



The Substitute Teacher Shortage

Key Findings of the 2015 OSPI / AWSP Teacher Shortage Survey



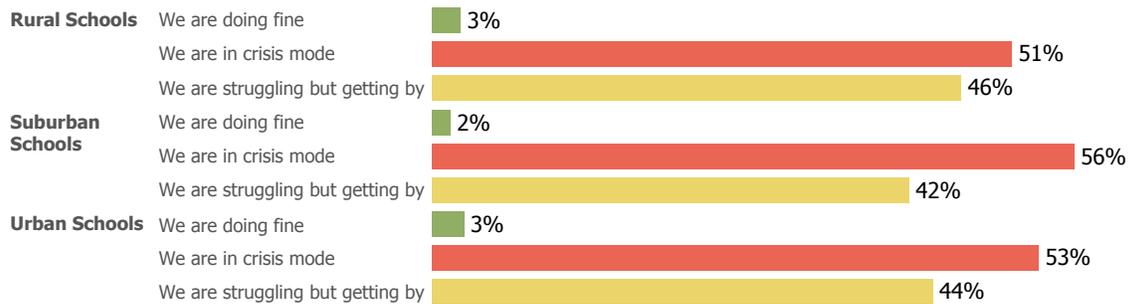
Washington's principals report that a shortage of substitute teachers is placing a strain on schools.

Nearly three quarters of principals say they personally substituted for a classroom teacher in the past five days. In fact, almost all school leaders describe their substitute-hiring situation as either a struggle or a crisis. This is true for urban, suburban, and rural schools across every region of the state. Survey data shows, however, that the substitute teacher shortage is even more pronounced in the most impoverished schools.

This analysis includes 737 respondents and concluded November 21, 2015. The analysis represents 35 percent of Washington principals.

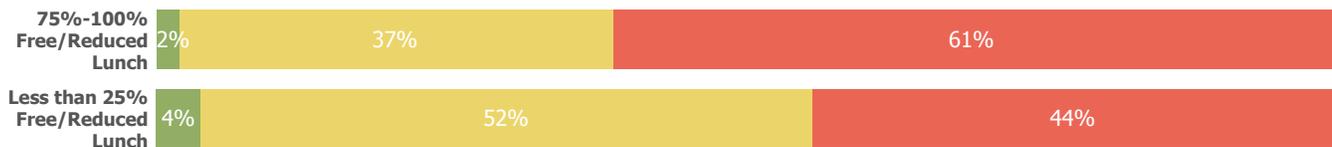
Regardless of population density, a majority of school leaders believe the situation is in "crisis"

How would you describe your school's ability to find substitutes?



Washington's poorest schools are disproportionately burdened by the substitute shortage

How would you describe your school's ability to find substitutes?

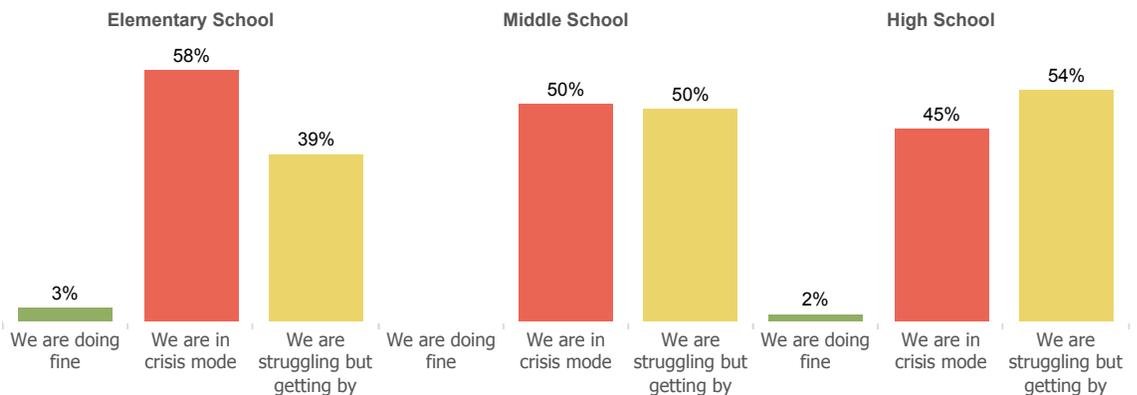


■ We are doing fine
 ■ We are struggling ..
 ■ We are in crisis m..

