

# Delaware Teacher Supply Survey Analysis

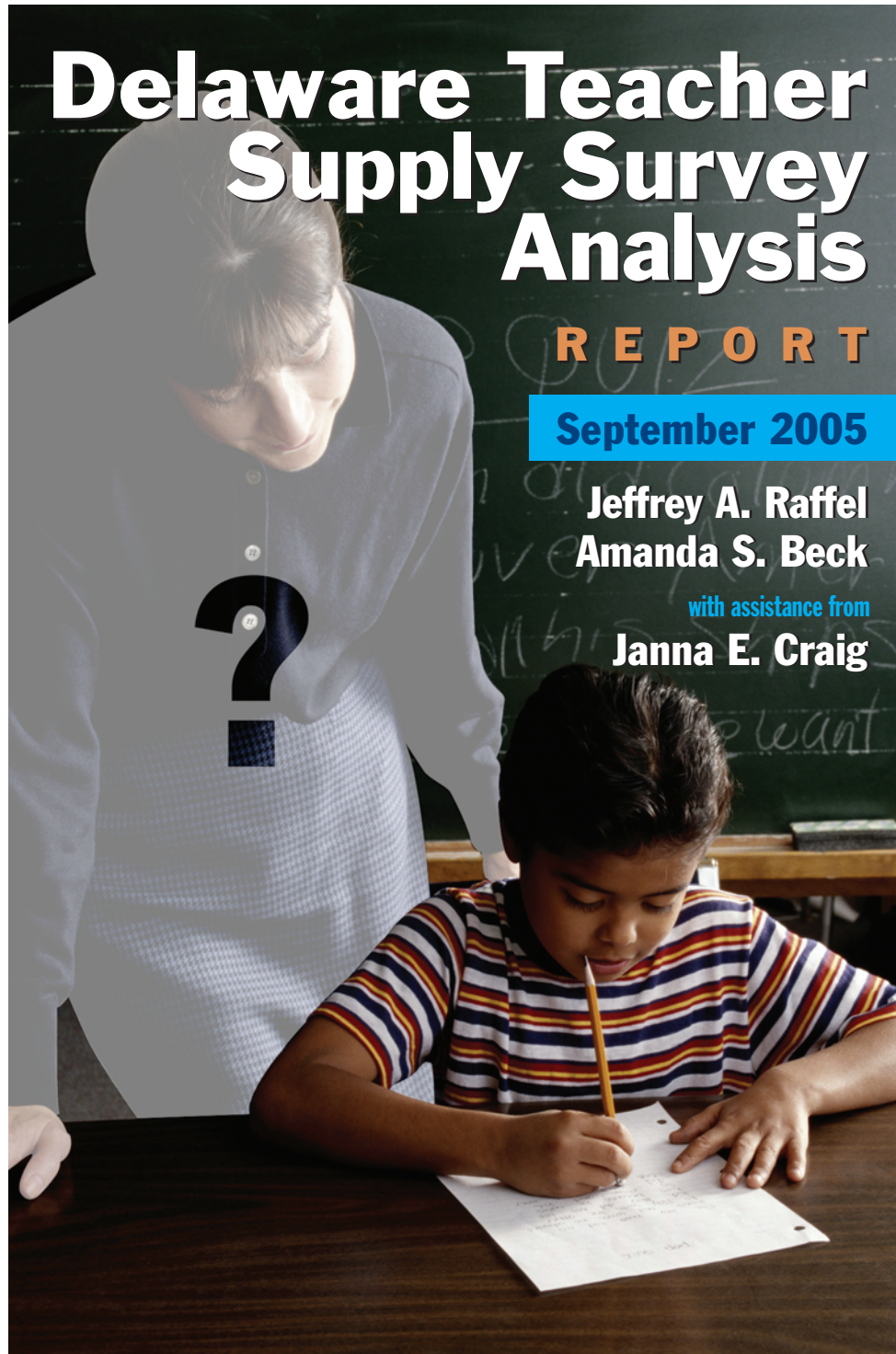
**R E P O R T**

**September 2005**

**Jeffrey A. Raffel  
Amanda S. Beck**

*with assistance from*

**Janna E. Craig**



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sponsored by the **Institute for Public Administration**  
**College of Human Services, Education & Public Policy**  
**University of Delaware**

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## **Foreword**

The authors of this report would like to thank, first and foremost, Dr. Wayne Barton of the Delaware Department of Education (DOE), who helped to conceptualize and support this work. We also thank Joanne Reihm and Terry Anderson of DOE for their technical support and Adrian Peoples, consultant to DOE from Diamond Technologies, Inc., for placing the survey on the DEEDS system on the web. We thank the 19 school district and seven charter school personnel directors for retrieving data from their organizations and completing the form. We also thank Mark Deshon for his extensive graphic design and editorial work on this report. In short, this report was the result of the efforts of many individuals who care about the quality of the public school teaching force in Delaware.

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## **Introduction**

The 19 public school districts throughout the state of Delaware hired a total of 1,116 teachers for the 2004–2005 school year. The personnel directors from each district were asked to complete an online survey requesting information on the number of new hires, when personnel directors were notified of vacancies, when districts extended contracts, which teaching and non-teaching positions were difficult to fill, and recruitment tools used. All completed the survey. In addition to the 19 regular school districts in Delaware, this year's survey was also distributed to the 13 charter schools in the state. Seven out of the 13 charter schools returned the survey. The charter school analysis is reported separate from the regular school district results below. This year's survey, the fourth in an annual series of surveys, was administered through the Department of Education's DEEDS website. The project was conducted through the Institute for Public Administration (IPA) within the College of Human Services, Education & Public Policy at the University of Delaware.

The Teacher Supply Survey from 2003-2004<sup>1</sup> was analyzed and redesigned in conjunction with Dr. Wayne Barton, Acting Director, Professional Accountability Assessment and Accountability Branch of the Delaware Department of Education (DOE). The survey was posted on the web on November 17, 2004, and closed by DOE on April 30, 2005.

The personnel directors' survey was supplemented with DOE data. These data come directly from the payroll department and contain information through November 2004. The DOE data are analyzed in a separate section below.

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<sup>1</sup> Jeffrey A. Raffel and Marissa-Jean Prulello, "Delaware Teacher Supply Survey Analysis Report." Institute for Public Administration, University of Delaware. June 2004. The report may be accessed at [www.ipa.udel.edu/research/publications/teacher\\_supply04.pdf](http://www.ipa.udel.edu/research/publications/teacher_supply04.pdf).

## Personnel Director Survey Results

The analysis of the results of the web-based survey of the 19 personnel directors reports the findings about teacher hiring, critical-needs areas, non-teacher hiring, and recruitment strategies over the past four years. This first section of the report contains the results of the Teacher Supply Survey. The data are reported by the percent of districts answering a question in a particular way. For example, if 12 out of the 19 district personnel directors reported a response was a “major reason” for offering temporary contracts, we indicate that the percentage of districts offering this response is 63.2 percent. If all of the districts did not answer a question, then the percentage was based upon the number that did respond. For example, if only 14 districts fully answered a question and ten stated they are involved with a mentoring program, the report indicates that 71.4 percent of the 14 districts answering the question participated in the mentoring program.

The survey has been reproduced in the Appendix.

### Teacher Hiring

Personnel directors report that a total of 1,116 teachers were hired by the 19 school districts for the 2004–2005 academic year. This includes 226 teachers changing districts within the state, as reported in the DOE Payroll Data Results section below. Of these hires, the hiring dates of 1,099 new teachers are reported (see Figure 1a). **For the 2003–2004 school year, 67.9 percent of teachers were hired in August or later, and this percentage remained constant for 2004–2005, with 68.8 percent of teachers being hired in August or later (Table 1 and Figure 1b).** The most frequently reported month for hiring was August (453 hires), followed by September (181 hires), and July

Figure 1a.  
Month that Teacher Contract was Agreed Upon: Four-Year Comparison

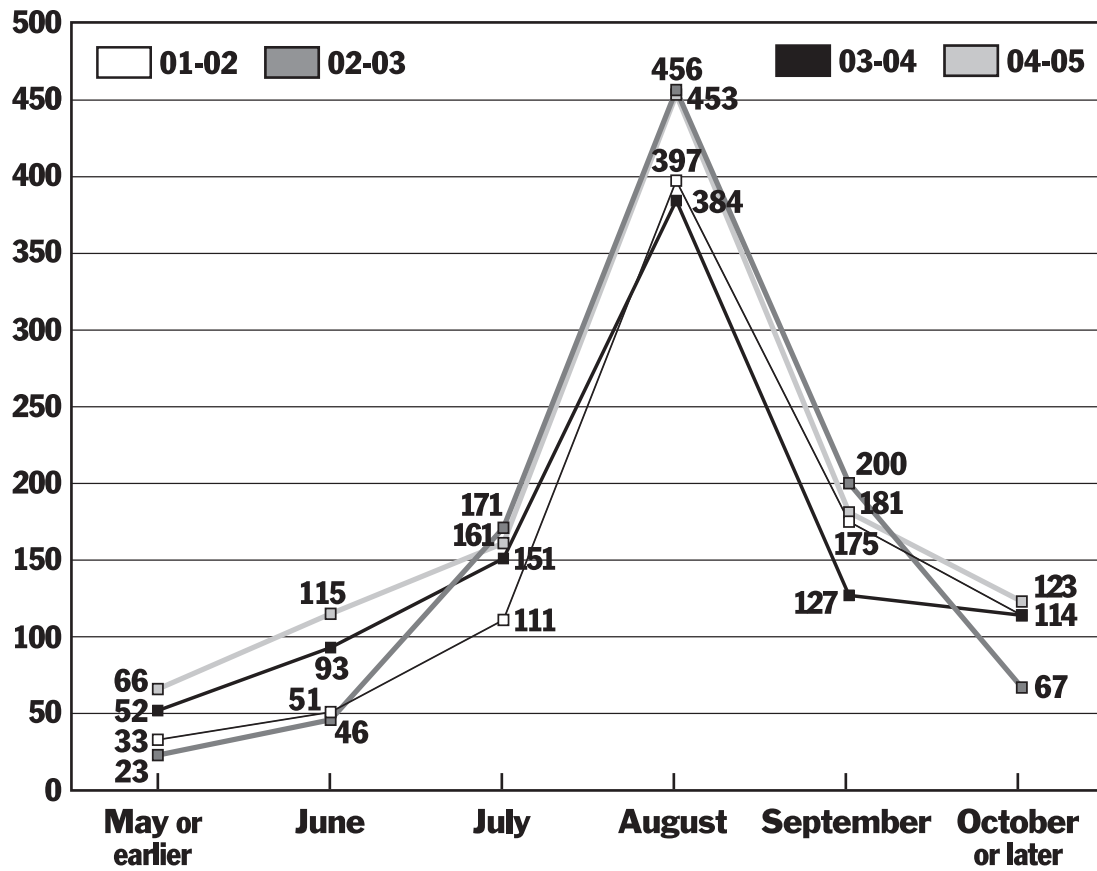
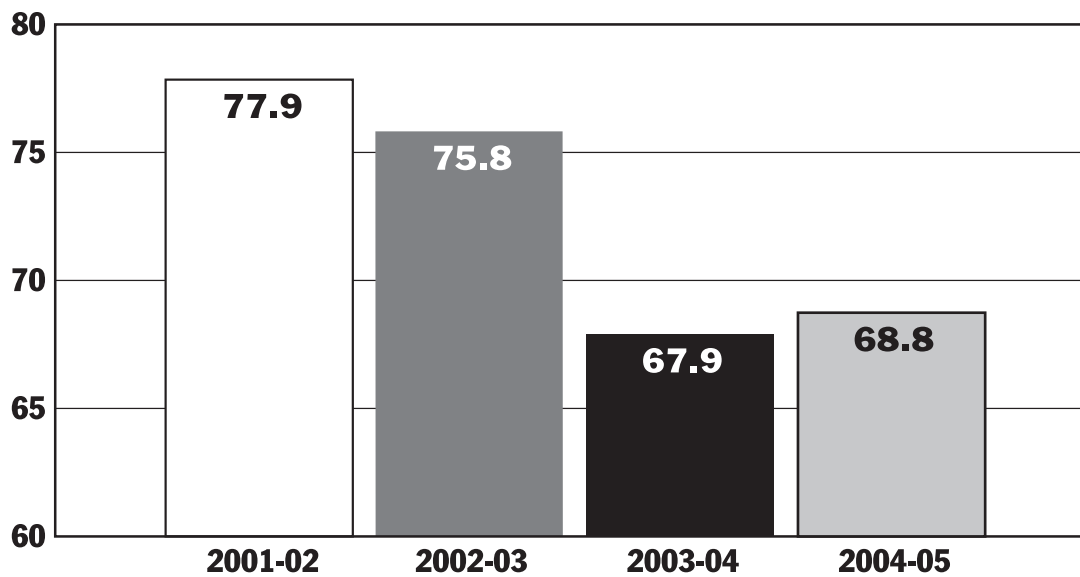


Figure 1b.  
Percent of Teachers Hired August or Later: Four-Year Comparison



(161 hires). In both years, more than 40 percent of teachers were hired in August. Few changes occurred in the timing of teacher hiring from 2003–2004 to 2004–2005. Note, seven districts do provide letters of intent to some or all of their teachers before actually issuing contracts, thus notifying new teachers earlier of their new positions.

