

# A Portrait of Delaware's New Teachers

## COMPREHENSIVE REPORT

January 2011

by  
Jeffrey A. Raffel and Jennie C. Welch

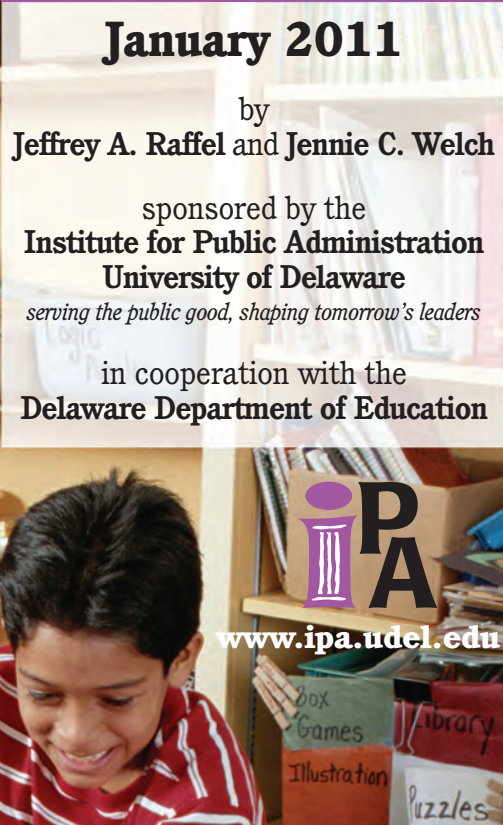
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**COMPREHENSIVE REPORT**

**A Portrait of Delaware's New Teachers:**

**An Analysis of Teachers' Perceptions  
of Preparation, Recruitment, Hiring,  
Professional Development, and Working Conditions  
in Their First Three Years in the State's Public Schools**

Jeffrey A. Raffel and Jennie C. Welch

January 2011

Institute for Public Administration

School of Public Policy & Administration

College of Arts & Sciences

University of Delaware

## **Preface**

As the Director of the Institute for Public Administration at the University of Delaware, I am pleased to provide this report, *A Portrait of Delaware's New Teachers*. Funded by the Delaware Department of Education, this comprehensive report provides an analysis of new teacher views toward their preparation, hiring, professional development, job satisfaction, and their likelihood of staying as Delaware teachers. In an era where we recognize the need for top-quality public schools and the very significant role that teachers play in student success, this report provides insights to policymakers in Delaware on where we stand on our ability to prepare, hire, develop, and retain teachers. With Delaware receiving one of the first two federal Race to the Top grants, the state's ability to conduct these functions at the highest level will help to ensure the success of educational reforms and student achievement.

The Institute for Public Administration addresses the policy, planning, and management needs of its partners through the integration of applied research, professional development, and the education of tomorrow's leaders. In the best tradition of IPA's mission, this study should serve as an important foundation for addressing the human-capital issues surrounding the Delaware public school teaching force.

Jerome R. Lewis

Director, Institute for Public Administration

## Foreword

This report provides the results of the spring 2010 survey of more than 500 new Delaware teachers, i.e., those in their first three years teaching in the state. This *comprehensive* report provides the full scope of the survey data and analysis as well as all the tables and figures generated for the report. The companion *summary* report, also available on the University of Delaware's website ([www.ipa.udel.edu/publications/education.html](http://www.ipa.udel.edu/publications/education.html)), highlights the most significant data collected across all respondents, the major conclusions from this report, and provides the most relevant figures and tables. This comprehensive report provides greater detail, e.g., breakdowns by county, school level, gender, and year teaching in Delaware, as well as appendices reproducing the survey instrument and multivariate-analysis tables.

The authors thank Wayne Barton and the Delaware Department of Education (DOE) for supporting this survey with funds and ideas. We thank those who contributed to developing the survey instrument with specific ideas and general support: Lillian Lowery (Delaware Secretary of Education); Judi Coffield (staff to the State Board of Education); Jack Polidori, Howard Weinberg, and Deborah Stevens (Delaware State Education Association); Liz Farley-Ripple, Carol Vukelich, Barbara Van Dornick, Laura Glass, Kathy Minke, and Nancy Brickhouse (University of Delaware School of Education); Jackie Wilson, Kelly Sherretz, and Emily Poag (Delaware Academy for School Leadership); Sandra Williamson (Wilmington University); Scott Reihm (Delaware Association for School Administrators); Suzie Harris (Delaware Charter Network); and Dori Jacobson (Rodel Foundation). Although we could not implement all of their ideas, we did give all suggestions full consideration, and the ideas greatly improved the survey. We also thank Michael Rasmussen of Rodel and Mary Ellen Kotz of DOE for their insights.

We are grateful to the 515 teachers who took the time to respond to the questionnaire and to Stu Markham at DOE, who so ably posted the survey on its DEEDS website—no easy task. The first author is grateful to DASL for allowing Jennie Welch to spend this past summer and a part of the fall on this analysis and writing the report. IPA's Mark Deshon, as always, ably assisted with design and copy-editing, and Mary Joan McDuffie (Center for Community Research and Service) provided needed data and analysis technical help. IPA research assistant Rebecca Cox helped with copy-editing. We thank all these dedicated individuals.

While there were many individuals who helped to generate this report, the two authors take full responsibility for its content and hope that this analysis helps to enhance the quality of teaching in Delaware and beyond.

Jeffrey A. Raffel

January 2011

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## **Executive Summary**

The significance of the role of teachers in impacting student achievement has recently received increased attention in the nation and in Delaware. The Obama administration's Race to the Top (RTTT) competition placed the effectiveness of teachers as one of its four pillars: "recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most." In his inaugural speech in 2008 Delaware Governor Jack Markell stated, "We will retain, recruit, and train the best teachers in America...."

Therefore, a survey of Delaware's new teachers in the 2009-2010 school year was viewed as (1) a helpful validation of the annual Delaware personnel directors' survey, (2) a replication of the new teacher survey of six years ago, and (3) a pre-test before the state implemented new policies to enhance teacher recruitment and retention as part of its successful RTTT proposal.

The University of Delaware's Institute for Public Administration (IPA) proposed to survey all teachers who joined the Delaware teaching force in school districts and charter schools from fall 2007 through fall 2009 who are still teaching in the state. A second component of this study was to follow-up with the first-year teachers who responded to the 2003-2004 survey to determine who has remained in Delaware (as a teacher or administrator) and who has not and relate this information to their earlier responses. The objective of this analysis is to further our understanding of factors related to teacher retention.

### **Method**

The survey instrument was built upon the 2003 survey of first-year teachers conducted by IPA (Raffel and Beck, 2005). National surveys were also reviewed for appropriate questions (e.g., Census Bureau, MetLife, Public Agenda as cited in Appendix C) as well as previous surveys conducted during the 1980s in Delaware. The survey questions were suggested/reviewed by representatives of the Delaware Department of Education (DOE), State Board of Education, Delaware State Education Association (DSEA), University of Delaware School of Education and Delaware Academy for School Leadership, Wilmington University, Delaware Association for School Administrators, the Charter School Network, and the Rodel Foundation (the foundation that spearheaded Vision 2015—Delaware's school reform program). The survey included the following seven sections:

- Section A: Your First Delaware Teaching Position (job search, first position details)
- Section B: Support for Your Work (perceptions of preparation, concerns, mentoring)
- Section C: Professional Development and Increasing Teacher Effectiveness
- Section D: Satisfaction with Current Position
- Section E: Future Plans
- Section F: Previous Experience
- Section G: Demographic Information

The Delaware DOE placed the survey on its DEEDS Web-based system and began notifying teachers on May 10, 2010. State Secretary of Education Dr. Lillian Lowery, sent the URL of the survey with an email cover note asking for full participation by all those in the system at the time who had begun teaching in Delaware's public schools (traditional school districts and charters) in the 2007-2008, 2008-2009, and 2009-2010 school years. A second reminder letter was sent by email by Secretary Lowery on June 2, 2010, to those who had not completed the

survey. DSEA supported this effort by including information about the survey in their newsletter and on their website. The survey was “closed” on June 14, 2010.

There were 515 respondents who completed all or some of the survey, and 469 respondents who completed all sections of the survey. We consider our response sample to be  $N = 515$ ; however, the sample  $N$  does change by section. The sample is representative of the population across the key variables utilized in this analysis, e.g., gender, level of school.

Below we list the major results and then several specific findings of interest.

### **Major Results**

- (1) The survey results confirm the personnel directors’ survey results in that:
  - Over half of Delaware teachers are hired in August or later.
  - 40 percent are hired on temporary contracts.
  - Technological recruitment tools, e.g., district websites, are more important than formal mechanisms such as recruitment fairs. The most common form of recruitment for new teachers is personal networking.
- (2) There has been a decline in the satisfaction of Delaware’s new teachers in the past six years. In fact, when compared with new-teacher respondents in spring 2004, across all variables with the exception of benefits, the percentage of very satisfied new teachers has declined. Areas in which this decline in satisfaction was equal to or greater than 15 percent were teacher’s relationship with their mentor, class size, the teachers’ level of autonomy, additional duties, and career advancement opportunities. Furthermore, in 2004, 89.9 percent of new teachers answered “definitely” or “probably yes” to becoming a teacher again, while in 2010 this percentage was 10 percent lower.
- (3) The Delaware New Teacher Mentoring and Induction Program, at least in the eyes of new teachers, has declined in helpfulness since 2004, with most teachers appreciating their mentors but not feeling as positive about the program overall.
- (4) Delaware’s new teachers generally feel well prepared for their first year as Delaware teachers, although when comparing teachers who were prepared in Delaware institutions with teachers prepared in other states, in-state trained teachers feel generally less prepared. Secondary school teachers feel less prepared for many aspects of teaching than do elementary school teachers.
- (5) Delaware’s new teachers are open to policy alternatives that would differentiate pay based on critical-needs teaching and teaching in difficult areas, as well as making it easier to terminate ineffective teachers. They do not favor individualized merit pay but are supportive of incentives for schools based on student success. They also are not positive about tying teacher rewards to student performance or limiting teachers’ ability to “jump” contracts.
- (6) While new teachers were generally satisfied or highly satisfied with their teaching positions, some areas did receive “dissatisfied” responses, such as time spent on clerical duties and the level of student

misbehavior. New teachers were especially satisfied with their benefits, but few were highly satisfied with their salaries. When satisfaction factors were disaggregated by gender, results showed that, in general, men and women were satisfied and dissatisfied with the same aspects of teaching. Men were somewhat more dissatisfied with student performance than were women, and women were somewhat more dissatisfied with job security than were men.

- (7) While there are aspects of the profession and the position that new teachers in Delaware find to be less satisfactory than do national respondents, overall, a higher percentage of Delaware's new teachers seem to be satisfied with their current position than are national respondents. When asked, "Overall, how would you rate your overall satisfaction for your school this school year?", 59 percent of national respondents said "good," "very good," or "excellent." In Delaware, 89.4 percent of new teachers were "very" or "somewhat satisfied," with the majority (54.5%) responding that they were "very satisfied." The 2009 MetLife survey also asked respondents how satisfied they were with teaching as a career; 92 percent of respondents said they were "very" or "somewhat satisfied." The percentage of new teachers in Delaware echoing that same response in 2010 is equal (92.5%).
- (8) Therefore, it is surprising that teachers' certainty of returning to their current positions has improved. One possible explanation, supported by the personnel director's survey, is that because there are fewer opportunities available, teachers are less likely to be thinking of leaving their current position.
- (9) What is evident both from the new-teacher survey conducted in Delaware and several national surveys is that the majority of teachers intend to stay in the profession for the long term. Almost three-quarters of Delaware's new teachers said they planned to stay in the profession for as long as they were able, and these numbers are reflective of national surveys.