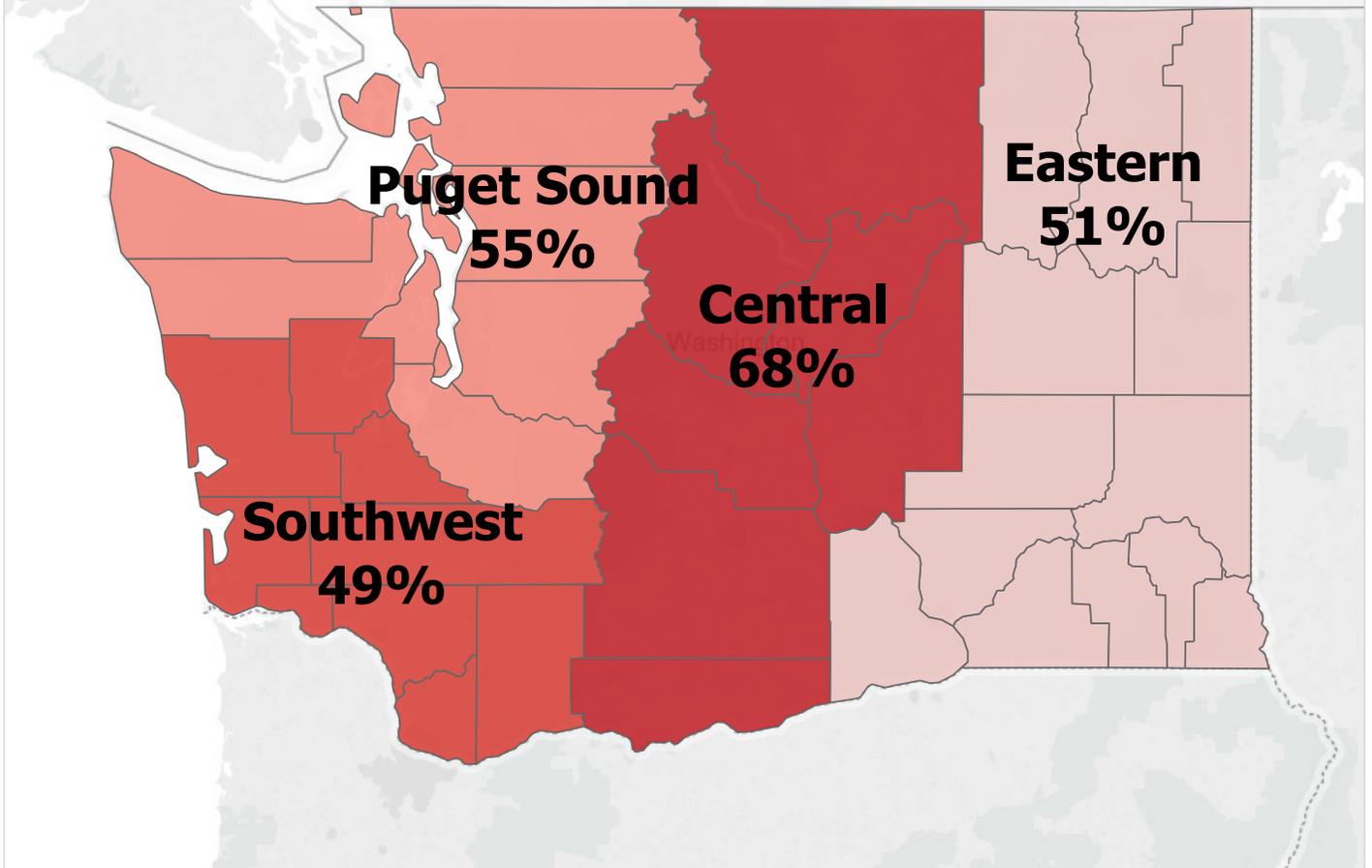
Finding substitutes is a challenge for elementary, middle, and high schools

How would you describe your school's ability to find substitutes?