Between November and April, when the survey was distributed and completed, personnel directors reported a total of 33 unfilled teaching positions in the state. Unfilled positions that were noted three times or more by the districts are listed below

- Special Education (6)
- Math (3) and Math-Drafting (1)
- Speech Pathologist (4)

Other responses included

- Drivers Education
- Electronics
- Health Rehab
- Elementary
- English
- Psychologist
- Grade 1
- Pre-school
- Reading
- Music
- Science
- Physical Education

**Of the new hires, 315 were on temporary contracts, a significant increase of 98 from the previous year but similar to the 317 in 2002–2003.** Last year the main reason for utilizing temporary contracts was temporary needs due to pregnancy, illness, sabbatical, etc. This was followed closely by teacher credential issues. This year the most frequent reason for issuing temporary contracts has changed. Thirteen out of 19 districts indicated a major reason for them issuing temporary contracts was teacher credential issues, and 12 districts identified temporary needs as a major reason for issuing temporary contracts.

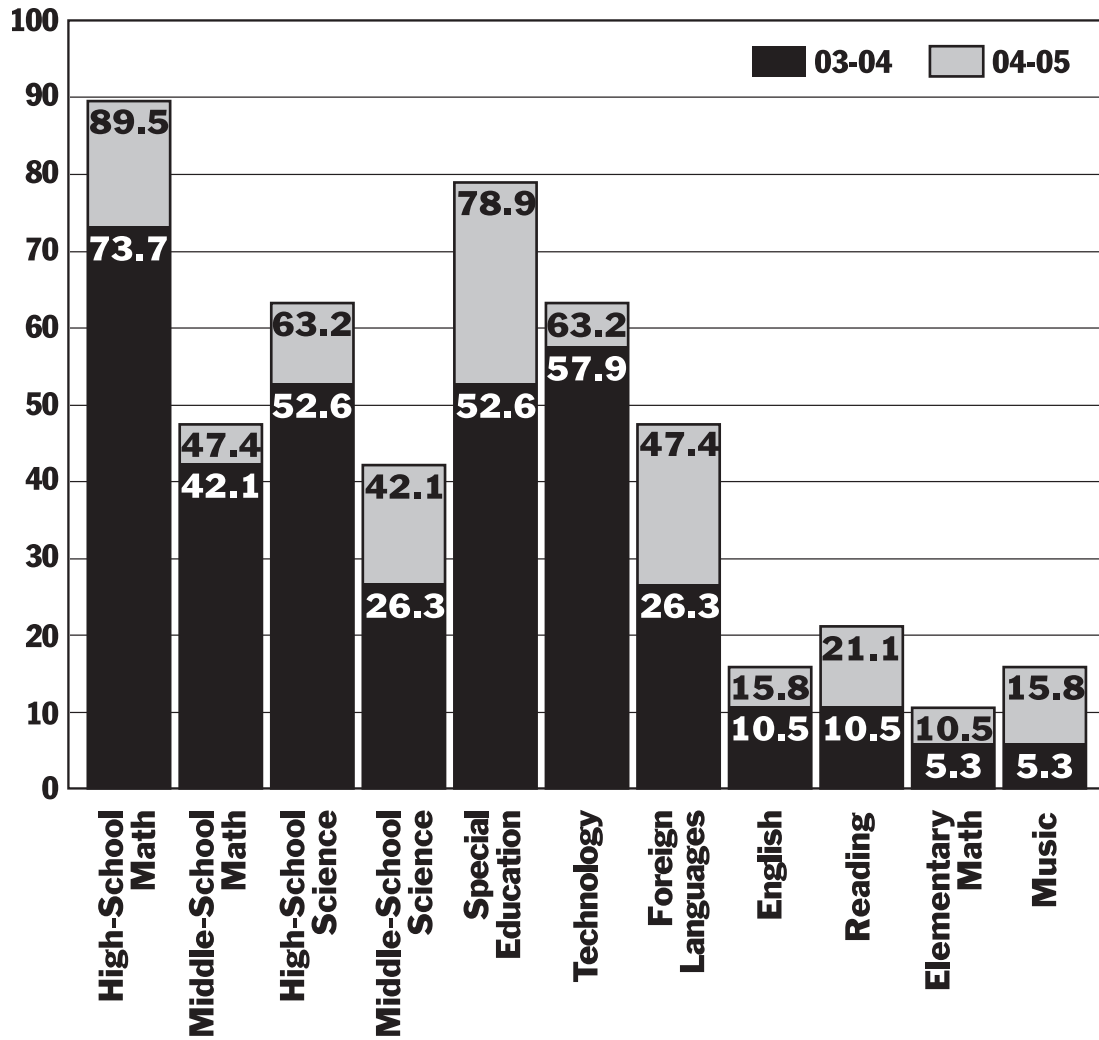
There were also 70 Alternative Route teachers hired for 2004-2005. The number of Alternative Route teachers increased this year by 16.

### Teacher Shortages

Teacher shortages continue to exist in several areas of the curriculum. These areas are consistent with the difficulties reported by personnel directors in the past (see Figure 2). A higher percentage of districts reported major difficulty in filling positions in all highly cited areas.

**High school math positions have become even more difficult to fill.** This year, 17 out of 19 (89.5%) districts reported that this subject was the most difficult to hire for as compared to 14 out of 19 (73.7%) in the 2003–2004 school year (Table 2). The only two districts that did not indicate high-school math as being the most difficult to hire for reported this as being not applicable to their district, indicating they were able to retain their high-school math teachers from the previous year. Other subjects that personnel directors reported having difficulty hiring for were special education, high-school science and technology. Fifteen out of nineteen (78.9%) of districts reported difficulty with

Figure 2.  
Percent of Districts Indicating Major Difficulty in Filling Teaching Positions by Subject



finding special-education teachers. High-school science and technology were equally difficult to fill, with 12 out of 19 districts (63.2%) reporting positions in these subjects as very difficult to fill.

On the opposite side of the spectrum, districts reported ease in hiring social-science, physical-education, elementary and art teachers. Thirteen out of 19 (68.4%) districts reported no difficulty in hiring social-science teachers. Physical-education and elementary teachers were also not difficult to hire, with 12 out of 19 (63.2%) reporting these positions as not being difficult to fill. Similarly, art teachers were not difficult to hire, with 10 out of 19 districts (52.6%) reporting these teachers are not difficult to hire.

**In summary, as in past years, high-school math, special-education, technology and high-school science positions were difficult to fill; social-science, physical-education, elementary and art teachers were not. More districts reported major difficulties in all areas this year than in previous years.**

#### Predicted Changes in Teacher Hiring

Personnel directors were asked what changes in teacher hiring they anticipated in the following school year. Delaware's school district personnel directors do not expect their job to become easier next year. They expect that they will have difficulty finding qualified candidates for the same areas as in the past. Responding to an open-ended question, personnel directors noted the following positions as likely to be hard to fill next year. Positions that were listed more than three times were

- Math (8) and Math-Drafting (1)
- Special Education (10)
- Science (4)

Other responses included

- Difficulties related to the ‘highly qualified’ requirements of No Child Left Behind
- ESL
- English
- Business
- Speech Therapist
- School Psychologist
- Secondary Administration
- Librarians

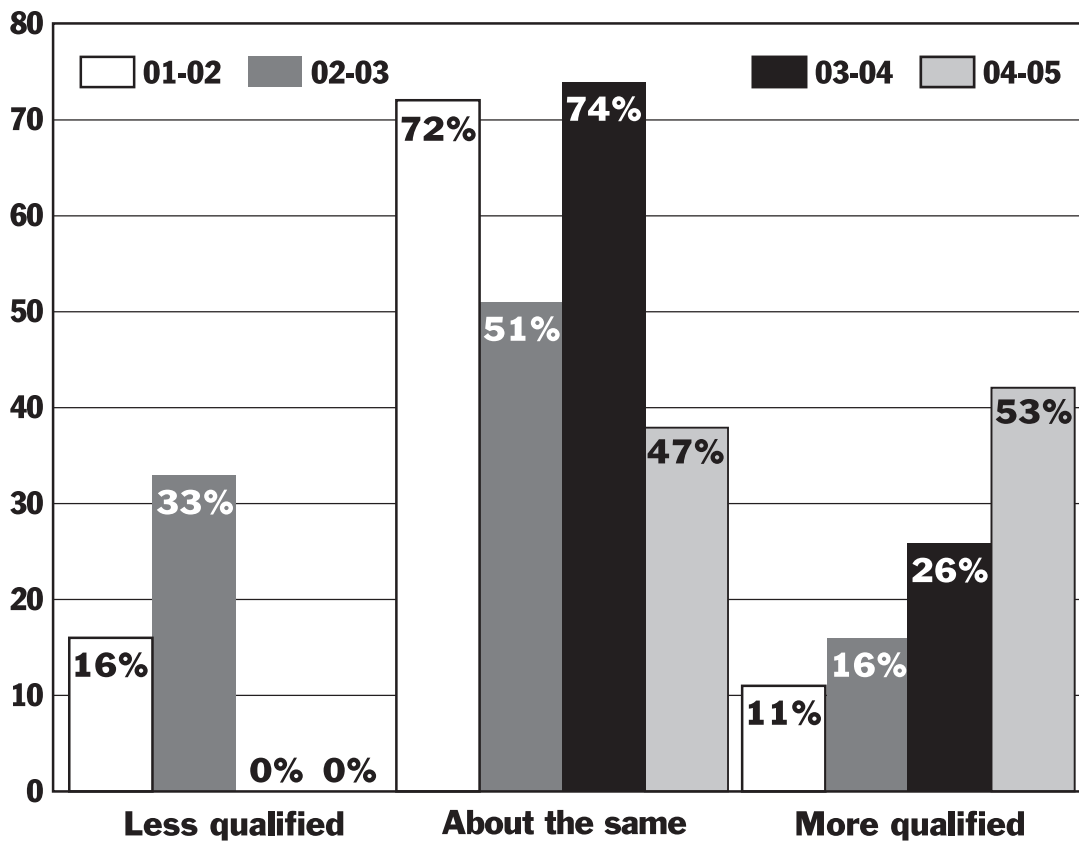
Similar shortages continue year after year, causing districts to scramble for qualified teachers in the critical needs areas.

### Qualifications

The personnel directors were almost equally split between teachers being as prepared as in the past and teachers being more prepared than they had been in the past. Overall, nine districts (47.4%) reported that teachers were as qualified as they had been in prior years, and ten districts (52.6%) reported that teachers were more prepared than in prior years (Table 3). No districts felt that teachers were less qualified than in past years (see Figure 3).

This contrasts to the 2003–2004 school year, in which 74 percent of personnel directors felt that teachers were as qualified as in the past and 26 percent felt that teachers were more qualified than in the past. A similar pattern is that, for the past two school years, no districts felt that teachers were less qualified than in previous years.