### **Selected Results**

Delaware's new teachers are more likely to have searched for positions using Web-based technology than they were six years ago, but word of mouth and interpersonal networks still play a major role in the recruitment process. Formal mechanisms such as recruitment fairs have declined in significance.

While the most frequent choice for preferred professional development was classroom management in 2004, the most frequent choice in 2010 was learning how to use a variety of instructional methods.

The low-satisfaction percentage decreases with years teaching in Delaware. This could be because dissatisfied teachers have already left, leading to a lower percentage of dissatisfied teachers in the third than in the first year teaching, or it could be because longer tenured teachers move to what they perceive as "better" or more appropriate positions.

The more years of experience a respondent had with teaching in Delaware, the more likely he/she was to respond that it was very likely they would return to the same school in the following year. This could be due, in part, to the fact that the teachers feel they have "found their niche" after several years in the state, or it could be related to the fact that teachers with less time in the state may be more nervous about the future of their position at their school.

There has been a substantial decline in the percentage of teachers who plan to return to graduate school within five years.

The influence of Future Educators of America Club (FEAC) on respondents in high school was minimal. Only 20.7 percent responded “yes” to the question, “Did your high school have a Future Educators of America Club?” Among those who responded “yes” (97), only 35 (36%) said that they were members. The impact of FEAC on satisfaction was also minimal. The satisfaction index score for members versus non-members was the same (moderate satisfaction).

Three-quarters of respondents had already begun the National Board certification process or indicated that it was likely or very likely that they would do so.

## Introduction: Purpose and Method

### Purpose

The significance of the role of teachers in impacting student achievement has recently received increased attention in the nation and in Delaware. The Obama administration's Race to the Top competition placed the effectiveness of teachers as one of its four pillars: "recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most." In his inaugural speech in 2008 Delaware Governor Jack Markell stated, "We will retain, recruit, and train the best teachers in America...."

The successful Race to the Top (RTTT) proposal by the State of Delaware called for several components directly related to teachers and their effectiveness. For example, the state proposed the following actions for RTTT:

- Highly effective teachers and leaders in select high-poverty or high-minority schools will be eligible for substantial retention bonuses, beginning in the 2011-2012 school year.
- The Delaware Fellows Program will begin in the fall of 2011 and will provide an option of additional responsibilities and compensation for highly effective teachers and leaders. This program will provide initial and ongoing professional development and \$5,000 transfer bonuses to highly effective teachers and leaders willing to work in select high-poverty or high-minority schools.
- The state will implement a Science, Technology, Engineering, Math (STEM) residency in the 2010-11 school year, in partnership with the University of Delaware, to increase the number of teachers in hard-to-staff subjects and specialties.
- School districts must create at least one Teacher Leader position per high-need school beginning in the Fall of 2012. Teacher leaders are educators who use their expertise to improve student learning by working outside the classroom in formal and informal ways to augment the professional skills of colleagues, to strengthen the culture of the school, and to improve the quality of instruction.
- A common application for teaching positions will be placed on the DOE DEEDS website. ([www.doe.k12.de.us/rttt/RTTTFAQFinal.pdf](http://www.doe.k12.de.us/rttt/RTTTFAQFinal.pdf) accessed on August 16, 2010)

Delaware has had a longstanding interest in the recruitment and retention of its public school teachers. During the 1980s, the state had a teacher-recruitment and -retention marketing plan implemented through the Delaware Development Office and guided by a statewide committee. From 1989 to 1991, several studies were conducted on the status of teachers in Delaware—their satisfaction with working conditions, recruitment and retention activities, and retirement (see Raffel and Michaels, 1991, and Raffel, 1989, as examples). Beginning in the 2002-2003 school year, an annual survey of school-district and now charter-school personnel directors has tracked reports of the recruitment, hiring, and retention of teachers in the state.

At the August 2009 State Board of Education meeting, the report of the results of the 2008-2009 Teacher and Administrator Supply and Demand Survey Analysis (Raffel and Eaton, 2009) led to a Board request to survey new teachers to validate the responses of personnel directors of the state's 19 school districts and 18 charter schools.

A new-teacher survey also provides an opportunity to replicate an earlier study of new Delaware teachers (Raffel and Beck, 2005). In the 2003-2004 school year, a survey of first-year Delaware teachers was conducted.

Teachers were surveyed as to their experiences in the recruitment, selection, induction, and professional-development system as well as their future plans. These teachers were tracked until the following fall; the analysis of teacher retention indicated those who were (1) from Delaware, (2) elementary school teachers, (3) felt positively about their mentors, (4) on regular and not temporary contracts, and (5) predicted they would stay were more likely to remain as a Delaware teacher the year following the survey.

Today the state faces a quite different environment than in 2003-2004. There is a stated emphasis on teacher effectiveness. The timing of the idea of a survey of new Delaware teachers was fortuitous, as more and more national attention was being focused on the role of teachers in school reform and success. The state has implemented a new-teacher mentoring and induction program as well as a new-teacher evaluation system. In addition, Delaware faces a difficult economic climate, which affects the labor market and school policies.

Additionally and reflective of this new focus, the state was about to launch its Race to the Top proposal based on the work of four statewide committees (Innovation Action Teams) meeting over the summer of 2009 to help formulate a strategic plan for the state, which would serve as the basis for its RTTT application. One committee focused on Goal #3:

“In cooperation with district, charters, and other stakeholders make improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need.”

Therefore, a survey of Delaware's new teachers in the 2009-2010 school year was viewed as a helpful validation of the personnel directors' survey, a replication of the new teacher survey of six years ago, and a pre-test before the state implemented new policies to enhance teacher recruitment and retention as part of the RTTT proposal.

Thus, the University of Delaware's Institute for Public Administration (IPA) proposed to survey all teachers in the system who had joined the Delaware teaching force in school districts and charter schools from fall 2007 through fall 2009. A second component of this study would be to follow-up with the first-year teachers who responded to the 2003-2004 survey to determine who has remained in Delaware (as a teacher or administrator) and who has not, and relate this information to their earlier responses. The objective of this analysis would be to further our understanding of factors related to teacher retention. For example, how much more likely to remain as a Delaware teacher were those teachers who had a positive mentoring experience?

## **Method**

The survey instrument was built upon the spring 2004 survey of first-year teachers conducted by IPA (Raffel and Beck, 2005). National surveys and previous surveys conducted during the 1980s in Delaware were also reviewed for appropriate questions<sup>1</sup>. The survey questions were suggested/reviewed by representatives of the Delaware DOE, State Board of Education, Delaware State Education Association (DSEA), University of Delaware School of Education and Delaware Academy for School Leadership, Wilmington University, Delaware Association for School Administrators, the Charter School Network, and the Rodel Foundation (the foundation that had spearheaded Vision 2015—Delaware's school reform program). The survey included the following seven sections:

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<sup>1</sup> All national studies utilized in this report are cited and described in Appendix C.

- Section A: Your First Delaware Teaching Position (job search, first position details)
- Section B: Support for Your Work (perceptions of preparation, concerns, mentoring)
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The Delaware DOE placed the survey on its DEEDS Web-based system and began notifying teachers on May 10, 2010. State Secretary of Education Dr. Lillian Lowery sent the URL of the survey with an email cover note asking for full participation by all those in the system who began teaching in Delaware's public schools (traditional school districts and charters) in the 2007-2008, 2008-2009, and 2009-2010 school years. The survey is reproduced as Appendix A. A second reminder letter was sent by email by Secretary Lowery on June 2, 2010, to those who had not completed the survey. DSEA supported this effort by including information about the survey in their newsletter and on their website. The survey was "closed" on June 14, 2010. Those who completed the survey were placed into a random lottery drawing to win one of three \$50 gift certificates to encourage participation.

There were 1,642 teachers who met the criteria for the sampling frame, but only 1,347 had email addresses available to the DOE. Of those, 29 emails were returned, i.e., the email addresses were no longer valid. Thus 1,318 teachers, at most, were asked to complete the survey through the email notes. There were 515 respondents who completed all or some of the survey and 469 respondents who completed all sections of the survey. We consider our response sample to be  $N = 515$ , however the sample  $N$  does change by section. These respondents represent 39.8 percent of the 1,318 new teachers with valid email addresses. The table in Appendix B demonstrates that the sample is representative of the population across the key variables utilized in this analysis.

The survey responses were analyzed during the summer of 2010 using SPSS. The results are analyzed below in several contexts, including the most recent annual survey of personnel directors (Raffel and Alemayehu, 2010), the 2004 Delaware first-year teacher survey (Raffel and Beck, 2005), and national surveys. The 2005 new-teacher survey report was used as a tool to examine trends over time in the views of new teachers. It is important to note that, while the survey given in 2004 was very similar to the one administered to new teachers in 2010, the survey instruments were not identical. Also, the comparison groups of "new" teachers are not identical: the 2004 report included teachers with a new contract during the 2003-2004 school year in the state of Delaware (0-1 year of Delaware teaching experience), while the 2010 survey includes any teacher whose contract was new in the previous three years (0-3 years of Delaware teaching experience). Therefore comparisons are made to the 2010 survey by disaggregating survey responses by the "Years' Experience" variable.

In addition to disaggregation by years of experience, other key variables were used to examine survey responses. These variables are described in Table 1 below.

Table 1

Variable	Description/Categories
<b>Age</b>	Date of birth information was used to create age quartiles.
<b>County</b>	Kent, New Castle, and Sussex County <i>traditional</i> school districts were disaggregated from all charter school respondents
<b>Critical Needs</b>	Teachers were categorized as teaching in a critical needs subject if they taught in the following subjects: High School and Middle School Math, High School and Middle School Science, Special Education, Technology, Foreign Languages, Reading/Reading Specialist, Bilingual ESOL. These subjects were categorized as critical needs based on the 2010 survey results of Delaware school district personnel directors.
<b>Gender</b>	Males, Females
<b>Race</b>	African American, Asian, Caucasian, Hispanic
<b>School Level</b>	Preschool and Kindergarten, Elementary, Middle, Secondary
<b>Transcript State</b>	If a teacher received a transcript from a Delaware college or university, they were considered an “in-state” job seeker, or a Delaware-educated teacher. If they did not hold any transcript from a Delaware college/university, they were considered an out-of-state job seeker and a non-Delaware-educated teacher.
<b>Teacher Type</b>	Created using responses to Section F of this survey. The first question in Section F asked respondents, “What is closest to describing your current situation?” Possible responses and the category used in this analysis are as follows: <ul style="list-style-type: none"> <li>• This is your first teaching position (NEW TEACHER)</li> <li>• Started teaching in this district but in a different school (NEW SCHOOL)</li> <li>• Taught in a different Delaware school district or charter before this position (NEW DISTRICT)</li> <li>• In first teaching position in Delaware; taught in another state before (NEW STATE)</li> </ul>
<b>Years' Experience in Delaware</b>	Respondents were categorized as being a first-, second-, or third-year “new” teacher. Data for this categorization was compiled from all 19 school districts, some of which may have not consistently quantified a teacher's years of experience.
<i>Demographic data for all respondents was obtained from the Delaware Department of Education</i>	

Additionally, we also felt it was paramount to compare the responses of new teachers to the responses of Delaware's personnel directors, who were recently asked similar questions about the supply and demand of teachers in the state (Raffel and Alemayehu, 2010). While the questions asked of personnel directors did not always correspond exactly to the questions asked of new teachers, several important comparisons between results of the two surveys can and should be made.

Finally, there are numerous national surveys that are administered to teachers in order to answer questions about teacher retention, recruitment, and effectiveness. This report uses the results of several of these surveys and reports, and compares them to the results of the Delaware new-teacher survey. While populations of

respondents are not always equal (for example, the MetLife survey is not specific to only new teachers), some interesting comparisons can still be made<sup>2</sup>.