74%
of principals reported having to personally cover a class in the last 5 schools days.

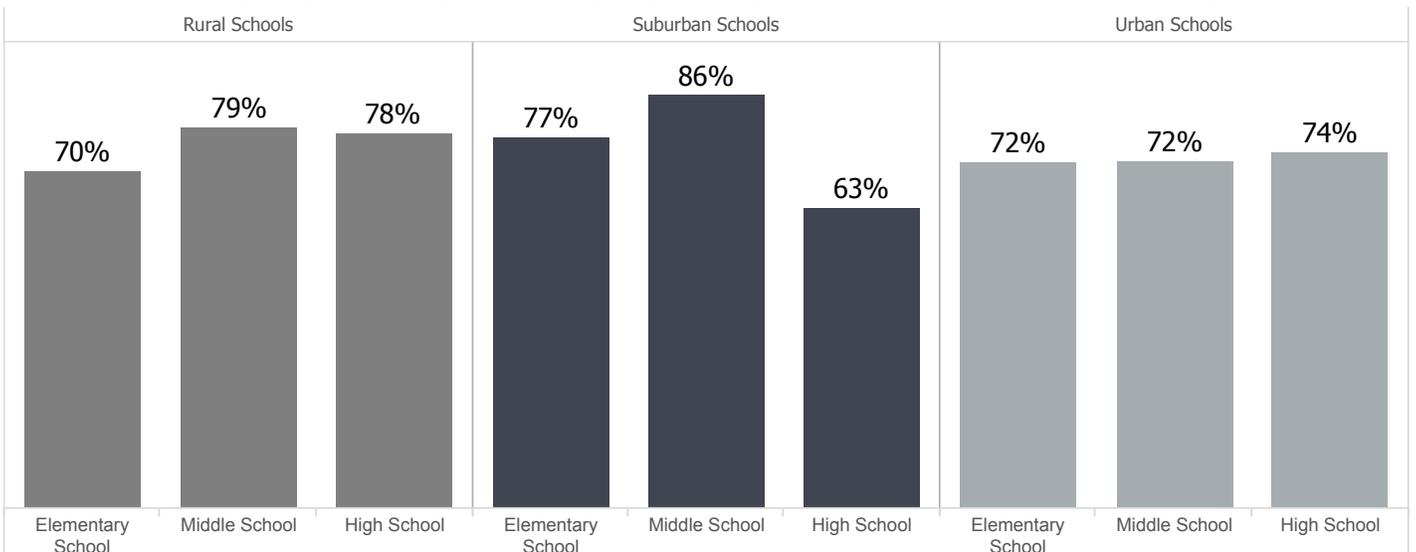


% of school leaders who report being in "crisis mode" in finding substitutes by region



K-12 Principals are having to fill in the gap by covering classes

% of principals who reported having to personally cover a class in the last 5 schools days





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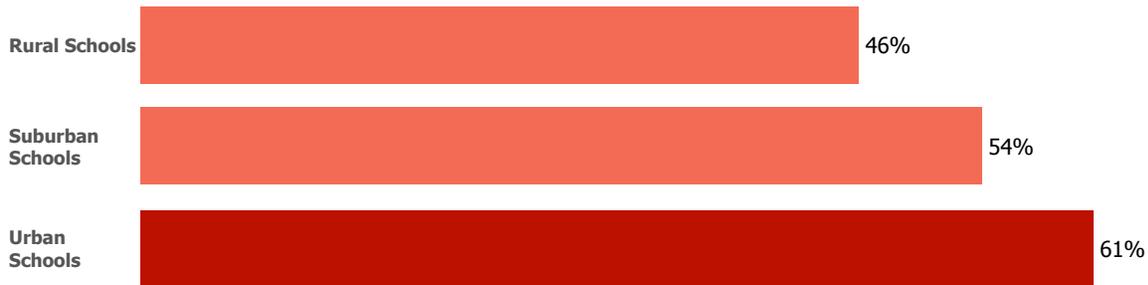


Principals cannot find qualified teachers for many Washington classrooms. In fact, ninety-three percent of principals describe their hiring situation as a struggle or a crisis. The teacher shortage has been an even greater burden for poor and urban schools. Most principals report that the "Highly Qualified" requirements for teachers under the federal No Child Left Behind law have made it more difficult to hire teachers. As a result of the shortage, eighty percent of principals have had to hire under-qualified teachers

This analysis includes 737 respondents and concluded November 21, 2015. It represents 35 percent of Washington principals.