Figure 3.  
Comparison of Qualification of Recent Teacher Hires to Those of Previous Years  
(Assessment by Percent of Districts)



**This indicates that school district personnel directors feel that teachers are steadily becoming more qualified.**

#### Reasons for Teacher Shortages

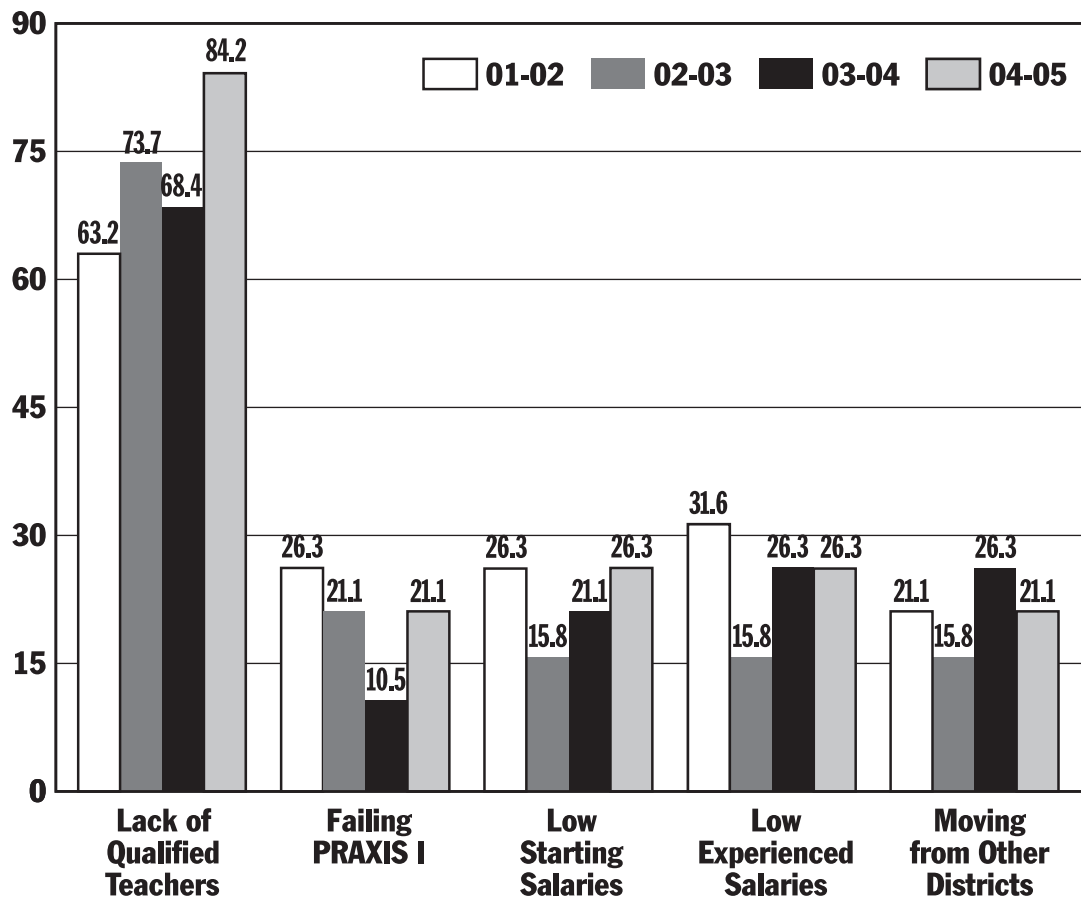
According to the district respondents, the main reason for teacher shortages was a lack of qualified teacher candidates (see Figure 4). Sixteen out of 19 districts (84.2%) reported that a lack of qualified applicants was the reason for teacher shortages (Table 4). Trailing this option were “other” reasons than the choices indicated by the survey. Eight out of 19 districts (42.1%) indicated that teacher shortages occurred for “other” reasons. Unfortunately, five out of these eight districts did not respond to what other reasons they perceived for teacher shortages. Of the three districts that did respond, the concerns that were listed were

- Teachers were unwilling to consider relocating.
- Competition with other districts for hiring.
- Extreme shortage of speech language.

Areas that were not considered issues relating to teacher shortages were teacher candidates failing the PRAXIS teaching examination. Twelve out of 19 districts (63.2%) reported no difficulty as a result of teacher candidates failing the PRAXIS. Last year 47.4 percent of districts reported concern with intrastate teacher migration, but this year only 21.1 percent of districts reported this as a concern, a dramatic drop.

**Districts report a lack of qualified teacher candidates in specific areas to be the biggest problem leading to teacher shortages but also indicate that the teachers they hire are better prepared than in previous years. This has been an increasing trend—**

Figure 4.  
Four-Year Comparison of Percent of Districts Indicating a Major Problem in Teacher Shortages due to...



**each year more districts report a lack of qualified candidates in several areas but also report hiring better-qualified teachers.**

#### Summer-School Hires

The survey has continued to ask about summer-school hires for third-grade, fifth-grade, and eighth-grade reading and math. These questions deal with the trouble hiring these teachers, the number hired, the number certified, and the number with teaching experience in the area they were going to teach over the summer.

Nine out of 19 districts reported difficulty in hiring eighth-grade math teachers. Hiring third-, fifth- and eighth-grade reading teachers was a problem for six out of 19 districts.

Personnel directors reported that 95 percent of summer-school hires were certified to teach. This is consistent with the upward trend being reported for summer-school teachers. Two years ago, 75.7 percent of teachers were certified to teach in the area in which they were hired, and last year 93.2 percent were certified. All third-grade, fifth-grade and eighth-grade reading teachers were certified, and 18 out of 23 (78.3%) of eighth-grade math teachers were certified. The number of summer-school hires for the 2004–2005 school year was significantly less than that reported for the 2003–2004 school year. Further investigation will have to be done to see if there were any changes made to how the program is administered.

#### Vacancies

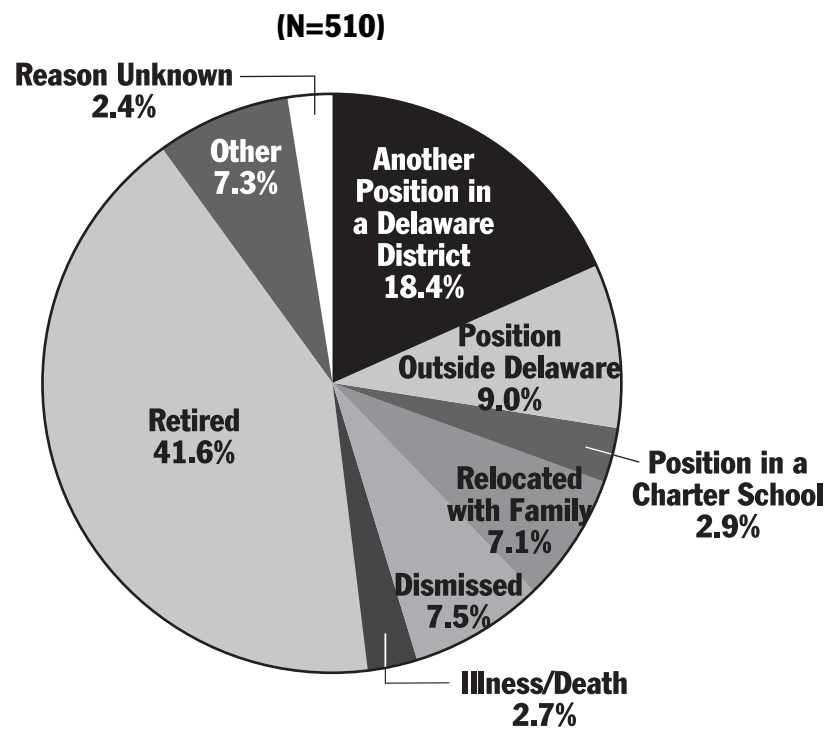
Information on 922 teacher vacancies was reported this year. This number held relatively steady from last year with an increase of 37 teacher vacancies.

The reasons teachers left districts this year, as reported by personnel directors, accounted for 510 out of 922 (55.3%) vacancies reported, compared to last year's 552 out of 885 (62.4%) vacancies reported (Table 5). Out of the 510 known reasons for teachers leaving, reasons ranged widely. According to the district personnel, nearly half (41.6%) of teachers left their positions because they were retiring, 212 out of 510 (Figure 5). Following this, 94 out of 510 teachers (18.4%) left to work in another Delaware school district. Other reasons for teachers leaving that were not reported as a frequent problem were as follows

- left to take a position out of state (N=46)
- left because they were dismissed (N=38)
- left to relocate with family (N=36)
- left for other reasons (N=37)
- left to take a position at a charter school (N=15)
- left because of illness/death (N=14)
- retired because of additional requirements for No Child Left Behind (N=6)
- personnel directors not knowing why they left their positions (N=12)

The responses to why teachers left indicates that in the 2004–2005 school year personnel directors are doing a better job of tracking why teachers left their positions. Last year personnel directors indicated they did not know why 20.2 percent of teachers left. This year that percentage was only 2.4 percent. (The percentage of vacancies reported and explained did drop some, as noted above, but may be a result of increased unit counts rather than attrition accounting for new teacher hiring.) Also, compared to

Figure 5.  
Reasons for Teachers Leaving



the 2003–2004 school year, a substantially higher percentage of teachers retired, which may explain some of the earlier notifications of teacher vacancies, as shown in Table 5.

In order to help understand the reasons for vacancies more clearly and to determine the gap between finding out about vacancies and hiring, personnel directors were asked to indicate when they learned about the vacancies. They were asked to provide the number of vacancies learned about within a given time period, starting with October 2003 or earlier and continuing month-by-month until September 2004. This provided information on when vacancies were reported for the 922 vacancies for the 2004–2005 academic year (Table 6). Only 25.1 percent of teaching vacancies were reported in April 2004 or earlier. The other three-quarters of teacher vacancies (74.9%) were reported from May 2004 to October 2004. The largest number of vacancies, 206, was reported in May 2004, followed by March 2004 (130). Personnel directors indicated that the median month that they learned about teacher vacancies was June, and that the median month they filled teacher vacancies was August. There is a two-month lag period between vacancies and hires. This suggests that, on the average, teaching positions are quickly filled and that late hiring is a function of late notification as well as limited ability to project vacancies.

Many districts have established incentive strategies for teachers and other professionals to encourage early notification of plans to leave. This is to help districts learn of and, hopefully, fill vacancies earlier. This year, 13 districts offered incentives for early notification of plans to retire. This is an increase of two districts from last year when 11 districts offered incentives. The incentives reported range as follows

- \$100 for every year in district service if notified by March 1<sup>st</sup>

- \$1,000 if notify by January 1, 2005. \$800 if notify by February 1, 2005
- \$250 if the teacher notifies by April 1<sup>st</sup> and they work the entire school year
- \$50 for every year of service with an upper limit of \$1,500
- \$50 per year of service in the School District
- \$50 per year of service in district
- \$500 bonus if notified by February 1<sup>st</sup>
- \$500 when notified by October 15<sup>th</sup> for Mid-Year retirement and by February 15<sup>th</sup> for end of the school year
- \$600 bonus if notified by January 30<sup>th</sup>

### Teacher-Hiring Problems

Several hiring problems were also addressed by the survey. Reciprocity was the first problem addressed. Approximately three-quarters (73.7%) of the districts did not encounter any reciprocity problems this year, which is an increase from the previous two years at 68.4 percent and 63.3 percent, respectively. Some problems that were indicated included:

<b>Certificate</b>	<b>Problem</b>
Math	Out-of-state certificate showed expiration.
Special Education	Grade-level eligibility for position offered.
Recognizing Maryland Advanced Professional Certification.	Delaware does not recognize equivalent masters.
Special Education	Enrolled in out-of-state alternative program.

**This year, 31.6 percent of school districts reported contractual barriers or hindrances that delayed them offering a contract to a teacher. This is an increase from last year, when 21.1 percent of districts reported facing difficulties related to this issue.** Five of the six districts that indicated what their difficulties were reported that it was related to the voluntary-transfer period, with one district indicating this period does

not end until the first day of school. It is not clear if contracts have changed to increase barriers or if the consciousness of personnel directors to such barriers has increased.

Fifteen of the 19 districts reported that teacher candidates had committed to work in their district and later changed their mind during the August-September period. This is one more district than last year, when 14 of the 19 districts stated that this was a problem. In total, there were 46 teachers who made this decision. Nineteen teachers chose to take a position in another Delaware school district; ten teachers chose to take an out-of-state teaching position; seven teachers decided not to teach; and ten teachers had other reasons for changing their minds. Of the teachers who had other reasons, districts lacked information about them. Two districts did not respond to the question of where teachers went after they had changed their minds about teaching for them.

Six district personnel directors selected salary as the reason why teachers changed their mind from August to September. Five districts said that school assignment was a major problem; four districts said that relocation issues and location of districts were major problems; and three districts cited certification issues (see Figure 6 and Table 7). Six personnel directors did not specify a reason for teachers not fulfilling their commitments.