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<sup>2</sup> See Appendix C for sources and descriptions of all national surveys utilized.

## Section A: First Delaware Teaching Position

Section A of the new-teachers survey, “Your first teaching position,” posed a series of 19 questions. These questions dealt with five major issues: the timeline of teacher hiring in Delaware, the number and location of positions a teacher was offered, the hiring and recruitment methods that the teacher utilized, the factors that contributed to the respondent accepting their first teaching position in Delaware, and a few overall questions about the respondent’s perceptions of their first teaching position.

### Timeline Questions

The following questions were posed to teachers regarding the timeframe of their hiring process:

1. During which month did you actively begin your job search for your FIRST teaching position in a school district or charter school in Delaware?
2. In what month did you learn about the availability of your first Delaware teaching position?
3. When were you offered your first Delaware teaching position?

### Search Month

The frequency table for the first question indicates that most teachers actively began their job search for their first teaching position in a school district or charter school in Delaware in May (see Table 1A). May is also the median month for the respondents to have begun their search, with substantial percentages having started in the months adjoining May<sup>3</sup>. January or earlier was the second most common response. This could be due to a number of teachers in our sample being early (December or January) graduates; however, it could also reflect that while most teachers waited to begin their job search in or around May, others could have begun the process well before their graduation date as the new year began<sup>4</sup>.

**Table 1A**

Start Search Month	Percent Frequency (N = 515)
January	14.8%
February	6.8%
March	8.9%
April	13.8%
May	17.5%
June	13.4%
July	4.9%
August	8.7%
September	3.5%
October	1.6%
November	2.7%
December	3.5%

<sup>3</sup> The most frequent response is shaded in tables throughout this report.

<sup>4</sup> While some teachers in our respondent group did graduate a semester early, the percentage of respondents who did so is minimal.

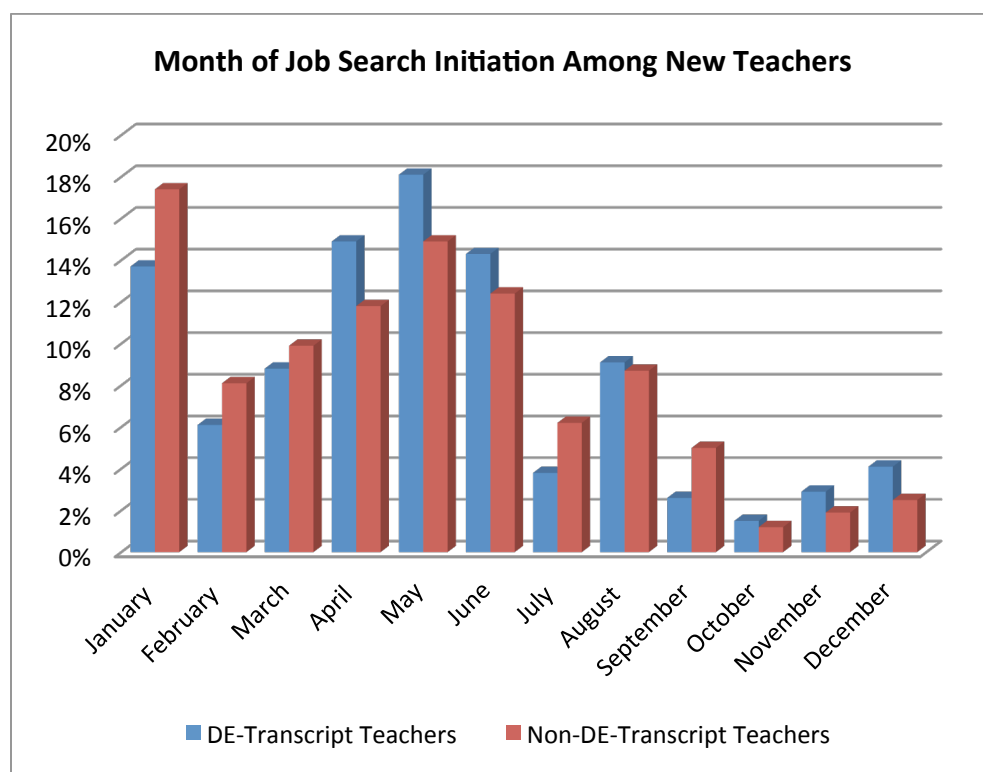
Data were further examined by looking to see if there was a significant difference between when Delaware and non-Delaware graduates actively began their job search. To determine this, we used the demographic information on transcript state and degree and linked it to this question in the survey<sup>5</sup>. As Table 2A demonstrates, most of the teachers who received no transcript in Delaware began their job search in January (28/161 or 17.4%). On the other hand, the most frequent response of job seekers who did have at least one transcript from a Delaware university was that they began their job search in May (62/342 or 18.1%). This suggests that teachers who were pursuing a teaching position in Delaware *without* receiving a transcript from a Delaware institution began their job search earlier in the year than those who received a transcript in-state. However, the sum of the percentage frequencies for Delaware and non-Delaware transcript teachers during the first six months of the year are almost equal. Specifically, 75.9 percent of Delaware transcript teachers began their job search January-June, compared to 74.5 percent of non-Delaware transcript teachers. Table 2A and figure 1A below summarize and illustrate these findings.

Table 2A

Start Search Month	Delaware Transcript Teachers (N = 342)	Non-Delaware Transcript Teacher (N = 161)
January	13.7%	17.4%
February	6.1%	8.1%
March	8.8%	9.9%
April	14.9%	11.8%
May	18.1%	14.9%
June	14.3%	12.4%
July	3.8%	6.2%
August	9.1%	8.7%
September	2.6%	5.0%
October	1.5%	1.2%
November	2.9%	1.9%
December	4.1%	2.5%

<sup>5</sup> See Table 1 in the Introduction: Purpose and Method section for description of “transcript state” variable.

Figure 1A



#### *Learn About Availability of Position Month*

While the median respondent began his/her job search in May, responses to the question, “In what month did you learn about the availability of your first Delaware teaching position?” indicate that a plurality of teachers learned about the availability of their first Delaware teaching position in August (see Table 3A), and the majority of respondents learned about the availability of their position in the summer months—June, July, and August—(57.8%). July was the median month to learn about the position.

Table 3A

Learn Month	Frequency (N = 511)
January	4.1%
February	2.1%
March	3.5%
April	5.6%
May	8.8%
June	12.6%
July	18.9%
August	26.3%
September	6.4%
October	5.1%
November	3.1%
December	2.9%

By examining the demographic data, we hope to determine if there are any variables that may contribute to teachers learning about their positions earlier. While we currently do not have a way of determining which respondents graduated a semester early, we can see if receiving a transcript from Delaware had an influence on how early teachers learned about the availability of their first teaching position. The most frequent response from teachers who received a transcript from Delaware, as well as those who did not, was that they learned of the availability of their position in August (24.6% of Delaware and 30% of non-Delaware-transcript receivers). And while it appears that a somewhat higher (less than 10%) percentage of new teachers who hold a Delaware transcript learned of their position earlier in the year than those who do not (38.9% of Delaware transcript holders learned of the position before July vs. 31.3% of non-Delaware-transcript holders), the percentage difference is not substantial (See Table 4A).

**Table 4A**

<b>Learn Month</b>	<b>Del.-Transcript Teachers (N = 342)</b>	<b>Non-Del.-Transcript Teachers (N = 160)</b>
January	4.4%	3.1%
February	1.8%	3.1%
March	3.5%	3.8%
April	4.7%	7.5%
May	10.2%	5.0%
June	14.3%	8.8%
July	18.7%	19.4%
August	24.6%	30.0%
September	7.3%	4.4%
October	4.4%	6.9%
November	2.6%	4.4%
December	2.6%	3.8%

*Offer Month*

Most respondents were offered their first Delaware position in June, July, or August (67.3%), with the median response and by far the most frequent being August (see Table 5A).

**Table 5A**

<b>Offer Month</b>	<b>Frequency (N = 512)</b>
January	4.1%
February	1.4%
March	2.7%
April	2.0%
May	3.3%
June	12.5%
July	19.3%
August	35.5%
September	6.8%
October	4.5%
November	3.9%
December	3.9%

### Summary Statistics

The table below summarizes the central-tendency statistics for the search month, learn month, and offer month. All responses were converted into quantitative responses so that January=1, February=2, etc.

**Table 6A**

Central-Tendency Data <sup>6</sup>	Search Month	Learn Month	Offer Month
Valid	515	511	512
Mean	5.0 (May)	6.9 (June)	7.3 (July)
Median	5.0 (May)	7.0 (July)	8.0 (August)
Mode	5.0 (May)	8.0 (August)	8.0 (August)

### Search to Offer Analysis

**The data suggest that teachers were offered their first position fairly quickly after learning about the opening and availability of the position.** In order to determine the average number of months that transpire from when a respondent began their job search to when they were offered their first Delaware teaching position, we transformed the data to numeric data. We then compared the responses to the offer month question to that of the search month question.

Once we had numerically transformed the data, we were able to compute variables to determine the total time (in months) that it took for a respondent to receive a job offer. We calculated:

1. Offer Month – Search Month = Total Search Time
2. Offer Month – Learn Month = Total Hiring-Process Time<sup>7</sup>

This computed data demonstrate that it took an average of approximately three months (Mean = 2.82) for the total search process (Offer Month – Search Month). The hiring process time took less than one month, indicating that once a teacher had learned of a position, the position offer soon followed. The median respondent began searching in May, heard about his/her first teaching position in Delaware in July, and was hired in August (see Table 6A).

We also recoded the responses about offer month into two categories. If respondents reported being offered a position before August, we coded this as an early hire. If respondents were offered a position in August or later, we coded it as a late hire. The results of this analysis showed that the majority of respondents were offered a

<sup>6</sup> The mean is the calculated average, the median is the middle response when responses are organized in ascending order, and the mode is the most frequent response.

<sup>7</sup> For some respondents these calculations were negative, indicating either that they misinterpreted the survey questions, answered them incorrectly, or that their search time took longer than one year. For example, one respondent answered that he/she began his/her job search in March, learned of a position in April, and was offered the position in March. Either this respondent answered one or more of these questions incorrectly, or his/her job search began in March of Year 1 and ended in March of Year 2. Thus, because there is no way to determine from the survey questions what the intent of the respondents was in answering in this fashion, we omitted all negative calculations from our analysis.

position in August or later (54.7%), while 45.3 percent were offered a position earlier in the year. In order to determine if any of the key variables had a correlation to when they were offered a position, we used the below variables to run cross-tabulations:

- Critical-Needs – Teachers who work in critical needs areas reported with a slightly higher frequency (50% vs. 43.4%) that they were hired early.

Table 7A

Timing of Offer (N = 512)	Critical Needs (N = 155)	Non-Critical Needs (N = 357)
Early	50.0%	43.4%
Late	50.0%	56.6%

- County – Interestingly, charter school teachers and teachers in Sussex County were the only groups in which the majority of respondents reported being offered a position before August. New Castle County had the highest percentage of late hires (60.9%), substantially higher than the percentage of late hires in Sussex County and in charter schools and somewhat higher than the percentage of late hires in Kent County (52.9%).

Table 8A

Timing of Offer by County (N = 512)	Charter (N = 46)	New Castle (N = 274)	Kent (N = 104)	Sussex (N = 88)
Early	54.3%	39.8%	47.1%	55.7%
Late	45.7%	60.2%	52.9%	44.3%

- Teacher Level – Interestingly, the level at which teachers work does seem to have a relationship, although a small one, with when they are offered a position. As Table 9A demonstrates, secondary respondents were the only group where a majority reported being hired before August. The percentages of respondents being offered a position early also increases as the school level increases.

