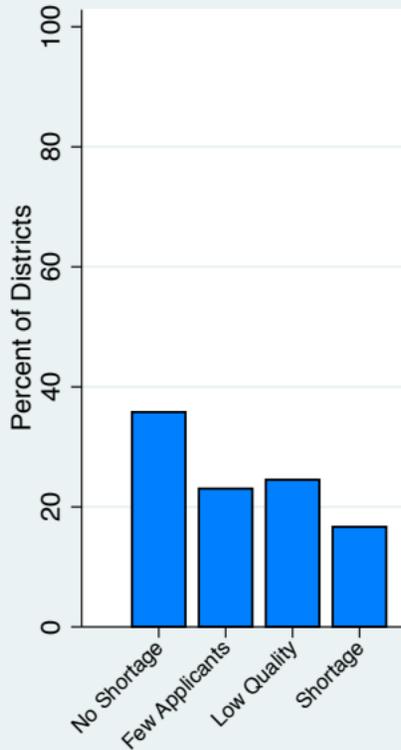
- Many applicants; applicants in pool are qualified—Supply normal to demand==**No Shortage**
- Few applicants; but applicants in pool tend to be of high quality==**Few Applicants**
- Many applicants; few high quality candidates==**Low Quality**
- Few applicants; few if any high quality candidates==**Shortage**

# Elementary/Middle Licensure

## Early Childhood



## Early Childhood-Middle Childhood



## Middle Childhood-Early Adolescence