#### Non-Teaching Position Shortages

**The non-teaching position hardest to fill by personnel directors for the 2004–2005 school year was that of speech therapist (see Figure 7), the same finding as in the 2003-2004 school year.** Three-quarters (73.7%) of respondents indicated speech therapists were the most difficult to hire (Table 8). Six out of 19 districts (31.6%) indicated that positions not listed in the survey were the hardest to fill. Unfortunately,

Figure 6.  
Percent of Districts Reporting Major Reasons for Reversal of Teacher Commitment

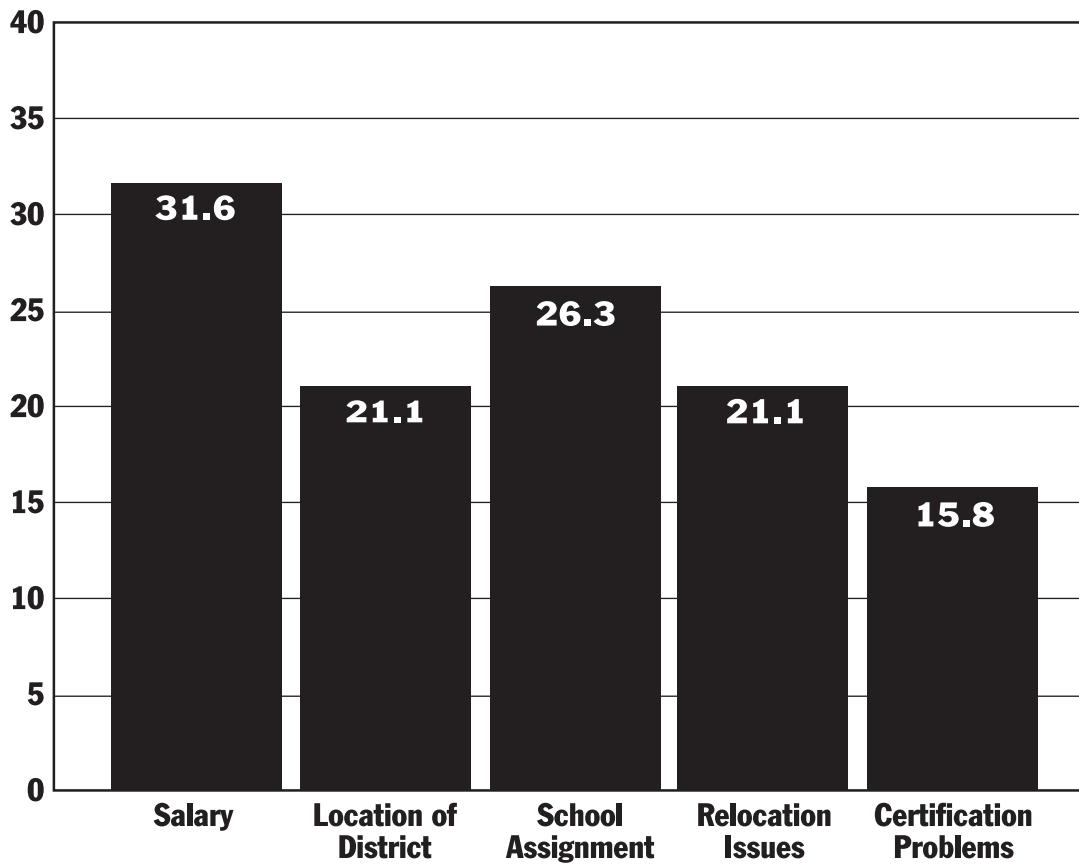
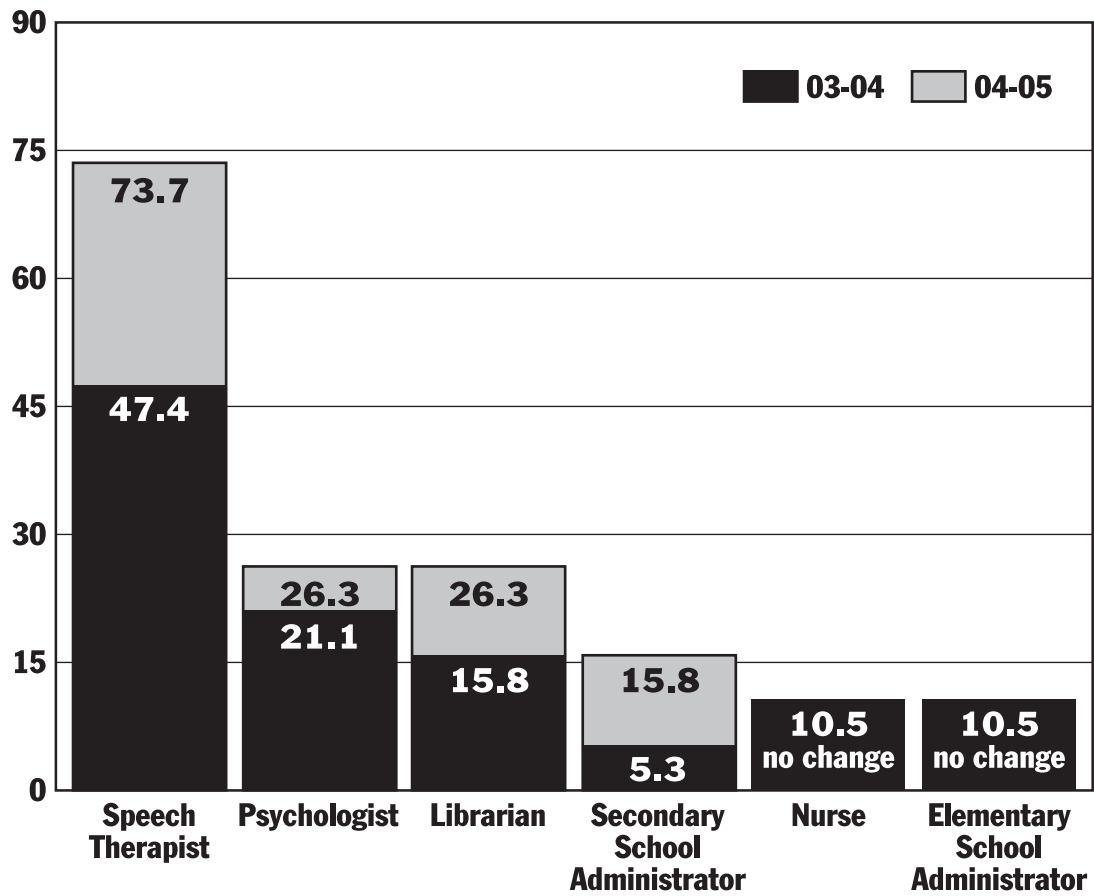


Figure 7.  
Percent of Districts Indicating Major Difficulty in Filling Non-Teaching Positions



districts did not specify what those positions were. Out of the 19 districts, five (26.3%) indicated that psychologists and librarians were very difficult to hire, three (15.8%) indicated that secondary-school administrators were very difficult to hire, and two (10.5%) indicated that central-office administrators, elementary-school administrators, and nurses were very difficult to hire. Only one district out of the 19 (5.3%) indicated that guidance counselors were very difficult to hire.

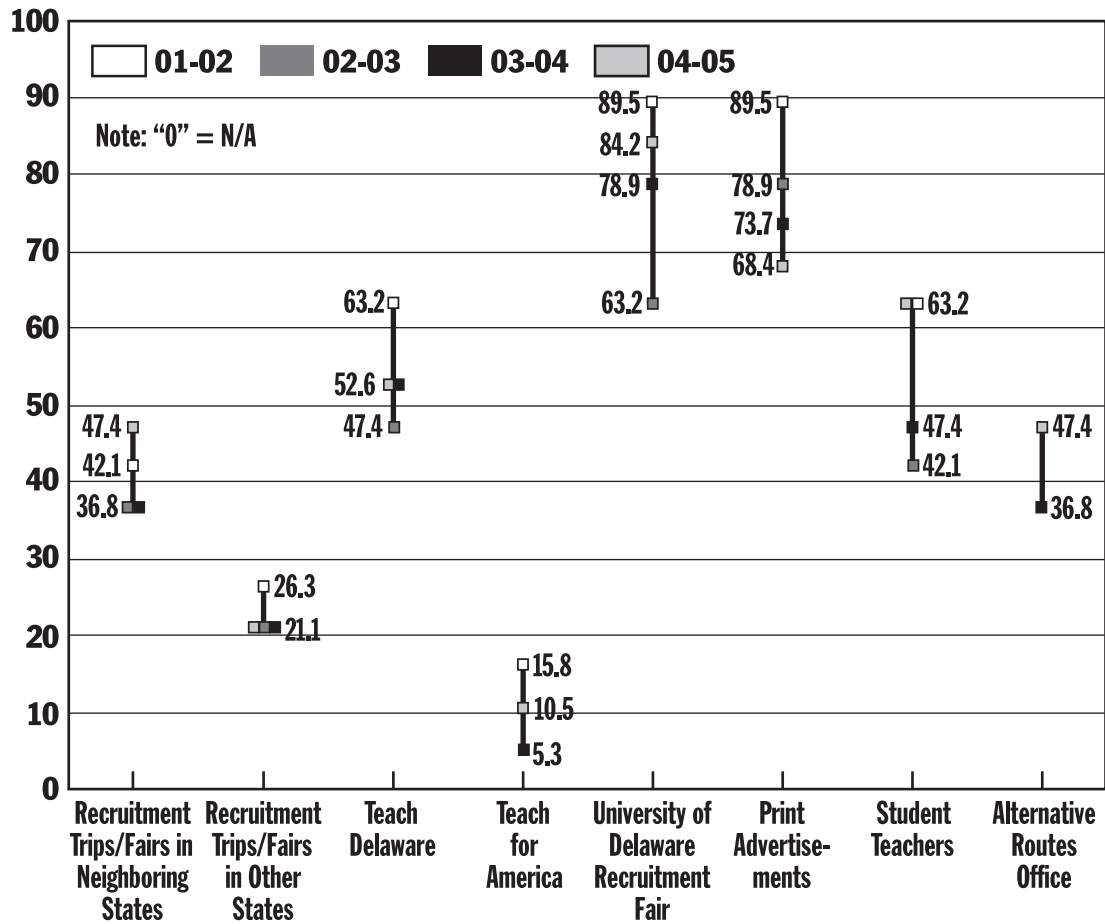
Personnel directors expect similar problems to persist in their hiring for the upcoming school year. The most common concern centered around finding speech pathologists, with one district stating that it had received one application in a year. Other concerns were salary issues and finding a computer-literate individual for a secretarial position.

### Recruitment Tools

In order to find good teachers, it is necessary for personnel directors to use effective recruitment tools. Personnel directors were asked what tools they used and about the effectiveness of each tool (see Figure 8). Four-fifths (84.2%) of the districts found the University of Delaware recruitment fair (Project Search) to be of great use, and three-quarters (73.7%) of the districts found online resources (their website for online applications and for advertising positions) to be of great use (Table 9).

Two-thirds (68.4%) of the districts cited no benefit from the Teach for America program and another two-thirds (63.2%) of the districts said that another method not cited by the survey was the most useful recruitment tool for them. Personnel directors were able to write in other methods that helped them recruit. Twelve out of the 19 districts said

Figure 8.  
Percent of Districts Reporting Great Use of Recruitment Tools: Four-Year Comparison



that other methods were helpful to them, but only five gave specifics. Methods listed were

- Offering contracts in April
- Brandywine School District Job Fair
- Hiring former students to teach in the district
- Currently changing their recruitment methods
- Use of the Internet

Other recruitment tools that were of some use to the districts were the Delaware State University Recruitment Fair and the Delaware Alternative Routes Office. Both were cited by 47.4 percent of personnel directors as being helpful, and 42.1 percent of districts indicated that the Teach Delaware website was of some use. According to the personnel directors, 39 of the teachers whom districts hired obtained their position through their student-teaching placement.

### Communication

In order to gauge the involvement of the districts' superintendents, school boards, and principals in hiring, personnel directors were asked questions about their level of communication with each. Just as last year, about one-half (42.1%) of personnel directors reported in person to their district superintendent on teacher vacancies, qualifications, and/or recruitment frequently. Five districts indicated they never communicated through a written report with the district superintendent, compared to seven districts last year, four districts communicated with the district superintendent several times a year, five reported monthly, and five reported doing so more than monthly. Out of the 19 districts, information reported to the district superintendent includes the following: 17 (89.5%)

reported on teacher vacancies, 14 (73.7%) reported on critical needs and minority hiring, 15 (79.0%) reported on recruitment efforts, 11 (57.9%) reported on temporary hires/contracts and contract issues, eight (42.1%) reported on compensation issues, and three (15.8%) reported on other information than what was asked about on the survey.

Responses that fell into the other category were

- Certification issues
- No Child Left Behind information
- Recruitment strategies

Personnel directors also reported to their school board. The most frequent form of communication with the school board was reporting in person to the school board; nine districts indicated doing so. The type of information reported to the school board was similar to the information reported to the superintendent.

The survey included a question about the role that principals have in the hiring process. **Just as last year, there is a great deal of principal participation in teacher hiring.** Ten of the 19 districts (52.6%) reported that principals were involved in interviewing for their school, and eight (42.1%) reported that principals must approve all hires for their school. Only one district reported no involvement from the school principal; in this district all hiring was done by the district office.

#### Resources for Personnel Recruitment

The amount of time spent on personnel by the district personnel directors varied among districts. Nearly half of the personnel directors (42.1%) reported spending between 90 and 100 percent of their time on personnel matters. In other districts the personnel director has additional duties. Most districts (52.6%) have more than one

support-staff member, and eight districts (42.1%) have one support-staff member. Only one district indicated it had no support-staff member.

Because recruitment is a substantial part of the personnel director's position, a specific recruitment budget may be allocated to help with organization and support. Three-quarters (79.0%) of the districts denoted having a budget set aside specifically for the purpose of recruitment efforts. Among the 13 districts providing an amount, there was great variation in the size of the budget

- One district— \$800 budget
- Two districts— \$1,500–\$3,000
- Three districts— \$3,500–\$3,700
- Two districts— \$5,000
- Two districts— \$15,000–\$19,500
- Two districts— \$20,000–\$25,000
- One district— \$50,000

Four districts reported having no specific recruitment budget, two fewer than last year.

Another aspect of the position of personnel director might involve participation in the teacher-mentoring program. The personnel director is the site coordinator of the teacher-mentoring program in one-third (36.8%) of the districts. There are six districts in which the director is involved as support staff, and five districts indicated no involvement in the program on behalf of the personnel director. One district indicated that its personnel director is involved more as a consultant.

It is also clear that there is a great deal of variation across the 19 school districts in the role of the personnel director, the director's relationship to the superintendent and board, and the resources at their disposal.