Table 9A

Timing of Offer by School Level (N = 512)	Preschool and Kindergarten (N = 24)	Elementary (N = 202)	Middle (N = 103)	Secondary (N = 181)
Early	33.3%	40.6%	43.7%	53.0%
Late	66.7%	59.4%	56.3%	47.0%

## Number and Location

The following questions were posed to new teachers about number and location of positions offered:

1. Where were the other districts or charter schools you applied to?
2. Was your first Delaware teaching position your first and only offer of a teaching position, first of two or more offers, or second or later of multiple offers?
- 2a. If you received more than one teaching position offer, how many offers did you receive?

#### *Where Else Did Teachers Apply?*

The most frequent response to the first question, “Where else did you apply?” was New Castle County, with the vast majority of teachers responding that they applied in one of the three Delaware counties (68.5%).

Additionally, 31.3 percent also applied to neighboring states (Pennsylvania, Maryland, New Jersey), other states, or a combination of the above. Because this question asked respondents to check all of the areas where they applied, there were 926 responses to this question, indicating that the average new teacher applied in two places (See Table 10A).

**Table 10A**

<b>Additional Districts where Teacher Applied (N = 926)</b>	
<b>In Delaware</b>	<b>68.5%</b>
New Castle County	32.9%
Kent County	19.1%
Sussex County	16.5%
<b>Outside of Delaware</b>	<b>31.3%</b>
Maryland	12.6%
New Jersey	4.6%
Pennsylvania	11.2%
Other	2.9%

We were interested to know more about teachers who applied outside of Delaware. We cross-tabulated the responses to this question with several key variables: transcript state, the number of years the respondent had taught in the state (1-, 2-, or 3-year respondent), and whether or not the respondent was teaching in a critical-needs area. The only noticeable difference was across the transcript-state variable.

- **Transcript State** – There was a noticeable difference in where respondents had applied when the responses to this question were disaggregated by the state in which teachers received a transcript. The results are demonstrated in Table 11A. As the table shows, respondents who received at least one transcript from the state of Delaware were substantially more likely to respond that they only applied for other positions in the state. While this was also the most frequent response for respondents who did not receive a college transcript in Delaware, those who received transcripts from outside the state were more than twice as likely to respond that the only other position they applied for was an out-of-state position.

Table 11A

Where Respondent Applied	Received Transcript in DE (N = 315)	Non DE Transcript (N = 142)
Just Delaware	62.5%	45.8%
Just Outside Delaware	7.6%	19.0%
Both in and out of Delaware	29.8%	35.2%

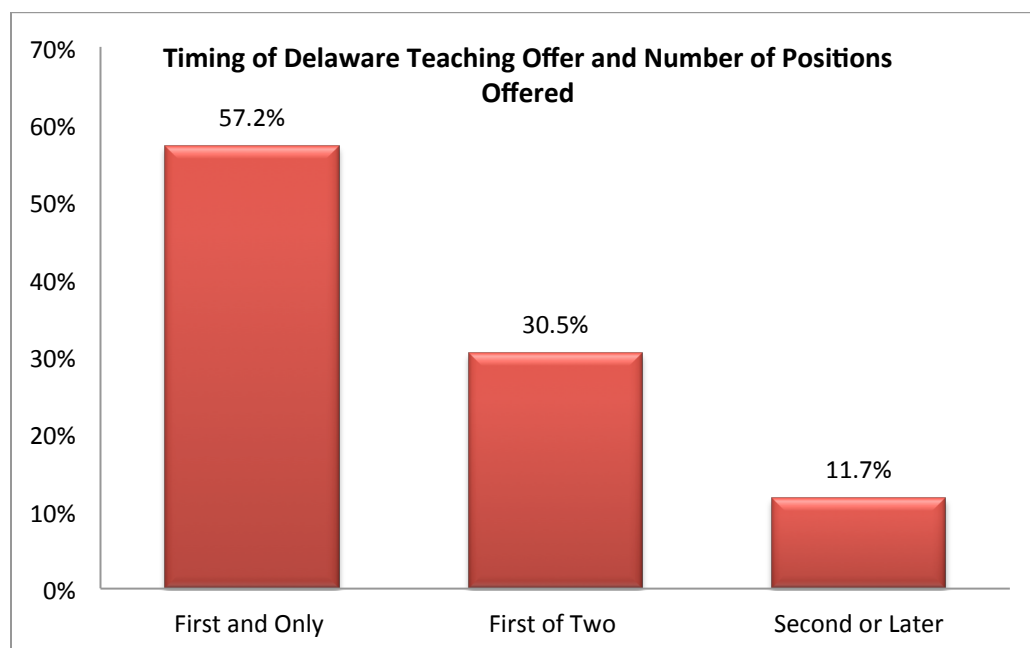
*Timing of Delaware Offer and Number of Offers Received*

When asked, “Was your first Delaware teaching position your first and only offer of a teaching position, first of two or more offers, or second or later of multiple offers?”, the majority of respondents indicated that their Delaware position was the first and only offer of a teaching position (57.2%). Yet 42.2% did receive two or more offers.

Table 12A

Number of Positions Offered (N = 514)	
First and only offer	57.2%
First offer of two or more	30.5%
Second offer or later	11.7%

Figure 2A



In order to better understand these frequencies, we disaggregated the data across several key variables. Those variables for which there were slight or substantial percentage differences are discussed below.

- Transcript State – While the majority of teachers who qualified as both in-state and out-of-state job seekers (based on transcript state) received only a single offer, teachers who received at least one transcript from a Delaware college or university were slightly more likely (6.3%) to report that they received more than one offer.

**Table 13A**

Number of Offers by Transcript State (N = 502)	In-State (N = 342)	Out-of-State (N = 160)
Single	55.0%	61.3%
Multiple	44.4%	38.1%

- Teacher Level– The school level for which respondents applied does seem to have an impact on the number of offers they receive. While the majority of elementary, middle, and secondary teachers only received one offer, the number of teachers receiving multiple offers is highest in the lower levels, and declines for teachers at the higher levels. For instance, while 45.8 percent of elementary teachers received multiple offers, only 37.6 percent of secondary teachers were offered more than one position.

**Table 14A**

Number of Offers by School Level (N = 514)	Preschool and Kindergarten (N = 24)	Elementary (N = 203)	Middle (N = 103)	Secondary (N = 181)
Single	50.0%	53.2%	56.3%	62.4%
Multiple	50.0%	45.8%	42.7%	37.6%

- County – While there was no major percentage difference (< 5%) between charter schools, Kent County, and Sussex County, New Castle County respondents were slightly more likely to reply that they received multiple offers.

**Table 15A**

Number of Offers by County (N = 514)	Charter (N = 46)	Kent (N = 105)	Sussex (N = 88)	New Castle (N = 275)
Single	63.0%	62.9%	67.0%	50.9%
Multiple	37.0%	36.2%	33.0%	48.4%

Thus, while there were slight differences in the number of offers received, the majority of respondents, regardless of transcript state, school level, or county, received only one offer.

Of those teachers who indicated that they received more than one teaching position offer (N = 217), 202 answered the follow up question which asked, “If you received more than one teaching position offer, how many offers did you receive?” by indicating they received more than one offer. Using the base of N = 202, the

majority of respondents (57.4%) said they received a total of two offers, 33.2 percent said they received three offers, and 9.4 percent indicated receiving four or more offers.

**Table 16A**

Number of Offers Received (N = 202)	
Two	57.4%
Three	33.2%
Four or More	9.4%

### Hiring and Recruitment Methods

Several questions in Section A asked the respondents about the way in which they searched for their first position, the interview/hiring process, and the type of contract or offer they received.

#### *Usefulness of Job Search Tools*

The first question asked respondents about the usefulness of certain job-search tools and methods. Respondents could say that they had great use, some use, or no use for each of the tools in their search for a teaching position. Table 17A summarizes the response frequencies, with the most frequent response highlighted for each sub-question. The most frequent responses were school-district websites and word of mouth. The most frequent response was no use for most of the tools—principals/school administrators, friends in the area, the college or university job placement service, student teaching contracts, print ads, the Teach for America program, Teach Delaware website, and any type of recruitment fair (in Delaware, neighboring states, or other states). What is clear from the table is that a large majority of respondents found school-district websites were of great use.

**Table 17A**

Job Search Tools Used (N = 515)	Great Use	Some Use	No Use	No Response
School-District Website	64.5%	24.3%	7.6%	3.7%
Word of mouth	36.1%	35.0%	21.2%	7.8%
Teach Delaware Website	24.7%	34.4%	35.6%	7.4%
Friend in area	22.9%	28.7%	37.9%	10.5%
Student teaching contracts	21.6%	21.0%	47.8%	9.7%
University of Delaware Recruitment Fair (Project Search)	20.6%	15.7%	53.6%	10.1%
Principal/School administrator	17.3%	27.2%	46.2%	9.3%
Your college or university job placement service	8.2%	16.5%	63.9%	11.5%
Print ads	7.6%	26.0%	56.1%	10.3%
Recruitment Trips/Fairs in neighboring states (NJ, MD, PA)	3.9%	9.7%	75.0%	11.5%
Teach for America Program	3.1%	4.1%	81.2%	11.7%
Recruitment Trips/Fairs in other states	2.9%	4.9%	80.0%	12.2%

*How did Delaware's New Teachers Learn of their Position?*

Similarly to question 1, the second question asked respondents, "How did you learn about your first Delaware teaching position?" The sub-questions were identical to the sub-questions in Question 1 except that school-district website and print ads were not choices<sup>8</sup>. Interestingly, while the majority of respondents indicated no use of the principal or school administrator in their search for their first position, the second most common response (the first was "other") was that principals and schools administrators were the method through which teachers actually learned of their position. "Word of mouth" was the third most common response, followed by "friend in area" and the Teach Delaware website, respectively. Table 18A summarizes these results.

A limitation of the survey instrument is that while the second most common response was other, there is no follow-up question that asked, "If other, please specify." However, when we cross-tabulated responses to the question about what tools were useful in the search for a position with the question about how respondents learned of a position, we discovered a strong relationship between those teachers who said they found great use for the school district website in the question about search tools and who selected "other" in the question about how they learned about the position. Of the 136 teachers who selected "other," 103 answered they found great use for the school district website (75.7%).

**Table 18A**

<b>Method of Learning About Position (N = 515)</b>	
Other	26.4%
Principal/School administrator	18.4%
Word of mouth	14.4%
Friend in Area	11.1%
Teach Delaware website	10.9%
Student teaching contracts	8.0%
University of Delaware Recruitment Fair (Project Search)	6.4%
Teach for America Program	1.7%
Your college or university job placement service	1.4%
Recruitment Trips/Fairs in neighboring states (NJ, MD, PA)	1.0%
Recruitment Trips/Fairs in other states	0.0%

As a means of furthering the analysis, we divided the answer choices for question two into four main categories: technology, personal network, formal search, and other. The technology category incorporated any search tool that was technological in nature (Teach Delaware website). The personal network tools included friend in area, word of mouth, and principal/administrator. The formal tools were recruitment fairs, the Teach for America program, college job placement service, and use of student teaching contacts. Finally, we left the response "other" as is, assuming that this represented "school district website." We disaggregated the data across several key demographic variables (gender, race, Delaware grads versus non-Delaware grads) to search for major differences by gender, race, and transcript state.