Urban schools have had an especially difficult time filling vacancies this fall

As of mid October, did you have classroom teacher positions that were not filled?



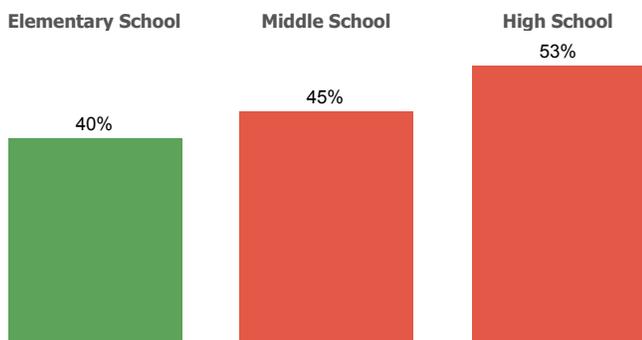
Hiring certified teachers is particularly challenging for the most economically disadvantaged schools

Were you able to employ all of your needed classroom teacher positions with fully-certified teachers that met the job qualifications?

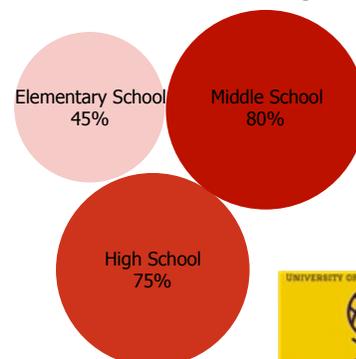


Middle and high schools have a hard time finding teachers as federal requirements are a barrier

The % of principals who successfully filled all teaching positions this fall

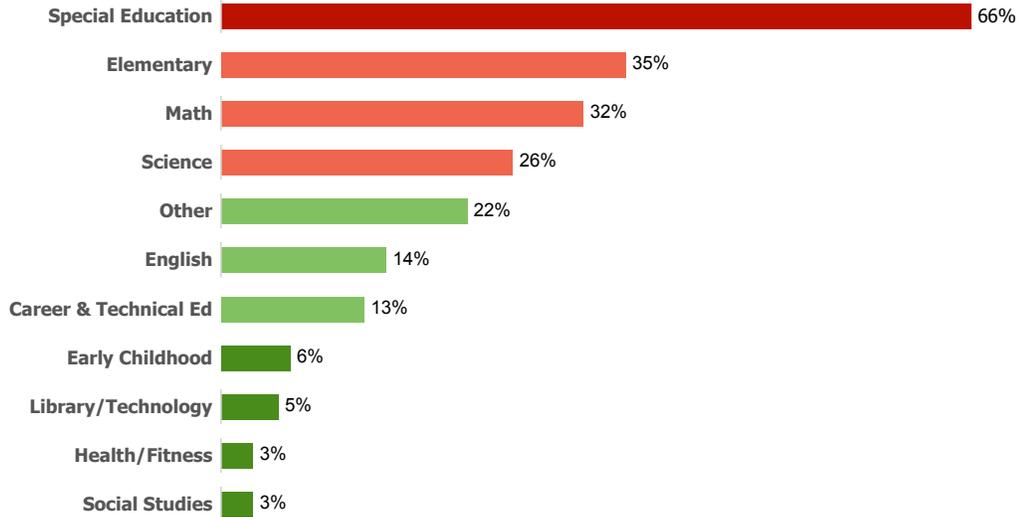


The percent of principals who reported that NCLB highly qualified requirements were a barrier to hiring teachers



SPED, elementary, math, and science teachers have been among the most difficult to hire

The academic areas where principals reported having trouble finding credentialed teachers



Principals in Central Washington are more likely to describe the teacher shortage as a crisis

% of school leaders (by region) who reported being in "crisis mode" finding qualified teachers