### County Variations

School-district size is related to county population in Delaware. New Castle County has six school districts, Kent County six, and Sussex County seven. The three school districts that make up more than one-third of the entire state's enrollment are located in New Castle County. These districts include the largest district in the state, Christina (19,421 students), followed by Red Clay Consolidated (15,394 students) and Brandywine (10,645 students). The middle third by enrollment size comprises two districts from New Castle County, two from Kent County, and two from Sussex County. The smallest third of the school districts are split almost evenly between Kent County and Sussex County, comprising four smaller districts in Kent County, five districts in Sussex County, and one in New Castle County.

We compared the 2004–2005 hiring practices of the three counties by analyzing late hiring (August or later) to early hiring (prior to August). New Castle County school districts hired a total of 630 teachers. Out of the 613 contracts that were reported, four-fifths (80.8%) were hired in August or later. Kent County hired a total of 302 teachers. A little less than three-fifths (58.3%) of these were hired late. One hundred eighty-five contracts were reported, and almost one-half (46.5%) of them were hired late in Sussex County. **Consistent with the 2003–2004 school year, the larger and more northern the district, the more likely the teachers were hired late.**

## **Charter School Analysis**

There are a total of 13 charter schools in the state of Delaware. Each was asked to complete the survey online. Seven completed and submitted the survey. The following is the analysis of the data provided by the seven responding charter schools.

### **Teacher Hiring**

Seven charter schools hired a total of 39 teachers for the 2004–2005 academic year and reported the hiring dates for all of their new teachers (Table 10).

Contrary to the regular public school districts, charter schools did the majority of their teacher hiring in June (44%). Charter schools conducted almost all of their hiring (90%) in the summer months— June (17), July (9), and August (9). The other ten percent of teachers were hired in October or later. Thus, data supplied from the personnel directors indicate that charter schools hire earlier than do public schools. Charter schools hired two-thirds (66.7%) of their teachers early, July or earlier, and one-third (33.3%) of their teachers late, August through October. In stark contrast, public schools hire one-third (31.1%) of their teachers early, and two-thirds (68.9%) of their teachers late.<sup>2</sup>

Charter school personnel directors reported there were only two teaching positions unfilled as of the completion date of this survey, one sub position in middle-school and one sub position in high-school science.

Of the new hires, only one was hired on a temporary contract and three were Alternative Route teachers for the 2004-2005 school year.

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<sup>2</sup> The earlier hiring by charter schools may be a function of their more straightforward enrollment estimates. Charter schools presumably have an easier time projecting the number of teachers they will need to hire for the upcoming school year because their enrollment is limited. Public school district enrollment is much more in flux. District personnel directors hire later in part because they need to see how many teachers they will need to hire to avoid hiring more teachers than necessary because of the uncertainty of the September 30<sup>th</sup> count.

### Teacher Shortages

**For charter schools, hiring difficulties exist primarily in the critical-needs areas.**

Middle-school science and math proved to be the most difficult teaching positions to fill for three out of the seven charter schools. Special-education teaching positions were very difficult for two out of the seven charter schools. Foreign-language, high-school science, and other teachers were indicated as difficult to fill by one of the seven charter schools. Foreign-language teaching positions were reported as moderately difficult to fill by two of the seven charter schools. Art and special-education positions were moderately difficult to fill for one of the seven charter schools. These were also the same teaching positions that regular public schools indicated as most difficult to fill.

### Predicted Changes in Teacher Hiring

Those responsible for personnel were asked what changes in teacher hiring they expect for next year. Responding to an open-ended question, one charter school was concerned about salary issues arising but did not expect a high turnover rate.

### Qualifications

The charter schools were asked to compare the qualifications for teachers hired in 2004–2005 with those of prior years. Among the seven charter school respondents, 57.1 percent reported that their hires had about the same qualifications as teachers in prior years, and 42.9 percent reported that their hires were more qualified than in prior years. No charter school felt that teachers were less qualified than in past years. This contrasts with the 2003–2004 school year, in which 71.4 percent of charter schools felt that their hires were as qualified and 28.6 percent more qualified than in the past. Charter schools

feel that their teachers are becoming more qualified. These findings were consistent with that of regular public school districts.

#### Reasons for Teacher Shortages

Similar to regular public school districts this year, charter schools found the lack of qualified applicants in particular areas to be a major problem resulting in teacher shortages. Almost half (42.9%) of reporting charter schools cited a lack of qualified teacher candidates as a major problem. More than half (57.1%) report that low salaries for starting and experienced teachers was a moderate problem. According to charter school respondents, teacher shortages in charter schools were also due to other reasons (14.3%) besides those specified in the survey, but, unfortunately, charter schools did not specify those other reasons.

#### Summer-School Hires

The charter schools were asked about the hiring of summer-school teachers for 2004. Three of the seven charter schools reported difficulty in the hiring of eighth grade math teachers. Two of the seven reporting charter schools cited difficulty in the hiring of eighth-grade reading teachers. Hiring eighth-grade math teachers for summer school also posed trouble for nine of the 19 public school districts. Within charter schools, one teacher was hired for eighth-grade reading and two teachers for eighth-grade math. One charter school had difficulty hiring third- and fifth-grade reading teachers for summer school. There were five teachers hired for third-grade reading and four for fifth-grade. All third- and fifth-grade reading teachers were certified and had had teaching experience. The one teacher hired for eighth-grade reading was not certified but had had experience

teaching in the area. The two teachers hired for eighth-grade math were not certified, but one had had teaching experience in the area.

### Vacancies

There were a total of 31 vacancies reported by the seven charter schools this year. The reasons for 30 vacancies were reported. Fifteen teachers left in order to take another teaching position in a public school district in Delaware. One teacher left to take a position at another charter school, and four left to teach outside of the state. There has been a significant decline in the number of teachers dismissed from charter schools in the 2004–2005 school year. It dropped from 20 percent to just 3 percent of the total. Three teachers retired from Delaware charter schools, a small portion of the vacancies faced by charter schools this year.

The survey data also indicated when the 31 vacancies occurred. Charter schools were asked to indicate how many vacancies were reported each month, starting with “October 2003 or earlier,” and continuing month-by-month until “October 2004 or later.” The largest number of vacancies were reported in October 2003 or earlier (23). This one month accounts for 74.1 percent of the total number of vacancies in charter schools. A number of vacancies were also reported in April (7) and August (8). One of the seven charter schools reported offering incentives for early notification plans to retire.

### Teacher-Hiring Problems

There were few hiring problems that occurred for charter schools in the 2004–2005 school year. Only one charter school experienced reciprocity problems, but it failed to elaborate. No charter school experienced contractual barriers or hindrances that delayed offering a contract.

One hiring problem is that some teacher candidates committed to working and then changed their minds during the period of July–September. Three charter schools experienced this. Unfortunately, the only reason that a charter school cited as being a problem for them with regard to hiring was not listed on the survey, and nothing further was specified.

#### Non-Teaching-Position Shortages

The people in charge of personnel at charter schools indicated that there were rarely any non-teaching positions that were difficult to fill. Psychologists, nurses, and speech therapists were each reported by one charter school to be very difficult to fill. When charter schools were asked to indicate one position that gave them the most trouble in hiring, 42.9 percent indicated a position other than was asked on the survey, followed by 28.6 percent for psychologist and speech therapist.

**Thus, speech therapist was the most difficult non-teaching position to fill for both regular public school districts and charter schools.**

#### Recruitment Tools

Personnel administrators at the charter schools in Delaware use various recruitment tools to find qualified teachers. Print advertisements were reported as being greatly used by 57.1 percent of charter schools. University of Delaware Project Search and the Teach Delaware website were reported as being greatly used by 28.6 percent of charter schools. The charter school's own website, the Delaware State University Recruitment Fair, and recruitment trips to neighboring states were of great use to 14.3 percent of charter schools. Three out of seven (42.9%) of the charter schools found Delaware's Alternative Routes office to be of some use as a recruiting tool.

Some traditional recruitment methods were not utilized by charter schools for teacher recruitment. Recruitment trips to Delaware’s neighboring states— Maryland, Pennsylvania, and New Jersey— were only conducted by two of the seven charter schools. There were no charter schools that made recruitment trips outside of neighboring states, nor were there any schools that utilized the Teach for America program. **Public school districts use a wider variety of recruitment tools than do charter schools.** In fact, regular public school districts were more enthusiastic about the use of recruitment tools, finding that more tools were “of great use,” than were charter schools.

### Communication

Personnel administrators were asked about the level of communication that exists between charter schools and their school boards concerning teacher recruitment, vacancies and qualifications. There was one school that reported in-person to the school board several times throughout the year, two schools that reported about monthly, and one school that reported more than monthly. One school reported several times throughout the year, and three schools reported monthly in writing to their school board. Five charter schools reported information about teacher vacancies, two reported information about critical needs, recruitment efforts, and compensation issues, and one reported other information than was asked on the survey to their school board. Other information that was reported to the school board’s included

- All matters pertaining to our charter
- Why personnel are leaving

There was no in-person reporting to the school's board for three of the seven charter schools, and three of the seven charter schools did not report in writing to the school's board.

Questions regarding communication with the district superintendent are not applicable to charter schools.

### Personnel

The amount of time personnel directors spent on actual personnel work varied among the charter schools, but only at two schools did an administrator spend at least one-quarter of his/her time on personnel matters. The other charter school respondents reported spending up to twenty percent of their time on personnel-related activity. One charter school did not respond to any of the personnel-related questions. The level of support for personnel included the following: one school district reported having no support staff for personnel and five reported having fewer than one full-time- support staff person for personnel. This is a slight decrease from that which was reported for the 2003–2004 school year.

Charter schools were asked if they had a specific budget set aside for recruitment purposes. Four (66.7%) of the six reporting schools had no specific recruitment budget. Two schools (33.3%) had a specific recruitment budget, but those amounts were not reported.

There are two charter schools in which the person in charge of personnel is also the director of the teacher-mentoring program, three schools in which their human-resource director was involved with the teacher-mentoring program as support staff, and

one school whose human-resource director had no involvement with the teacher-mentoring program.

### Summary

**There are many similarities in the hiring problems and concerns among regular public school districts and charter schools in the state of Delaware.**

**Qualifications and recruitment tools are similar in regular public school districts and charter schools. Difficulty in hiring math teachers, special-education teachers, and speech therapists are issues for both.**

The major difference between regular public school districts and charter schools are the teacher-hiring dates. Charter schools are more likely to hire earlier than public schools. Charter schools hire two-thirds of their teachers in July or earlier; public schools only hire one-third of their teachers in July or earlier.

To add another perspective regarding teacher recruitment, hiring, and retention in Delaware, the analysis of payroll data and teacher migration in the state is presented in the next section.

## **DOE Payroll Data Results**

To supplement the survey of personnel directors, data on teacher characteristics and mobility from payroll records were provided by the Delaware Department of Education (DOE) for the 16 regular public school districts and the three vo-tech districts. Data were also provided for the 13 charter schools.

This section of the report analyzes data about teachers in Delaware who leave the teaching profession (“exiters”) and teachers who remain as teachers in Delaware but change school districts (“switchers”). The net losses and gains of each school district were examined to determine how exiters and switchers are affecting districts throughout the state.

The DOE data indicate that there were 894 new teachers hired in the 2004–2005 school year. Results of the survey indicate 1,116 new hires. This discrepancy could be due to a variety of reasons. For example, teachers on temporary contracts could have been hired as permanent staff, or teachers working in a district could have left for a period of time and then returned to the same district. These cases could have been counted by district personnel directors as new teachers but by DOE as returning teachers. In order to improve the accuracy of the report, we will continue to further refine and define the categories and questions in future surveys.

### Exiters: Departing Teachers

According to DOE payroll records, there were 867 teachers who left teaching in Delaware between May 2004 and November 2004. This is about 11 percent of the teacher workforce in the state, an increase from the 8.5 percent who left the previous year. The absolute number who left teaching this year was far greater than last year, 867

versus last year's 657. On average, these individuals left the teaching profession at 41.1 years of age with the largest numbers leaving at age 29 and at age 57, respectively. As seen in Figure 9, there appear to be peaks in the exodus from the profession by teachers in their late twenties and thirties and then again in their late fifties and sixties. The former can probably be explained by career and location changes and the latter presumably by retirement. This is the so-called "U-curve" of teacher retention found in other states.

Of departing teachers, 28.7 percent hold a bachelor's degree, 21 percent have completed 15 or 30 hours toward a master's degree, and 17 percent have a master's degree. Statewide, 26.7 percent of teachers hold a bachelor's degree, 51.2 percent hold a master's degree, and 20.5 percent have completed graduate work toward a master's degree. Thus, a greater percentage of teachers with bachelor's degrees leave the teaching profession than those who have master's degrees. This education-level exodus reflects the age-distribution data. Since many of the exiters are in their late twenties, they are less likely to have earned a master's degree.