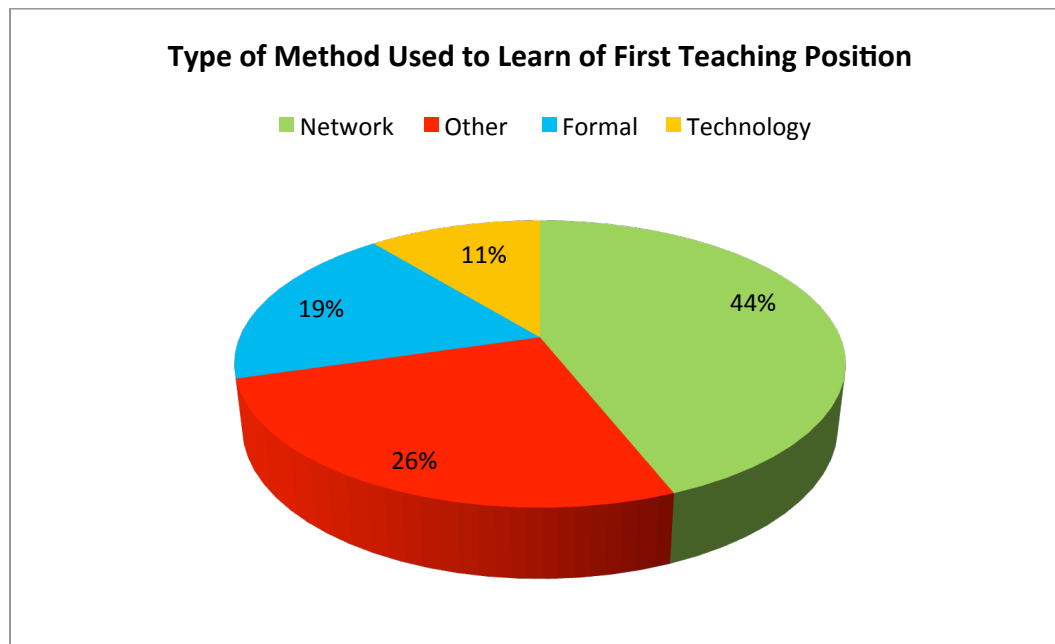
<sup>8</sup> These choices were not intentionally left out, and this was a deficiency of the survey instrument.

In order to perform this analysis we transformed the responses from Table 18A (above) into the four categories listed in Table 19A (Technology, Personal Network, Formal, Other). As the table and Figure 3A demonstrate, despite the prevalence of technology in our society, most respondents learned about their position through some form of personal networking.

**Table 19A**

Type of Method Used to Learn of First Teaching Position	
Personal Network	43.9%
Other	26.4%
Formal	18.6%
Technology	10.9%

**Figure 3A**



Next, we looked at the demographic variables of gender, race, transcript state, age, and teacher type to determine if there were differences across these variables in how respondents learned about a position.

- Gender – A higher percentage of men relied on technology than did women (14.8% vs. 9.7%). All other categories were fairly equal (within 5%).
- Race – The race cross-tab did not demonstrate any obvious differences in how teachers of different races learned about their position. Across all races networking was the most common type of learn method.

- **Transcript State** – Perhaps the most interesting cross-tabulation was the one that compared the major source for teachers who had received a transcript from a Delaware college or university to those teachers who did not. Non-Delaware transcript respondents were twice as likely to use technology (15.5% vs. 8.5%) and were more likely to respond “other” (presumably using the district website) than Delaware transcript respondents.
- **Age** – In order to determine if there were major differences by respondent age, we first created age ranges by calculating quartiles of age frequencies. The ranges are as follows:
  - 23-25 (25%)
  - 26-29 (50%)
  - 30-39 (75%)
  - 40-67 (100%)

These ranges were then cross-tabulated with the category for how new teachers learned about their position. Several interesting findings were made and are demonstrated in Table 20A. First, those respondents in the first quartile (ages 23-25) were more than twice as likely to use formal tools such as recruitment fairs or their college’s job-placement service to learn about their first position than were older respondents. Second, while the most frequent response across all age ranges was that they used a form of personal networking to learn about their first position, the percentage of respondents who reported using this method increased with age.

**Table 20A**

<b>Learn-Type by Age</b>	<b>23-25</b>	<b>26-29</b>	<b>30-39</b>	<b>40+</b>
Formal	32.6%	16.0%	14.8%	7.4%
Personal Network	39.3%	42.9%	45.2%	50.4%
Technology	8.1%	10.1%	13.0%	13.2%
Other	20.0%	31.1%	26.1%	28.9%

- **Teacher Type** – The typology created based on responses to question in Section F was also cross-tabulated with this question<sup>9</sup>. Results showed that the most frequent response for all teacher types was “other,” that is the district website, with the exception of teachers who had taught in the same district but in a different school. For these teachers the most frequent response was that they learned of their current position from an administrator. These results are logical in the sense that teachers who had taught at least one year in the same district would probably have made useful connections in that district that helped them secure their current position.

Furthermore, the frequencies in Question 2 indicated that one of the most common ways that new teachers learn about their teaching position in Delaware is through school administrators. Therefore, we felt it was important to use the same key variables used to examine responses to question two generally and to look at this particular response more carefully. Thus, we isolated this networking response to more closely examine those respondents who said they learned of their first teaching position this way. We used transcript state, gender,

<sup>9</sup> See Table 1 in the Introduction: Purpose and Method section for reference.

and race as variables to disaggregate the responses and found no real percentage difference between male and female, between white and black, or between in-state and out-of-state job seekers.

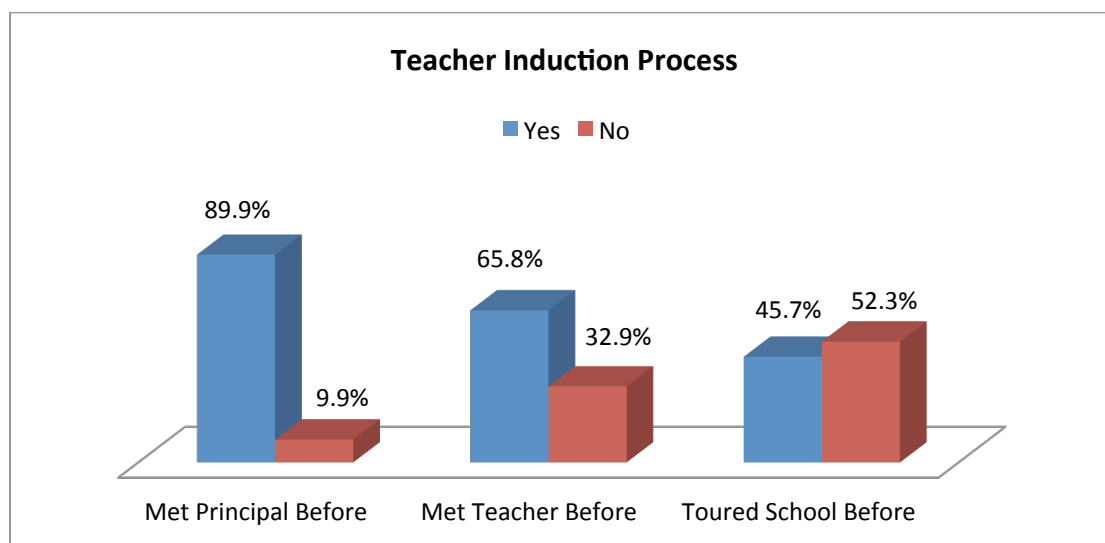
### *What Happened before New Teachers were Hired?*

There were a series of questions that asked respondents about what occurred before they were hired, such as:

1. Before you were hired, did you meet the principal or administrator of your school?
2. Before you were hired, did you meet any teachers in your school?
3. Before you were hired, did you receive a tour of the school?

These questions were aimed at gaining a better understanding of the interviewing process and the role of introductory activities in the school in which new teachers first worked in Delaware. The majority of respondents (89.9%) did meet with the principal or administrator before being hired, and most also met at least one teacher at their school (65.8%). The majority of respondents (52.3%) *did not* receive a tour of the school. The figure below illustrates the survey responses to the above questions.

**Figure 4A**



We disaggregated the data based on respondent's county. For the first question, "Before you were hired did you meet the principal or administrator of your school?" we found that most respondents, regardless of county, answered "yes." However the crosstab shows that teachers from New Castle County were more likely to respond "no" than teachers from Sussex County, Kent County, or charter schools (13.8% of teachers from New Castle County responded "no," as compared to 8.6% from Kent County, 4.5% from Sussex County, and 0% from charter schools). **It is also interesting to note that of the 46 teachers who responded to this question from charter schools, all of them had met with the principal before they were hired.** These differences across county and between traditional districts and charter schools may be due to various factors, including the size of the organization, uncertainty of placement, availability of administrator, or date of hiring. The result, however, is that fewer school-district teachers are familiar with the administrator of the schools in which they are hired to teach than charter-school new hires.

For the second question, “Before you were hired did you meet any teachers in your school?” we found much more even distributions across county. While charter school respondents were much more likely to respond yes to this question than traditional district respondents, there was no large percentage difference between Kent, New Castle County, and Sussex County respondents. Table 21A illustrates these results.

**Table 21A**

<b>Met with Teacher(s) Before Hire (N = 512)</b>	<b>Charter (N = 46)</b>	<b>New Castle (N = 274)</b>	<b>Kent (N = 104)</b>	<b>Sussex (N = 88)</b>	<b>Traditional District Average</b>
Yes	80.4%	62.9%	65.7%	67.0%	65.2%
No	17.4%	35.6%	32.4%	33.0%	33.7%

Survey respondents were also asked, “Before you were hired did you receive a tour of the school?” Similarly to the question about meeting teachers before being hired, charter-school respondents were more likely to respond “yes” to this question than traditional district respondents; there was no noticeable difference between Kent, New Castle, and Sussex County respondents.

**Table 22A**

<b>Toured School Before Hire (N = 512)</b>	<b>Charter (N = 46)</b>	<b>New Castle (N = 274)</b>	<b>Kent (N = 104)</b>	<b>Sussex (N = 88)</b>	<b>Traditional District Average</b>
Yes	60.9%	44.0%	45.7%	43.2%	44.3%
No	37.0%	53.8%	51.4%	56.8%	54.0%

By looking at these three questions as a whole, disaggregated by county, we can see that the induction process in charter schools, as compared to traditional school districts, is the most personalized. More teachers in charters meet the principal, meet future colleagues, and receive a tour of the school prior to their first day on the job.

We also examined these three questions by disaggregating the data by school level (preschool and kindergarten, elementary, middle, and secondary). Interestingly, the highest percentage of respondents to answer “yes” to all three questions were teachers at the secondary level. Table 23A demonstrates the results.

Perhaps this can be explained by the offer date for teachers in Delaware. When we cross-tabulated school level by the “early or late” variable we created to analyze offer date data, we found that, compared to other teacher levels, secondary teachers were slightly more likely to be offered a position before August (41.4%), than were elementary (35.3%) and middle school teachers (19.4%).

**Table 23A**

<b>Those Who Replied “Yes” By School Level</b>	<b>Preschool and Kindergarten (N = 24)</b>	<b>Elementary (N = 202)</b>	<b>Middle (N = 103)</b>	<b>Secondary (N = 181)</b>
Met the principal	91.7%	87.7%	84.5%	95.6%
Met teacher(s) in school	50.0%	67.5%	57.3%	70.7%
Received a tour of the school	29.2%	48.3%	35.9%	50.8%

*Nature and Type of Contract*

Respondents were also asked, “Did you receive a letter of intent prior to obtaining a contract?” Results showed that more respondents replied “no” (38.3%), than “yes” (34.4%), and 27 percent of respondents replied “not sure.” When we cross-tabulated this question with the county variable, the results showed that charter-school respondents were less likely to receive an intent-to-hire letter than respondents from traditional districts.

**Table 24A**

Received Letter of Intent by County (N = 512)	Charter (N = 46)	New Castle (N = 274)	Kent (N = 104)	Sussex (N = 88)	Traditional District Average
Yes	28.3%	35.8%	30.8%	37.5%	34.7%
No	56.5%	36.1%	32.7%	42.0%	36.9%
Not Sure	15.2%	27.7%	35.6%	20.5%	27.9%

Respondents were also asked if they were hired on a permanent or a temporary contract. Of those who were hired on a temporary contract (38.9%), the majority said the reason for this was due to district policy for teachers hired after the school year started. Because 203 respondents answered the question about the reason for being hired on a temporary contract, this base was used to generate frequency percentages.