The most striking characteristic of departing teachers is that an overwhelming number leave soon after they start teaching in Delaware. Among the 867 teachers who left, 105 teachers exited teaching with one year of Delaware teaching experience or less. Another 70 teachers left with two years of experience. Thus, one-fifth of the teachers who left their teaching positions in Delaware did so within their first two years of teaching in the state (see Figure 10). Over one-third (34.3%) of teachers who left did so with five years of experience teaching in Delaware or less. This percentage is lower than last year, but the absolute number who left this early increased from last year.

Figure 9.  
Age of Teachers Leaving Delaware Teaching Positions

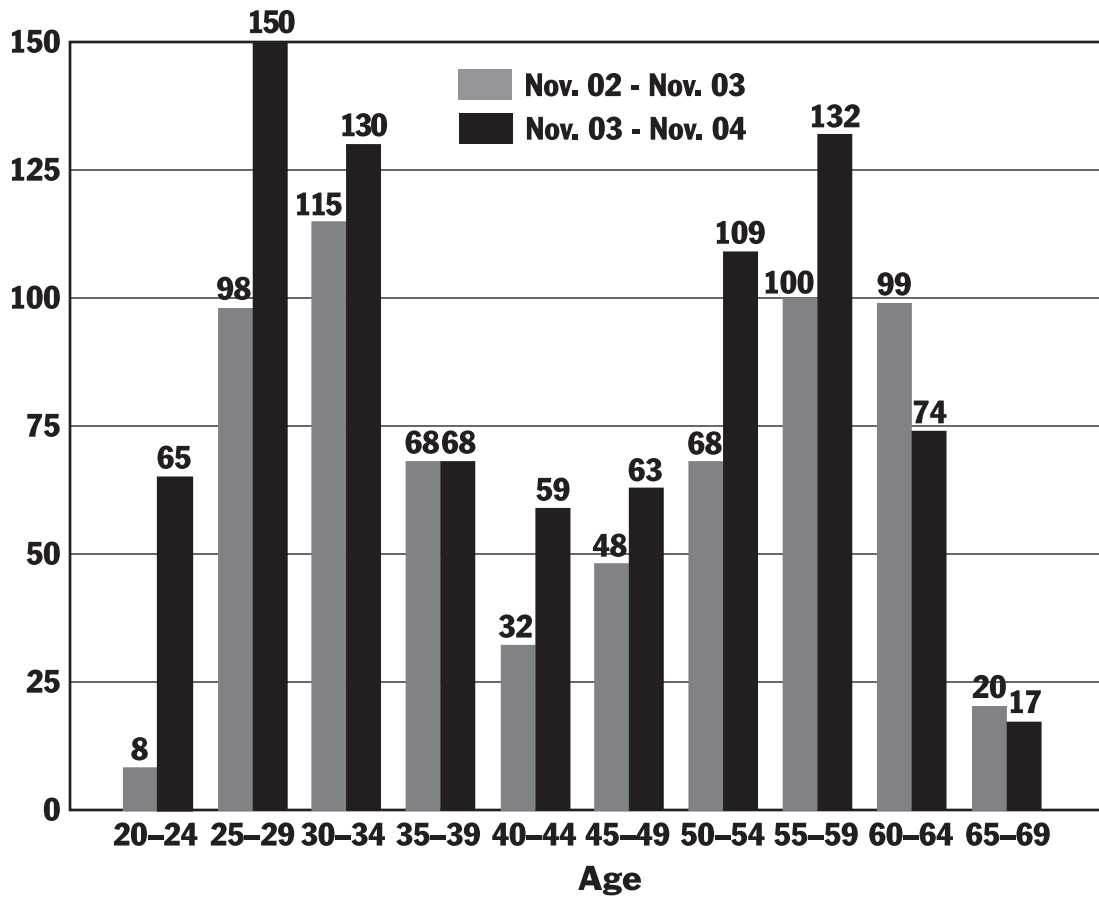


Figure 10a.  
Number of Teachers Leaving Delaware Teaching Positions by Years of Experience

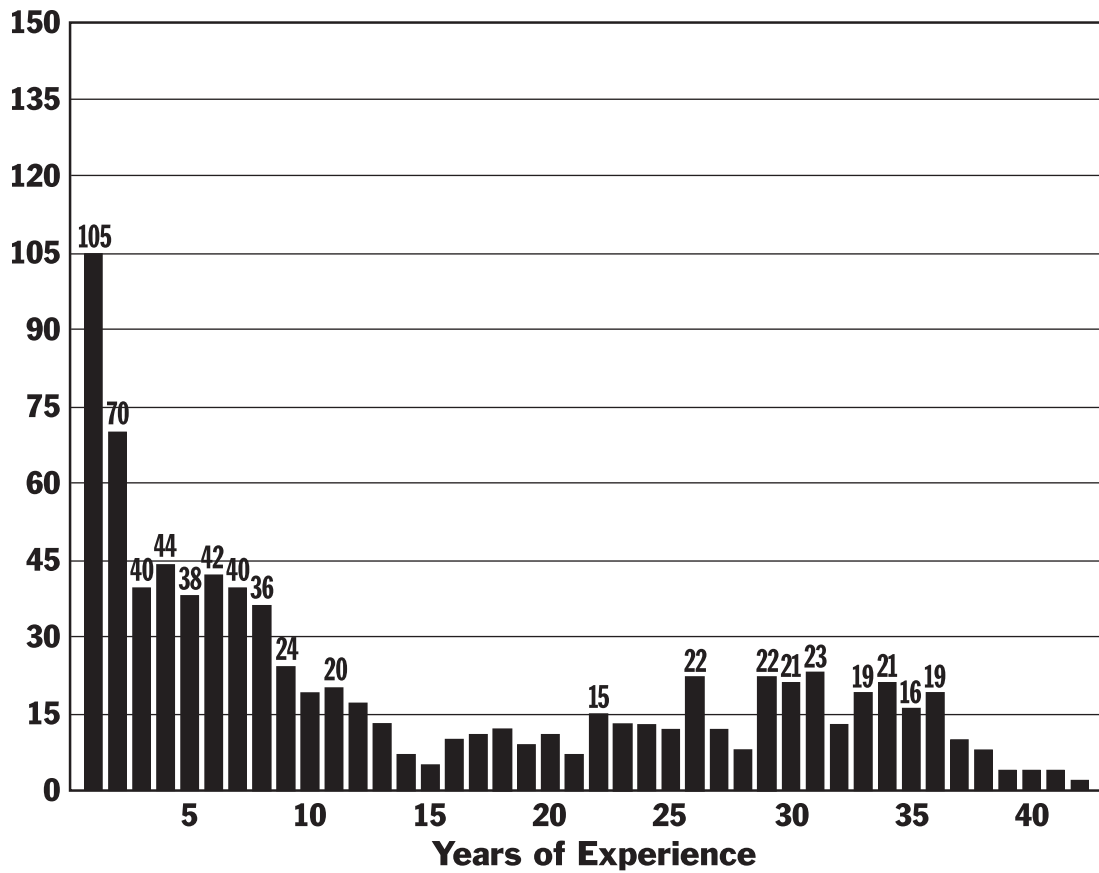
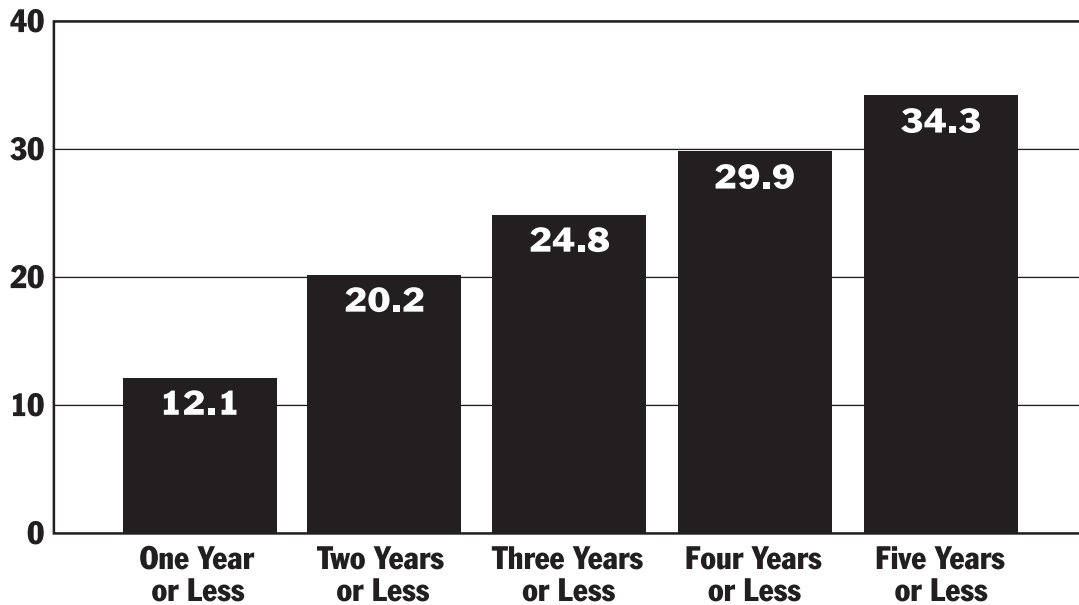


Figure 10b.  
Cumulative Percent of Teachers Departing Within the First Few Years of Service



These statistics indicate that many teachers in Delaware, as those across the nation, tend to leave the profession very quickly after starting. More research needs to be conducted to determine who is leaving and why. The Institute for Public Administration at the University of Delaware published a 2005 study on the results of a survey of 470 new teachers. Findings showed that teacher retention is related to a variety of factors, including a teacher's experience with the hiring process, mentoring, and support from colleagues and administrators.<sup>3</sup>

#### Switchers: Intrastate Migration

The analysis now turns from examining teachers who left Delaware teaching positions to those who changed positions within the state. There were 226 switchers, teachers who switched districts prior to and during the 2004–2005 academic year. Switchers represent 2.8 percent of the total teacher workforce. Intrastate teacher migration is fairly evenly spread among counties. Approximately 20 teachers migrated into each county. However, migration out of Kent County is more common than migration out of the other two counties. Kent County had a net loss of ten switchers, while New Castle County gained seven switchers and Sussex County gained three switchers. Teachers from New Castle County were less likely to migrate out of the county than teachers in Kent and Sussex Counties.

When analyzing migration by district, there is a correlation between district wealth and net gain of teachers. District wealth is measured by the 2002 District Wealth Index provided by the Delaware Department of Education, with higher indices indicating

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<sup>3</sup> Jeffrey A. Raffel and Amanda S. Beck, "An Analysis of the Views of Delaware's New Teachers: Recruitment and Hiring, Mentoring and Professional Development, Job Satisfaction, and Future Plans." Institute for Public Administration, University of Delaware. July 2005. The report may be accessed at [www.ipa.udel.edu/research/publications/newteacheranalysis.pdf](http://www.ipa.udel.edu/research/publications/newteacheranalysis.pdf).

greater wealth. The highest net gains were experienced in the wealthiest districts. For example, the five districts with a wealth index of over 1.0 (excluding vo-tech districts) gained 11 teachers, while the five poorest non-vo-tech districts (with wealth indices ranging from .39 to .55) gained only six teachers. The lower number of teachers may be due to the fact that the poorer districts have fewer teaching positions available. All three vo-tech districts lost teachers to traditional districts, suggesting that for some teachers, vo-tech schools are a waiting area until positions open in regular classrooms.

A number of teachers from regular and vo-tech schools transferred to charter schools throughout the state. In fact, charter schools received 13 teachers in 2004–2005 from traditional public schools. This number, however, declined from 31 teachers in 2003–2004. Since no new charter schools opened during this academic year, it is not surprising to see such a decline in the number of teachers transferring into charter schools. Twenty-seven teachers moved from charters to traditional public school districts. Therefore, charters saw a net loss of 14 teachers to regular public schools. Switching between charter schools is much less common. In fact, only two teachers switched from one charter to another during the year.

The majority of teachers changing districts are female (73.9 percent). This figure is consistent with the overall percentage of females in the state teacher workforce (75 percent). There was no change in the gender ratio of switchers from the 2003–2004 to 2004–2005 school year.

The average age of switchers is 37, with an average of 8.7 years' experience. According to the *Delaware Educational Personnel Report* on the DOE website ([www.doe.state.de.us/reporting/0405PersonnelReport/Personnel.html](http://www.doe.state.de.us/reporting/0405PersonnelReport/Personnel.html)), the typical

classroom teacher is 41 years old with 12.7 years of experience. Therefore, switchers tend to be slightly younger and have less experience than teachers who remain in their positions and/or districts.

Out of the 226 switchers, 88 percent are Caucasian, 8.4 percent are African American, and 2.7 percent are Hispanic. Statewide, Delaware's teachers are 88.2 percent Caucasian, 11.2 percent African American, and 1.2 percent Hispanic. Therefore, there is no discernible race/ethnicity link to teachers' decisions to switch districts.

Teachers with master's degrees are more likely to remain in their positions, while teachers with terminal bachelor's degrees are more likely to switch districts. Of the migrating teachers, 70 (31 percent) have bachelors' degrees and 61 (27 percent) have master's degrees, and 40 teachers (17.7 percent) have completed either 15 or 30 credits toward their master's degrees. Statewide, 26.7 percent of teachers hold a bachelor's degree, 51.2 percent hold a master's degree, and 20.5 percent have completed graduate work toward a master's degree. The lack of master's degrees among switchers (presumably) is related to the fact that the average switcher is younger than the average teacher remaining in his/her position.

#### Hires/Losses of Underrepresented Groups

The participation of underrepresented groups in the classroom is an important aspect of Delaware teaching that was also analyzed with the DOE payroll records.

Overall, DOE statistics indicate a loss of ten full-time African-American teachers and 24 male teachers from the 2003–2004 to the 2004–2005 school year (Delaware Educational Personnel Report). This dropped the percentage of African Americans in the

state's teaching force from 11.4 to 11.0 percent and males from 24.7 to 24.0 percent, respectively.

An analysis of district statistics using somewhat different assumptions, indicated only one district had a net gain of more than two African-American teachers and four had lost five or more. Three New Castle County districts had a net loss of ten or more male teachers, and four other districts throughout the state lost five or more. There were few Hispanic teachers in the state in 2003–2004 (15 in districts and charters) and in 2004–2005 (17).

#### Critical Needs and Teacher Movement

We analyzed the positions of switchers and movers in order to determine whether critical-needs teachers are more likely to leave teaching or change districts. According to the *Delaware Educational Personnel Report*, the critical-needs fields of middle and secondary math and science comprise 6.1 percent and 5.6 percent of the teacher workforce, respectively. Of the exiters, 5.9 percent were math teachers and 5.9 percent were science teachers. Similarly, 20.3 percent of the exiters were special-education teachers, while special-education teachers comprise 21 percent of the state teacher workforce. Thus, critical-needs teachers did not leave Delaware teaching at a higher rate than those outside of the critical-needs areas.

Of the 226 switchers, 19 were middle/secondary math teachers (8.4 percent) and 14 were middle/secondary science teachers (6.2 percent). Comparing the percentage in each area of those who switched districts in Delaware to their proportion among all the state's teachers as given above indicates that science and math teachers were both somewhat more likely to switch districts. Special-education teachers represented a large

number of the teachers switching districts. In fact, almost one-third of switchers (29.7%) were special-education teachers at the elementary, middle, or secondary levels, far more than their representation (21%) in the state's teaching force. Twenty-one elementary special-education teachers switched districts (9.3 percent of total switchers); 23 middle-school special-education and another 23 secondary special-education teachers were switchers (each group representing 10.2 percent of total switchers). These data suggest that, within the state, special-education teachers are a highly mobile population in comparison to other types of teachers. Generally, critical-needs teachers changed districts and left teaching in the state at the same rate as did those in other fields.

## **Conclusions**

Late hiring of teachers remained widespread in Delaware for the 2004–2005 school year, while hiring teachers on temporary contracts returned to the high level of two years ago. As in the previous year, just over two-thirds of teachers were hired in August or later for the 2004–2005 school year. However, seven school districts do provide letters of intent to some or all of their teachers before issuing a contract. The number of teachers hired on temporary contracts returned to more than 300 (N=315), similar to 2002–2003 and almost 100 more than last year (N=217).

While the areas of major difficulty in teacher hiring remained relatively constant, the percentage of districts reporting such difficulties increased across the board. The greatest increases were in high-school math, high-school science, middle-school science, special education, and foreign languages. Middle-school math and technology teacher positions remained difficult to fill. Personnel directors anticipate these difficulties will continue, especially in math and special education.

While personnel directors feel that teachers are becoming more qualified, almost all report the major reason for teacher shortages is a lack of qualified candidates. (This percentage has increased from 63 percent in 2001–2002 to 84 percent in 2004–2005.) PRAXIS I, low salaries, and other factors, while also noted, were not cited nearly as frequently as reasons for a lack of qualified teachers. Simply put, in the eyes of personnel directors, the candidates are getting better but fewer and fewer are in areas of critical need.

Personnel directors accounted for about half of the teacher vacancies in the state and reported specific reasons for almost all teachers who left. This was an increase and

may indicate a heightened sensitivity and/or better record-keeping with respect to teacher attrition.

For the first time, personnel directors were asked when they learned of teacher vacancies. The median month was June. With August as the median month for filling vacancies, the two-month lag time suggests teaching positions, on the average, are filled in a timely manner. This suggests that late hiring is a function of late notification as well as a limited ability to project vacancies. Thus, it is positive to report that two additional districts offered incentives for early notification of plans to retire, bringing the total number of districts taking this action to 13.

The increase from 21.1 to 31.6 percent in districts reporting that contractual barriers delayed their offering a contract to teachers from was based primarily on issues relating to the voluntary-transfer period. In fact, one district reported that teachers already within the district have up to the first day of school to transfer to a vacant position. The increase may be real, or there may be a heightened sensitivity to the problems such transfer clauses create. Last-minute, inter-district teacher transfers remained a problem—15 districts reported teacher candidates had committed to work in their district and then changed their minds in the August-September period. Forty-six teachers were reported as having left their commitment, but less than half were reported to have left for another district in the state.

Speech therapist remained the most difficult non-teaching position to fill, with three-quarters of the districts reporting major difficulty in hiring for this position. Last year, less than half had such difficulty. Personnel directors believe this problem will persist.

Each year personnel directors have been asked about their use of a variety of recruitment tools. Generally, the use of specific tools, such as recruitment trips and attending recruitment fairs, has remained relatively stable. This year, two trends are evident. First, the use of print advertisements has continued to steadily decline, dropping from great use by 90 percent of the districts to 68.4 percent this year. Two means have shown a recent increase—recruiting from student teachers and the alternative routes program.

Charter schools faced the same issues as did regular school districts in hiring for the 2004–2005 school year. Charter schools report an earlier awareness of teacher vacancies and earlier hiring of teachers than public school districts, but they face the same teacher shortages and report the same increasing qualifications of those they do hire. Their reporting of recruitment tools is narrower, however, with none reporting recruitment trips outside of the state.

The most striking finding from the analysis of DOE payroll data continues to be the high percentage of teachers who leave in or right after their first year teaching in Delaware. Of the 867 teachers who left from 2003–2004 to 2004–2005, 105 had a year of experience or less. Another 70 teachers left with just two years of experience. Thus, one-fifth of those who left did so within two years of beginning their teaching in Delaware. This is less than the percentage of new teachers who were reported to have left at this stage of their Delaware teaching career last year, but the total number who left increased by one-third, from 657 to 867 teachers.

Overall, then, there is good news and bad news in the hiring of educational personnel in the state. The good news includes districts using letters of intent before

officially contracting with new teachers, the increased use of early-retirement-notification incentives, increased use of the alternative routes program to fill vacancies, increased ability to report on why teachers left, and a continued perception of teacher qualifications increasing. The increase in districts reporting contractual difficulties as a hindrance to hiring may also be good news, indicating an increased understanding of contractual limitations and a willingness to confront such difficult problems.

On the negative side, late hiring remains unabated. Temporary contracts returned to the high level of two years ago, and, most significantly, more districts reported major difficulty in hiring math, science, special-education, technology, foreign-language teachers, and speech pathologists than previously. One-third more teachers left the Delaware teaching force this year than last, and of these one-fifth of new teachers left before entering their third year of teaching in the state.

It may well be that teacher hiring and retention are gaining increased visibility as issues, and districts in Delaware are doing more than ever to confront the problem, but the problem is getting worse more quickly than the districts are responding.

## Appendix A: Tables

Table 1. Month that Contract was Agreed Upon (Regular School Districts)

	2003-2004 (N=921)	2004-2005 (N=1099)
April	n/a	1.0%
May	5.6%	5.0%
June	10.1%	10.5%
July	16.4%	14.6%
August	41.7%	41.2%
September	13.8%	16.5%
October	6.0%	11.2%
Other	6.4%	n/a

Table 2. Level of Difficulty Filling Teacher Positions by Area (Percent\* of Districts)

	Very Difficult	Moderately Difficult	Not Difficult
Art	5.3%	5.3%	52.6%
English	15.8%	36.8%	31.6%
Elementary	5.3%	10.5%	63.2%
Foreign Language	47.4%	36.8%	5.3%
Elementary Math	10.5%	26.3%	15.8%
Middle-School Math	47.4%	31.6%	5.3%
High-School Math	89.5%	0%	0%
Music	15.8%	42.1%	15.8%
Physical Education	10.5%	5.3%	63.2%
Reading	21.1%	36.8%	21.1%
Elementary Science	5.3%	10.5%	21.1%
Middle-School Science	42.1%	26.3%	5.3%
High-School Science	63.2%	15.8%	5.3%
Social Science	10.5%	5.3%	68.4%
Special Education	78.9%	5.3%	10.5%
Technology	63.2%	5.3%	5.3%

\*Percentages may not equal 100% due to non-applicability or non-response.

Table 3. Qualifications of Recent Teacher Hires (Percent of Districts)

More Qualified than in Prior Years	52.6%
About the Same as Prior Years	47.4%
Less Qualified than in Prior Years	0%

Table 4. Extent of Problem Related to Teacher Shortages for Fall 2004 Hiring

	Major Problem	Moderate Problem	Not a Problem
Lack of qualified teacher candidates in particular areas	84.2%	15.8%	0%
Moving from your district to another Delaware district	10.5%	68.4%	21.1%
Moving from your district to outside Delaware	10.5%	57.9%	31.6%
Low starting salary	26.3%	36.8%	36.8%
Low experienced salaries	26.3%	36.8%	36.8%
Good candidates failing PRAXIS I	21.1%	15.8%	63.2%

Percentages may not equal 100% due to non-applicability or non-response.

Table 5. Reasons for Teachers Leaving Your District

	2003-2004 (N=552)	2004-2005 (N=510)
Took a position in another Delaware district	11.4%	18.4%
Took a position with another district outside Delaware	6.7%	9.0%
Took a position at a charter school	2.0%	2.9%
Relocated with family	5.6%	7.1%
Dismissed	2.2%	7.5%
Illness/death	1.1%	2.7%
Retired due to No Child Left Behind	0.2%	1.2%
Retired	29.9%	41.6%
Other	11.8%	7.3%
Do not know	29.2%	2.4%

Table 6. Number of Vacancies Learned About by Month

	2003-2004 (N=885)	2004-2005 (N=922)
October (prior school year)	6.2%	0.2%
November (prior school year)	0.9%	0.1%
December (prior school year)	0.8%	0.1%
January (prior school year)	3.6%	1.2%
February (prior school year)	1.5%	1.8%
March (prior school year)	5.4%	14.1%
April (prior school year)	6.4%	7.6%
May (prior school year)	4.0%	22.3%
June (prior school year)	7.2%	14.0%
July (prior school year)	12.8%	12.9%
August (prior school year)	27.1%	12.8%
September (current school year)	24.1%	9.2%
October or later (current school year)	n/a	3.6%

Table 7. Reasons for Reversal of Teacher Commitments Reported by Districts  
(Percent of Districts Reporting)

	Major Problem	Moderate Problem	Not a Problem
Salary	31.6%	15.8%	52.6%
Location of district	21.1%	0%	78.9%
School assignment	26.3%	0%	73.7%
Relocation issues	21.1%	31.6%	47.4%
Certification problems	15.8%	10.5%	73.7%

Table 8. Level of Difficulty Filling Non-Teaching Positions by Area  
(Percent\* of Districts Reporting)

	Very Difficult	Moderately Difficult	Not Difficult
Librarian	26.3%	15.8%	21.1%
Psychologist	26.3%	21.1%	10.5%
Guidance Counselor	5.3%	21.1%	36.8%
Nurse	10.5%	26.3%	26.3%
Speech Therapist	73.7%	5.3%	0%
Elementary School Administrator	10.5%	21.1%	31.6%
Secondary School Administrator	15.8%	15.8%	36.8%
Central Office Administrator	10.5%	10.5%	31.6%

\*Percentages may not equal 100% due to non-applicability or non-response.

Table 9. Percent of Districts Indicating Use of Recruitment Tools

	Great Use	Some Use	No Use
Recruitment trips in neighboring states	47.4%	36.8%	15.8%
Recruitment trips in other states	21.1%	31.6%	47.4%
Teach Delaware website	52.6%	42.1%	5.3%
Teach for America	10.5%	21.1%	68.4%
UD Project Search	84.2%	15.8%	0%
DSU recruitment fair	31.6%	47.4%	21.1%
Print advertisements	68.4%	31.6%	0%
Recruiting your district's student teachers	63.2%	26.3%	10.5%
Delaware Alternative Routes	47.4%	47.4%	5.3%
Your district's website	73.7%	21.1%	5.3%
District website for online applications	73.7%	5.3%	21.1%

Table 10. Month that Contract was Agreed Upon (Charter Schools)

	2004-2005 (N=39)
April	0%
May	0%
June	43.6%
July	23.1%
August	23.1%
September	0%
October or later	10.3%

## **Appendix B: Survey Instrument**



## IMPORTANT: PLEASE READ BEFORE CONTINUING

To print this page click [here](#).