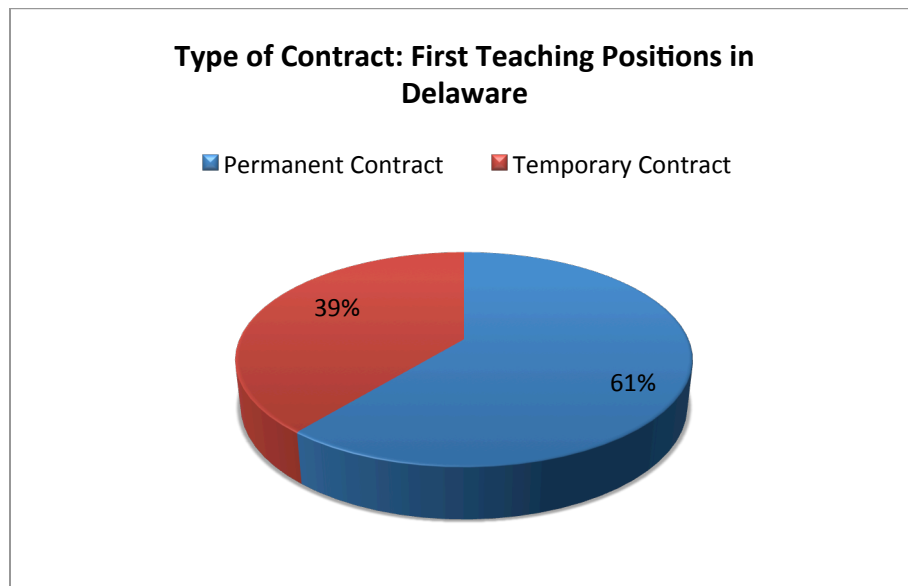
**Figure 5A**

Table 25A

Reason for Temporary Contract (N = 309)	
District policy for teachers hired after school year started	40.4%
Other	16.7%
Don't know	14.8%
Credential issues	14.3%
Filling temporary vacancy	13.8%

### Factors Contributing to Acceptance of Position

Several questions pertained to the factors that caused a teacher to accept his/her first teaching position in Delaware. These questions were:

1. How important were the following factors in why you accepted this offer?
  - a. Location
  - b. School leadership
  - c. Prior experience with the district
  - d. Specifics of position, such as subject area or grade
  - e. First contract offered
  - f. Salary
  - g. Benefits
  - h. School program or mission
  - i. Teaching conditions
  - j. Friends teaching in district/school
  - k. Other
- 1a. Which was the most important reason?
2. If location was a somewhat or a very important reason, which location factor was the most important?
  - a. Near family
  - b. Near amenities
  - c. Near childhood home
  - d. Near spouse's job
  - e. Near higher-ed institution
  - f. Familiar with area
  - g. Other

The majority of respondents felt that location, school leadership, specifics of the position, first contract offered, benefits, and teaching conditions were all “very important” factors in their decision to take their first teaching job. Of these very important factors, location was cited by the largest majority, with 53.7 percent feeling it was

“very important.” Yet when asked which of the responses from above was the “most important” reason, the majority of respondents said that the specifics of the position, such as subject area or grade, had the most importance on their acceptance of the position. Location was a close second to this response, followed by first contract offered, teaching conditions, and (interestingly) prior experience with the school or district. Table 26A illustrates the frequency of responses to the first question.

**Table 26A**

Importance Level of Factors Affecting Acceptance of Position (N = 514)	Very Important	Somewhat Important	Not at all Important	No Response
Location	53.7%	35.2%	10.3%	0.8%
Specifics of position, such as subject area or grade	52.3%	33.5%	12.6%	1.6%
Teaching conditions	52.3%	36.2%	9.9%	1.6%
Benefits	45.5%	43.2%	10.3%	1.0%
School leadership	44.6%	39.1%	15.4%	11.0%
First contract offered	40.5%	34.6%	22.6%	2.3%
School program or mission	36.4%	44.9%	17.1%	1.6%
Prior experience with school or district	28.6%	23.0%	46.3%	2.1%
Salary	27.2%	56.4%	15.2%	1.2%
Friends teaching in school/district	9.5%	24.3%	64.0%	2.1%
Other	5.1%	1.8%	29.2%	64.0%

To further examine some of the factors listed in the table above, we disaggregated the responses on the importance of location, salary, and teaching conditions based on gender. We also disaggregated the responses regarding location and salary by marital status<sup>10</sup>.

- **Location** – The frequency of location being a very important reason was slightly higher among women (55.9%) than among men (46.7%). The frequency of a very important response was substantially higher among widowed, separated, or divorced respondents (75%) than among married (56.7%) or never-married (46.9%) respondents. However the sample size of widowed, separated, and divorced respondents is substantially lower (N = 28) than the sample size of the married (N = 240) and never married (N = 196) groups, which could contribute to the large difference in the frequency of a very important response. Still, the sample sizes both for married and never-married respondents are large enough to compare, and the response frequencies indicate that married respondents seem to place more importance on location than respondents who have never been married.
- **Salary** – The frequency of a very important response was somewhat higher among women (29.1%) than among men (21.3%). Similar to location, respondents who are widowed, separated, or divorced seem to place more importance on salary than to the other groups of respondents. Nearly two of five respondents (39.3 %) replied that salary was very important, while only 23.8 percent of married respondents and 28.1 percent of never-married respondents answered the same. There was practically

<sup>10</sup> See section G of the report for additional information on the marital status of respondents.

no meaningful difference between married and never married respondents regarding the importance of salary.

- Teaching Conditions – The frequency of a very important response was substantially higher among women (55.6%) than among men (41.8%). When we compared the very important responses of men and women across all variables, we found that, in general, women responded that a factor was very important more frequently than men. The only factors that men said were very important more frequently than did women were the amount of time spent on work after hours, (with men 6.9 percentage points higher than women), and the level of autonomy, a difference of only 1.7 percentage points.

Finally, respondents were asked, “If location is a somewhat or very important reason, which location factor was the most important?” Because 457 respondents said location was very important, we used this as a base to calculate percentages. An overwhelming majority felt that being near family was the most important location factor. The next most important location factor was being familiar with the area.

**Table 27A**

<b>Most Important Location Factors (N = 514)</b>	
Near family	47.3%
Familiar with area	21.3%
Other	15.6%
Near spouse's job	8.6%
Near amenities	2.4%
Near childhood home	2.4%
Near higher education institution	2.4%

When examining these frequencies as a whole, two factors played the largest role in why new teachers accepted their position: location, particularly because of the nearness to family, and the specifics of the position, such as subject area, grade, and teaching conditions.

#### *Factor Analysis*

The information from the question above was more thoroughly analyzed by conducting a factor analysis, a multivariate procedure to determine what the underlying dimensions are across a number of responses. The answers regarding the importance of each of the ten factors listed above (all but “other”) were first converted to a numerical scale so that:

- Very important = 3
- Somewhat important = 2
- Not at all important = 1

There were 29 respondents who did not answer all ten components of this question and were, therefore, omitted from the analysis, so that N = 485. This new data set was then used in SPSS to generate a factor analysis

to help determine whether there is a single dimension or multiple dimensions underlying the ten items that influence why new teachers accepted their first offer. As explained in Appendix D, the factor analysis revealed that there were two major factors in teacher acceptance of their positions: compensation factors (salary and benefits) and non-compensation factors (all other).

### **Feelings and Specifics About First Position**

The last five questions in Section A asked respondents specific information about the first position that they accepted in Delaware and the respondents' feelings about this position. The questions were:

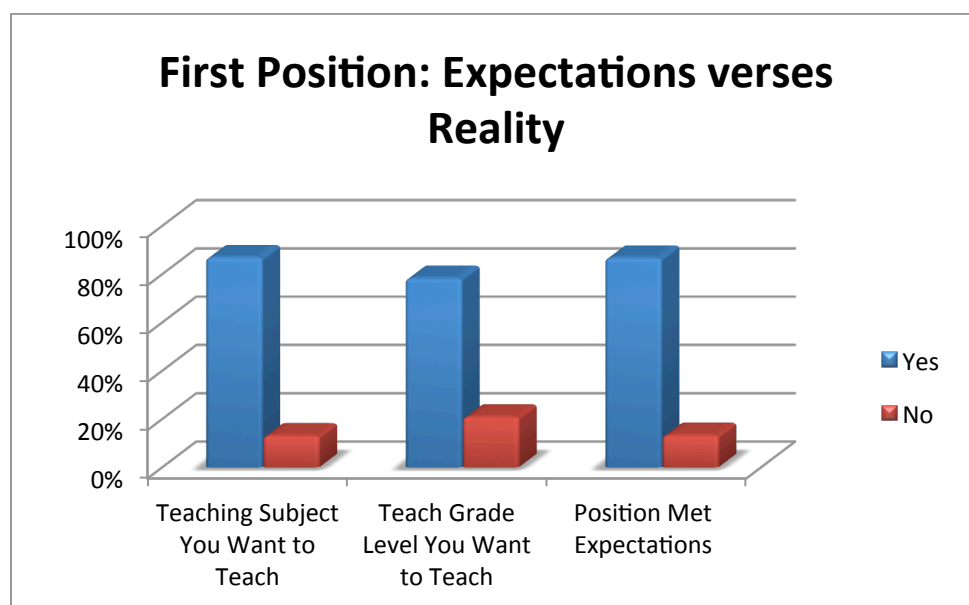
1. What was your first position as a Delaware teacher?
2. Which comes closest to describing the school where you held your first Delaware teaching position: high school, middle, elementary, or preschool?
3. In your first Delaware teaching position did you teach the subject that you wanted to teach?
4. Did you teach the grade/level that you wanted to teach?
5. Overall, did your first Delaware teaching position meet your expectations?

An overwhelming majority of survey respondents responded that their first position as a Delaware teacher was in a traditional K-12 school district. Only 9.8 percent of the survey respondents took their first position in a charter school, and only 4.1 percent took a teaching position in a special assignment. Thus, it is important to remember when reading this report that the majority of teachers are responding from a traditional district perspective.

Furthermore, 43.6 percent of respondents took their first teaching position in an elementary school. Thirty-four percent of respondents took a position in high school, and 21.3 percent took a position in a middle school. Only 1.2 percent of respondents took their first position in a pre-school.

The majority of teachers taught the subject that they wanted to teach and taught the grade level that they wanted to teach (see figure 6A below). Still, 13.1 percent of teachers were not assigned the subject they wanted to teach, and 20.9 percent were not assigned to the level they wanted to teach.

Figure 6A



In order to learn more about those respondents who were *not* teaching in the subject area they wanted to teach, we cross-tabulated these responses with the critical-needs variable<sup>11</sup>.

The cross-tab of these data demonstrated that the percentage of teachers teaching in a critical-needs subject who were able to teach the subject they wanted was nearly identical to those teachers teaching in non-critical-needs areas.

A similar cross-tab was created for the question, “Did you teach the grade level/age that you wanted to teach.” We cross-tabulated responses to this question with the responses to a previous question in Section A—“Which level comes closest to describing the level at which you held your first Delaware teaching position?” The table below demonstrates the results, which show that while the majority of teachers, regardless of level, were teaching at the level that they wanted, elementary and middle school respondents were more likely to be teaching at a level they did not wish to be teaching at than were secondary teachers.

Table 28A

Teaching Level Wanted or Expected	Preschool and Kindergarten	Elementary	Middle	Secondary
Yes	100.0%	74.0%	75.2%	85.6%
No	0.0%	25.6%	23.9%	13.8%

Next, we cross-tabbed the two responses to these questions with one another, to see how many respondents answered “yes” to one, both, or neither question. The majority of respondents answered “yes” to both questions; however, 26.4 percent of teachers answered “no” to at least one or both of these questions. In other words, one-quarter of Delaware’s new teachers were either teaching at a level or in a subject they did not want to teach.

<sup>11</sup> See Table 1 in the Introduction: Purpose and Method section for explanation of variable

Finally, while the majority of teachers did feel that their expectations were met in their first teaching position (86.7%), 13.3 percent felt that they were not (see figure 6A). The majority of this 13.3 percent were not teaching the grade level they wanted (52.9%); 38.2 percent of them were also not teaching the subject that they wanted to teach.

## Trends over Time

### *Changes in How Delaware Teachers Search and Learn About Jobs*

- In the 2003-2004 school year, new teachers depended most on word of mouth to search for a position (51.6%), followed by a friend in the area (37.4%) and recruitment trips/fairs outside of Delaware (12.3%). In 2010 the most common search method reported was the school district website (64.5%), followed by word of mouth (36.1%) and the Teach Delaware website (24.7%). **Thus, we can conclude that word of mouth is still an important, but not as important, method to searching for a new teaching position. Also, the importance of technology and the Internet in searching for a new teaching position has increased relative to the importance of recruitment trips/fairs, which seem to be passé, based on the 2010 findings.**<sup>12</sup>
- Regardless of how new teachers search for a position, personal networking remains the most important method of learning about a position. While the 2005 report states that, “Overall the responses of new teachers about their job search and how they found their current position indicates the power of word-of-mouth in the recruitment process,” the 2010 report not only reflects the power of word-of-mouth but, more generally, the power of personal networking methods more generally. It also may reflect the nature of the hiring decisions in Delaware’s school districts administrators, which may still lean toward hiring teachers they know of personally rather than those who learn of the position through the Web or print media.

### *Most New Delaware Teachers are Still Applying Only in Delaware*

- New Delaware teachers still prefer Delaware during their application process. In 2004, 59.6 percent of respondents reported only applying to positions in Delaware. The percentage of respondents only applying in Delaware was nearly equal in 2010 (56.5%). Furthermore, in 2004, 31.1 percent of respondents applied to Delaware and one other state. Similarly, in 2010 the percent of respondents listing a state outside of Delaware as a state in which they applied was 31.4 percent.

### *Location and Teaching Conditions Still Matter Most*

- While the structure of the question(s) about accepting a position in Delaware are different in the 2004 versus 2010 survey, comparisons can still be made<sup>13</sup>. Location remains a very important factor for new teachers, with 60.4 percent of respondents acknowledging it was a factor in their decision to accept a position in 2004, 88.9 percent of respondents saying it was very or somewhat important

<sup>12</sup> It is important to note that we only surveyed those who began working in Delaware. It may have been that those who looked at Delaware and went elsewhere had different search patterns, etc.

<sup>13</sup> In 2004 respondents were asked to select which of the factors listed was the reason they accepted their position. In 2010 respondents were asked about each factor individually and had to say whether that factor was “very important,” “somewhat important,” or “not at all important” in their decision to accept their first teaching position in Delaware.

on the 2010 survey, and the majority (53.7%) saying it was very important. Teaching conditions also remained important to respondents. In 2005, 48.1 percent of respondents said it was the reason they accepted their first teaching position, with 52.3 percent of respondents indicating it was a very important factor in 2010.

#### *Number of Offers Received has Declined*

- In 2004 more than half of new teachers (58.5%) were offered more than one teaching position, a majority of whom accepted their first offer. However, in 2010 only 42.2 percent of respondents reported receiving more than one offer, a decline of 16.3 percent. In other words, teachers in 2004 appear to have had more choice in positions than teachers in 2010. The drastically different economic climate since the last time this survey was administered to new teachers could be a reason for the decline.

#### *The Induction Process Remains Largely Unchanged*

- Interestingly, the percentage of respondents who said they had met the principal, teachers at the school, and toured the school where they accepted their first position was nearly identical in 2004 and 2010. The table below shows the percentages of respondents who replied “yes” on the survey for both years.

**Table 29A**

<b>Respondents Who Responded “Yes” To Activity Prior to Start Date</b>	<b>2005</b>	<b>2010</b>	<b>Percentage Point Difference Between 2005 and 2010 Responses</b>
Met Principal	84.2%	89.9%	5.7
Met Teachers	65.3%	65.8%	0.5
Toured School	53.1%	45.7%	-7.4

#### **How the Results Compare to Personnel Director’s Study**

##### *Personnel Directors and Teachers Both Acknowledge Late Hires*

- The month with the most reported hires in the personnel directors report was August. August was also the most frequent month that new teachers reported being offered a position (35.5%). While the majority of new teachers reported being hired in August or later (54.6%), this is somewhat below the percentage of teachers that personnel directors reported hiring late (60.2%). This difference could be related to survey-response error on the part of teachers, reporting errors on the part of personnel directors, or because new teachers hired late prior to 2009-2010 were more likely to leave the Delaware teaching force since they were also more likely to have had temporary contracts. Nevertheless, the results of both the teacher and personnel director surveys indicate that the majority of the state’s teachers continue to be hired late.

*Recruitment Tools Used Most by Personnel Directors Reflect the Search Tools Used Most by Teachers*

- The personnel director's report states, "The recruitment tool with the greatest use among school districts remained the district website, with 16 of 19 districts (84.2%) greatly utilizing this tool"<sup>14</sup>. As discussed in this analysis, the school district website is the tool that most teachers stated getting "great use" out of when searching for a position (64.5%). Similarly, the trends in the use of recruitment trips/fairs is on the decline for school districts, and these tools are viewed as less useful by teachers as well.

**Comparisons to National Survey Results**

The national surveys that asked questions directly pertaining to Section A of the New Teacher Survey were the Teacher Follow-Up Survey administered by the U.S. Department of Education and the MetLife Survey of the American Teacher (Reference in Appendix C).

- The 2004-2005 MetLife Survey of the American Teacher asked teachers, "During your first year of teaching, did someone give you a tour of the school to show you where things were located, such as the teacher's lounge, bathroom, library, cafeteria, supplies, etc?" Over three-quarters (82 %) of respondents replied "yes." In our survey, we asked teachers if they received a tour of the school *prior* to being hired. Approximately 46 percent of respondents said "yes." While these questions are not directly relatable, they both highlight the need for new teachers to be introduced to the school environment; it is particularly interesting that 52.3 percent of Delaware teachers began their first teaching position in the state without having received a tour of the school, and, on a national level, 12 percent of teachers were not given a tour during their entire first year on the job.

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<sup>14</sup> Page 23 of Raffel and Alemayehu (2010).

## Section B: Support for Work and Teacher Preparedness

Section B of the survey consisted of nine questions, all of which dealt with the support of new teacher's work.

### *How Prepared Did Teachers Feel?*

The first question asked respondents about a variety of skills associated with teaching and asked respondents to judge whether or not they felt "very well prepared," "well prepared," "somewhat prepared," or "not at all prepared" to perform those skills. The table below depicts the percentages of responses for each skill. The most frequent response for each item is highlighted.

**Table 1B**

Teacher Preparedness (N = 492)	Very Well Prepared	Well Prepared	Somewhat Prepared	Not at all Prepared	No Response
Reflect on your teaching to improve your practice	40.7%	44.1%	14.0%	1.0%	0.2%
Work with other teachers as a member of a grade level team, department, or professional learning community	40.2%	42.3%	15.0%	2.2%	0.2%
Teach your subject matter	36.2%	41.3%	19.3%	3.0%	0.2%
Handle a range of management or discipline situations	30.5%	37.8%	26.6%	4.9%	0.2%
Communicate with parents about how their children are doing in school	30.1%	41.5%	25.2%	2.4%	0.8%
Plan activities that are sensitive to issues of class, gender, race, ethnicity, family composition, and age	30.1%	42.1%	23.2%	4.1%	0.6%
Use a variety of instructional methods	29.9%	40.4%	26.2%	2.4%	1.0%
Select and adapt curriculum and instructional materials	24.8%	41.3%	28.6%	4.7%	0.6%
Use computers/technology in classroom instruction	24.8%	35.6%	33.9%	5.5%	0.2%
Teach students with special needs (e.g. disabilities, special education)	20.1%	30.5%	38.2%	10.8%	0.4%
Use data to create/adapt instructional methods	19.7%	36.4%	35.6%	8.1%	0.2%
Assess students and use state assessments for improving instruction	14.6%	35.4%	38.8%	10.6%	0.6%
Teach students with limited English proficiency (LEP)/English language learners (ELL)	6.7%	17.1%	44.5%	31.1%	0.6%

As demonstrated in the table above, most respondents felt well prepared to perform the skills listed on the survey. The majority of respondents only felt somewhat prepared to assess students and use state assessments for improving instruction, teach students with special needs, and teach students with limited English proficiency. These same questions also had the top three highest percentages in the "not at all prepared" column, with

approximately 11 percent of teachers feeling ill-prepared to assess students using state assessments and approximately 31 percent feeling unprepared to teach LEP and ELL students. There were no categories in which the majority responded that they were very well prepared; however, over 40 percent of respondents felt very well prepared to reflect on their teaching to improve their practices and to work with other teachers as a member of a grade-level team, department, or professional-learning community.

In order to analyze teacher preparedness responses in a different way, we created an index of the answers to question 1. Each of the 13 preparedness items in Question 1 had four answer choices: “very well prepared,” “well prepared,” “somewhat prepared,” and “not at all prepared.” We assigned each of these possible responses a number so that:

- Very well prepared = 4
- Well prepared = 3
- Somewhat prepared = 2
- Not at all prepared = 1

We added the total of responses for each of the 13 preparedness items for each respondent who answered all the items. This created an index between 13 and 52.

**Table 2B**

Preparedness Index Descriptive Statistics	
N	475
Minimum	13
Maximum	52
Mean	36.97
Std. Deviation	7.396

Next, we recoded these numbers into four categories, as shown below, to more fully analyze teacher preparedness as a whole. We used four even categories with a range of 10.

- Sum of responses totaling 13-22 = LOW PREPAREDNESS
- Sum of responses totaling 23-32 = MODERATE PREPAREDNESS
- Sum of responses totaling 33-42 = HIGH PREPAREDNESS
- Sum of responses totaling 43-52 = EXTREMELY HIGH PREPAREDNESS

The table below demonstrates the frequencies for each of the preparedness categories created above:

Table 3B

Preparedness Index (N = 475)	
Low	3.2%
Moderate	24.0%
High	48.0%
Extreme	24.8%

The most-represented preparedness category was “high,” indicating that many respondents (48%) felt well prepared for their first teaching position. Only 3.2 percent of respondents placed in the “low preparedness” category. Twenty-four percent were moderately prepared, and 24.8 percent were extremely well prepared for their first position.

In order to utilize this index more thoroughly, we cross-tabulated it with several key variables. When thinking about preparation, we wanted to first determine if formal preparation had had an impact on how prepared teachers felt they were for their first position. We also wanted to see if personal characteristics such as gender played a role in how prepared teachers felt, if the nature of the work effected responses (teacher level), or if the location of a respondent’s school (county) had an impact on preparedness.

- County – Cross-tabulating these data with county did not show any major differences. The table below highlights the results. Each county nearly mimics the percent of the total respondents to Question 1’s preparation levels. The range of percentages across the counties was small, with only a few percentage points difference for each category<sup>15</sup>.