This is the site for the annual survey of district personnel directors. The survey collects data on the hiring practices and issues facing the districts and charter schools as they strive toward staffing Delaware schools with a highly qualified teaching force. As last year, data will be collected from existing databases to save duplicate work on your part.

You will be able to print a copy of the survey to review before completing. The department appreciates the time you put into providing the data. As always, we will not publish any district-specific data. If you have any questions, please contact [Dr. Wayne A Barton](#) at 739-3902.

To PREVIEW ALL QUESTIONS in this survey before taking it online, click [here](#).

Your willingness to complete this survey will be considered as your agreement to participate in this study. If you agree to participate, please select "I agree to participate" below, click the Continue button, and you will be taken to the survey itself.

**1. How many new teachers did your District/Charter School hire for the 2004-2005 school year? (This number should include teachers moving from temporary to regular contracts.)**

**2. How many contracts were agreed to in:**

2004 or earlier	April 2004	May 2004	June 2004
2004	July 2004	August 2004	September
2004 or later	October		

**3. Of all your 2004-2005 hires, how many teachers did you hire on TEMPORARY contracts?**

**4. Of all your 2004-2005 hires, how many teachers did you hire who were on TEMPORARY contracts in 2003-2004?**

**5. What were the reasons for hiring teachers on TEMPORARY contracts this year?**

**Login**

**Change Password**

**Retrieve Password**

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a. Uncertainty of September 30 count	Major Reason	Moderate Reason	Not a Reason
b. Teacher credential issues	Major Reason	Moderate Reason	Not a Reason
c. Temporary needs due to pregnancy, illness, sabbaticals, etc.	Major Reason	Moderate Reason	Not a Reason
d. Other	Major Reason	Moderate Reason	Not a Reason

If "Other", please specify

## 6. How many Alternative Routes teachers did you hire?

## 7. Are you using letters of intent before issuing contracts to all or some new teachers?

No  
Some  
All

## 8. How many letters of intent were written in:

2004 or earlier	April 2004	May	June 2004
2004	July 2004	August 2004	September
2004 or later	October		

## 9. For the new teacher hires from outside DE, did you run into any reciprocity problems?

Yes No

## If yes, for what certificates and what was the problem?

Certificates Problems

## 10. Were there contractual barriers or hindrances, such as transfer clauses, that delayed your offering a contract?

Yes No

## If yes, what were they?

**11. Overall, how would you rate the preparation of the teachers you hired for 2004-2005?**

All highly prepared	Half highly prepared
Almost all highly prepared	Less than half highly prepared
More than half highly prepared	Few highly prepared

**12. Were the teachers you hired for 2004-2005:**

More prepared than prior years

About the same as prior years

Less prepared than prior years

**Please explain your response to Question #12.**

**13. How difficult was it to fill TEACHING POSITIONS in each of the following areas?**

a. Art	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
b. English	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
c. Elementary	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
d. Foreign Languages	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
e. Elementary Math	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
f. Middle School Math	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
g. High School Math	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
h. Music	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
i. Physical Education	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
j. Reading	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
k. Elementary School Science	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
l. Middle School Science	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
m. High School Science	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
n. Social Science	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
o. Special Education	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
p. Technology	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
q. Other	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable

**If Other, please specify?**

**14. Which of the areas listed in QUESTION #13 was the MOST difficult for teacher hiring in your district for Fall 2004?**

Art	English
Elementary	Foreign Languages
Elementary Math	Middle School Math
High School Math	Music
Physical Education	Reading
Elementary School Science	Middle School Science
High School Science	Social Science
Special Education	Technology
Other	

**15. To what extent was each of the following a problem related to teacher shortages in your district for Fall 2004?**

a. Lack of qualified teacher candidates in particular areas	Major Problem	Moderate Problem	Not a Problem
b. Teachers moving from your district to another district	Major Problem	Moderate Problem	Not a Problem
c. Teachers moving from your district to a district outside DE	Major Problem	Moderate Problem	Not a Problem
d. Low starting salaries for teachers in your district	Major Problem	Moderate Problem	Not a Problem
e. Low salaries for experienced teachers in your district	Major Problem	Moderate Problem	Not a Problem
f. Good teaching candidates failing PRAXIS I	Major Problem	Moderate Problem	Not a Problem
g. Other	Major Problem	Moderate Problem	Not a Problem

*If "Other", please specify*

**16. The following matrix refers to the hiring of Summer School 2004 hires:**

	Trouble Hiring? # Hired		# Certified	# with Teaching Exp. in teaching area
<b>3rd. Grade Reading</b>	Yes	No		
<b>5th. Grade Reading</b>	Yes	No		
<b>8th. Grade Reading</b>	Yes	No		
<b>8th. Grade Math</b>	Yes	No		

**17. How many teacher vacancies (including those resulting from temporary contracts) did you learn about in:**

2003 or earlier	Oct.	2003	Nov.	2003	Dec.
2004	Jan.	2004	Feb.	2004	Mar.
2004	Apr.	2004	May	2004	Jun.
2004	Jul.	2004	Aug.	2004	Sep.
2004 or later	Oct.				

**18. How many teachers left your district for the following?**

Took a position in another DE school district  
 Took a position in another district outside of DE  
 Took a position at a Charter School  
 Relocated with family  
 Were dismissed  
 Illness/death  
 Retired due to additional requirements for "highly qualified"  
 teachers per No Child Left Behind  
 Retired for other reasons  
 Other  
 Do not know

**19. Did some teacher candidates commit to work in your district and later change their minds during the period of July-September?**

Yes    No

**20. Of the teacher candidates who committed to work in your district and later changed their minds, approximately how many did the following:**

Took a position in another DE school district  
 Took a position in another district outside of DE  
 Decided not to teach  
 Other

**If other, please specify:**

**21. To what extent was each of the following a reason for teacher candidates to reverse their commitments to your district?**

a. Salary	Major Problem	Moderate Problem	Not a Problem
b. Location of district	Major Problem	Moderate Problem	Not a Problem
c. School assignment	Major Problem	Moderate Problem	Not a Problem
d. Relocation issues	Major Problem	Moderate Problem	Not a Problem
e. Certification problems	Major Problem	Moderate Problem	Not a Problem
f. Other	Major Problem	Moderate Problem	Not a Problem

*If "Other", please specify*

**22. Does your district offer any incentives for early notification of plans to retire?**

Yes      No

**If yes, what incentives?**

**If yes, when did the incentive(s) take effect?**

**23. Are any teaching positions open in your district at this time?**

Yes      No

**If yes, how many?**

**If yes, in what areas? e.g. Math(4);English(12);etc.**

**24. What programs, if any, has your district had to limit or discontinue because of teacher shortages?**

None  
 Technology education  
 Foreign Languages  
 High School Math  
 ESL  
 Other

**If "Other", please specify:**

**25. What programs or services, if any, has your district had to CONTRACT for because of teacher shortages?**

None

Some

**If "Some", in what areas, e.g. speech pathology?**

**26. What changes in difficulty in teacher hiring do you anticipate in the next year?**

**27. To what extent did your district experience difficulties in filling each of the following NON-TEACHING POSITIONS for the 2004-2005 school year?**

a. Librarian	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
b. Psychologist	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
c. Guidance Counselor	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
d. Nurse	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
e. Speech Therapist	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
f. Elementary School Administrator	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
g. Secondary School Administrator	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
h. Central Office Administrator	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable
i. Other	Very Difficult	Moderately Difficult	Not Difficult	Not Applicable

**If Other, please specify?**

**28. Which of the areas listed in QUESTION #27 was the MOST difficult for non-teacher hiring in your district for Fall 2004?**

Librarian	Psychologist
Guidance Counselor	Nurse
Speech Therapist	Elementary School Administrator
Secondary School Administrator	Central Office Administrator
Other	

**29. What changes in difficulty in NON-TEACHER HIRING do you anticipate in the next year?**

**30. To what extent did your district use each of the following recruitment tools in teacher recruitment for Fall 2003?**

a. Recruitment trips/fairs in neighboring states (NJ, MD, PA)	Great Use	Some Use	No Use	# of trips
b. Recruitment trips/fairs in other states	Great Use	Some Use	No Use	# of trips
c. Teach Delaware website	Great Use	Some Use	No Use	
d. Teach for America program	Great Use	Some Use	No Use	
e. Delaware State University Recruitment Fair	Great Use	Some Use	No Use	
f. University of Delaware Project Search	Great Use	Some Use	No Use	
g. Print Advertisements	Great Use	Some Use	No Use	
h. Recruiting your district's student teachers	Great Use	Some Use	No Use	# hired
i. Delaware Alternative Routes Office	Great Use	Some Use	No Use	
j. Your district's website for advertising positions	Great Use	Some Use	No Use	
k. Your district's website for online applications	Great Use	Some Use	No Use	
l. Other	Great Use	Some Use	No Use	

**If your district has new or other ways to recruit teachers, please specify:**

**31. Does your district/charter school provide reimbursement for interviewers coming to your district?**

Yes

No

**If yes, please specify policy:**

**32. Does your district/charter school provide moving assistance, a signing bonus, or some other financial incentive for new teachers?**

Yes

No

**If yes, please specify nature of assistance:**

**33. Does your district/charter school provide financial assistance to cover the "lag pay" issue that occurs in September?**

Yes

No

**If yes, please describe policy:**

**33A. Does your district/charter school finance health benefits for the first 90 days of employment?**

Yes

No

**If yes, please describe program:**

**34. Does your district/charter school have a program that helps new teachers become socialized into the community OUTSIDE the school environment?**

Yes

No

**If yes, please describe program:**

**35. Does your district/charter school require hiring candidates to teach a demonstration lesson during the hiring process?**

Yes

No

**If yes, please describe:**

**36. Does your district/charter school conduct official meetings where new teachers discuss their issues and problems?**

Yes

No

**If yes, please explain:**

**37. Does your district/charter school conduct school-based hiring (that is, including teachers, parent, or students in the hiring process)?**

Yes

No

**If yes, please describe:**

**38. Does your district/charter school develop differentiated roles (best teachers shifted to alternate roles like staff developer or curriculum coordinator for staff development)?**

Yes

No

If yes, please describe:

**39. Does your district/charter school have a career ladder (professional career ladder such as intern, resident, master instructor)?**

Yes

No

If yes, please describe:

**40. Please indicate how frequently you did each of the following in 2003-2004?**

a. Reported IN PERSON to district superintendent on teacher vacancies, qualifications, or recruitment	None	Once	Several Times	About Monthly	More than Monthly
b. Reporting IN WRITING to district superintendent on teacher vacancies, qualifications, or recruitment	None	Once	Several Times	About Monthly	More than Monthly
c. Reported IN PERSON to School Board on teacher vacancies, qualifications, or recruitment	None	Once	Several Times	About Monthly	More than Monthly
d. Reported IN WRITING to School Board on teacher vacancies, qualifications, or recruitment	None	Once	Several Times	About Monthly	More than Monthly

**41. What type of information did you report to the District Superintendent?**

Teacher vacancies/openings; interviews; hires

Critical needs

Minority hiring

Recruitment efforts

Temporary hires/contracts

Contract issues

Compensation issues

Other

**If other, please specify:**

**42. What type of information did you report to the School Board?**

Teacher vacancies/openings; interviews; hires

Critical needs

Minority hiring

Recruitment efforts

Temporary hires/contracts

Contract issues

Compensation issues

Other

**If other, please specify:**

**43. Overall, how much of a priority is teacher recruitment and retention in your district/charter school at this time?**

Highest priority

High priority

Moderate priority

Low priority

Not a priority

**44. Generally, to what extent does your district/charter school prefer to hire teachers who have previously worked in or lived in the district?**

To a great degree

To a moderate degree

To some degree

Not at all

**45. In general, what role do principals play in the hiring process of teachers in your district?**

None, all hired by district office

Some, e.g. Principals consulted where there was a question on issue

Much, e.g. Principals involved in interviewing for their school

Great, e.g. Principals must approve all hires for their school

**46. About what percentage of your time is spent on personnel?**

%

**47. What is the level of support that you have for personnel?**

- None
- Less than one support staff
- One support staff
- More than one support staff

**48. Do you have a recruitment budget?**

- Yes
- No

**What is the amount budgeted or expected to be spent in 2004-2005 for advertisements, trips, and other out-of-pocket recruitment expenses?**

\$

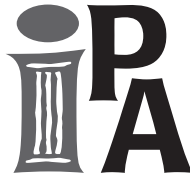
**49. Are you involved in the teacher mentoring program?**

- No
- Yes, as support staff
- Yes, as director
- Other

**If Other, please specify your involvement in the teacher mentoring program?**

**50. Please provide the following background information about yourself (please round to the nearest whole number):**

- a. Years in current position in current school district
- b. Years in current school district
- c. Years in public education

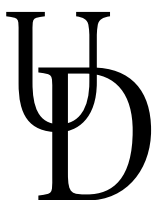


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