Table 4B

Preparedness Level by County (N = 492)	Charter (N = 45)	Kent (N = 100)	New Castle (N = 263)	Sussex (N = 84)
Low	4.4%	2.0%	3.8%	1.2%
Moderate	35.6%	20.0%	22.4%	22.6%
High	40.0%	46.0%	47.5%	46.4%
Extremely High	17.8%	28.0%	22.4%	27.4%
Unknown	2.2%	4.0%	3.8%	2.4%

- School Level – When cross-tabulating the data with the teacher preparation–index results, we determined that secondary teachers were almost three times as likely to place in the “low preparedness” category than middle, elementary, kindergarten, or preschool respondents. Only 2 percent or less were at the low level of preparedness before secondary school, but 5.7 percent felt this way at the secondary level. While three-quarters of those at the other school levels were in the “high

<sup>15</sup> While these data are interesting to cross-tabulate with teacher county information, it is important to remember that teacher county data do not necessarily represent the first county in which teachers taught, as survey respondents could have changed counties within their first three years of teaching.

preparedness” or “extremely high preparedness” categories, only 62.7 percent of secondary teachers felt as highly prepared across the categories of preparation.

Table 5B

Preparedness Level by Teacher Level (N = 492)	Preschool and Kindergarten (N = 23)	Elementary (N = 193)	Middle (N = 100)	Secondary (N = 174)	Unknown (N = 2)
Low	0.0%	1.6%	2.0%	5.7%	0.0%
Moderate	21.7%	20.7%	22.0%	27.0%	0.0%
High	47.8%	48.7%	46.0%	43.7%	50.0%
Extremely High	26.1%	25.9%	28.0%	19.0%	50.0%
Unknown	4.8%	3.1%	2.0%	4.6%	0.0%

In order to explore this further, we constructed a table to show the specific areas where secondary teachers do not feel prepared. As shown below, there were four areas where approximately 15 percent of secondary teachers responded that they were not at all prepared. They were:

- Teaching students with limited English proficiency
- Assessing students and using state assessments for improving instruction
- Teaching students with special needs
- Using data to create and adapt instructional methods

The percentage of secondary teachers who answered “not at all prepared” as compared to elementary and middle school teachers is also demonstrated in Table 6B. The areas with the largest percentage point differences between secondary and elementary respondents are also the four areas listed above, where secondary respondents felt the least prepared. Additionally, fewer elementary respondents said they were not at all prepared to use a variety of instructional methods as compared to secondary respondents, with a gap of 5.4 percent points.

Table 6B

Preparedness Items by School Level (N = 492)	Secondary Teachers "Not at all prepared"	Elementary Teachers "Not at all prepared"	Middle Teachers "Not at all prepared"	Percentage Point Difference Between Secondary and Elementary	Percentage Point Difference Between Secondary and Middle
Teach students with limited English proficiency	36.5%	24.2%	37.8%	12.3	-1.3
Assess students and use state assessments for improving instruction	20.4%	4.3%	10.2%	16.1	10.2

Teach students with special needs	15.0%	7.0%	10.2%	8.0	4.8
Use data to create/adapt instructional methods	14.4%	4.3%	7.1%	10.1	7.3
Select and Adapt Curriculum	7.8%	1.6%	6.1%	6.2	1.7
Plan activities that are sensitive to issues of class, gender, race, ethnicity, family composition, and age	7.2%	2.2%	3.1%	5.0	4.1
Handle a range of classroom management or discipline situations	5.8%	5.9%	3.1%	-0.1	2.7
Use a variety of instructional methods	5.4%	0.0%	2.0%	5.4	3.4
Use computers/technology in classroom instruction	5.4%	3.2%	8.2%	2.2	<b>-2.8</b>
Teach Your Subject Matter	4.8%	1.6%	3.1%	3.2	1.7
Work with other teachers as a member of a grade level, team, department, or professional learning community	4.8%	1.6%	0.0%	3.2	4.8
Communicate with parents about how their children are doing in school	3.6%	2.2%	2.0%	1.4	1.6
Reflect on your teaching to improve your practice	1.8%	0.5%	0.0%	1.3	1.8

Compared to middle school respondents, secondary teachers responded that they were not at all prepared to use data to create and adapt instructional methods, a percentage point gap of 7.3 compared with middle school teachers. Also when compared to middle school respondents, more secondary teachers responded that they were not at all prepared to use state assessments for improving instruction, a gap of 10.2 percentage points.

- **Transcript State** – There was a significant difference in perceived preparedness between those with a Delaware transcript versus a non-Delaware transcript. The majority of respondents (51.9%) who received a transcript from Delaware placed in the high level of teacher preparedness, with 18.4 percent in the extremely high category. Thus, 70.3 percent of those with a Delaware education felt at least highly prepared for their first teaching position in Delaware. Among those with transcripts from outside Delaware, almost 40 percent placed in either the high or extremely high levels of preparedness, respectively, for a total of 79.1 percent feeling highly prepared or higher. This is nearly 10 percent higher than for in-state respondents. Correspondingly, it is interesting to note that while 29.7 percent of respondents who received a transcript from Delaware placed in the low and moderate categories for preparedness, only 21 percent of those receiving a non-Delaware transcript placed in these categories.

**Table 7B**

<b>Preparedness Level and Transcript State (N = 475)</b>	<b>In-State (N = 316)</b>	<b>Out-of-State (N = 148)</b>
Low	3.8%	1.4%
Moderate	25.9%	19.6%
High	51.9%	39.2%
Extremely High	18.4%	39.9%

It is a surprise to find that those from outside the Delaware milieu feel better prepared than those trained in state, particularly with regard to the use of data to create and adapt instruction. However, this difference in preparedness could also be related to other variables, such as school level. In order to determine that this difference was, in fact, related to transcript state and not a related key variable, we ran a three-way crosstab of preparedness level, transcript state, and school level. What we discovered was a complex relationship between these variables and that the state a teacher is prepared in is related to how prepared to teach they feel beyond the elementary school level. Table 8B demonstrates that in Delaware the highest frequency of responses who felt highly or extremely prepared were elementary teachers (77%). This declines as school level increases. A lower percentage of middle school teachers (70%) and secondary teachers (62%) indicated preparedness levels in the high or extremely high categories. This trend is not true for teachers who were prepared out-of-state. Three-quarters of elementary and secondary out-of-state respondents placed in the high or extremely high preparedness category. The highest percentage of respondents from out-of-state in these categories were those from middle schools (83%).

Table 8B

Preparedness Level by Transcript State and School Level	In-State (N = 316)	Out-of-State (N = 146)	Unknown (N = 11)
<b>Preschool and Kindergarten</b>	<b>N = 17</b>	<b>N = 6</b>	<b>N = 0</b>
Low	0.0%	0.0%	NA
Moderate	29.4%	0.0%	NA
High	52.9%	33.3%	NA
Extreme	17.6%	66.7%	NA
<b>Elementary</b>	<b>N = 131</b>	<b>N = 53</b>	<b>N = 2</b>
Low	1.5%	1.9%	0.0%
Moderate	21.4%	22.6%	0.0%
High	56.5%	34.0%	100.0%
Extreme	20.6%	41.5%	0.0%
<b>Middle</b>	<b>N = 60</b>	<b>N = 36</b>	<b>N = 2</b>
Low	1.7%	2.8%	0.0%
Moderate	28.3%	13.9%	0.0%
High	48.3%	41.7%	100.0%
Extreme	21.7%	41.7%	28.6%
<b>Secondary</b>	<b>N = 108</b>	<b>N = 51</b>	<b>N = 7</b>
Low	8.3%	0.0%	14.3%
Moderate	29.6%	23.5%	42.9%
High	48.1%	43.1%	28.6%
Extreme	13.9%	33.3%	14.3%

Knowing that transcript state seems to play a factor in how prepared teachers felt, we analyzed in what areas did those prepared in Delaware feel less prepared than those prepared elsewhere. Table 9B demonstrates the preparedness items on which in-state and out-of-state respondents most differed. As the table demonstrates, the only preparedness item where there was a greater than five percent difference between how out-of-state and in-state transcript holders was using data to create/adapt instructional methods.

Table 9B

Preparedness Item (N = 492)	Delaware Transcript Teachers “Not at all prepared”	Non-Delaware Transcript Teachers “Not at all prepared”	Percentage Point Difference Between In-State and Out-of-State Transcript Holders
Teach students with limited English proficiency	32.2%	28.4%	3.8
Assess students and use state assessments for improving instruction	11.7%	8.8%	2.9
Use data to create/adapt instructional methods	10.7%	2.7%	8.0
Teach students with special needs	9.8%	10.1%	-0.3
Select and Adapt Curriculum	5.4%	4.1%	1.3
Handle a range of classroom management or discipline situations	5.0%	4.1%	0.9
Plan activities that are sensitive to issues of class, gender, race, ethnicity, family composition, and age	4.4%	2.7%	1.7
Use computers/technology in classroom instruction	4.1%	6.8%	-2.7
Teach Your Subject Matter	3.8%	2.0%	1.8
Communicate with parents about how their children are doing in school	3.2%	1.4%	1.8
Work with other teachers as a member of a grade level, team, department, or professional learning community	2.8%	1.4%	1.4
Use a variety of instructional methods	2.5%	1.4%	1.1
Reflect on your teaching to improve your practice	0.9%	0.7%	0.2

- Gender – There was a less than 5 percent difference between males and females at each preparedness index level.

### Areas of Concern

The next question asked respondents, “Of the areas listed above, what was your single biggest concern as you were getting ready to start your first teaching position in Delaware? If not listed, please specify.” The most frequent response (29.7%) was that respondents were concerned about handling a range of classroom management or discipline situations. The second most common response was selecting and adapting curriculum and instructional materials (10.3%) and teaching students with special needs (8.5%). It is clearly evident from the table below that teachers were most concerned with discipline and management of the classroom prior to taking their first position.

Table 10B

Biggest Area of Concern (N = 492)	
Handling a range of classroom management or discipline situations	29.7%
Selecting and adapting curriculum and instructional materials	10.4%
Teaching students with special needs	8.5%
Teaching students with limited English proficiency	6.9%
Assessing students and using state assessments for improving instruction	5.9%
Teaching your subject matter	5.3%
Using computer/technology in classroom instruction	4.7%
Communicating with parents about how their children are doing in school	4.5%
Using a variety of instructional methods	3.3%
Using data to create/adapt instructional methods	3.3%
Working well with other teachers as a member of a grade level team, department, or professional learning community	1.6%
Reflecting on your teaching to improve your practice	1.6%
Planning activities that are sensitive to issues of race, class, gender, ethnicity, family composition, and age	0.8%
Missing	13.6%

Common responses to the “if other, please specify” part of Question 2 were comments relating to the date of hire, not having the adequate training/orientation prior to starting, and being unfamiliar with state standards and requirements (these concerns were mostly raised from teachers entering the state from elsewhere).

In order to better understand these responses, a cross-tabulation was run to determine if the teaching level (elementary, middle, high) had an impact on the biggest area of concern. As the table below demonstrates, teacher level did not have a profound impact on responses to this question. Across all teacher levels, the most common area of concern prior to starting their first teaching position was handling discipline and general classroom management. The second most common area of concern for all teacher levels, except for kindergarten, was selecting and adapting curriculum and instructional materials. The third most common response, regardless of level, was teaching students with special needs or teaching students with limited English proficiency. Teaching subject matter was also an area of concern for 9.0 percent of middle school teachers.

It is interesting to relate these areas of concerns prior to taking their first position to how well prepared respondents said they were in handling these same issues. While the most frequent response among all respondents was that they were most concerned with handling discipline and management issues (29.7%), the majority of respondents said they were “very well” or “well prepared” to deal with these issues (68.3%). Thus, while approximately a third of new teachers report being concerned about discipline and classroom management prior to entering the classroom, most reported being “well prepared” to tackle this aspect of teaching. The same is true of other popular responses for the biggest area of concern among respondents. For example, while selecting and adapting curriculum was the second most common area of concern, the majority of respondents said they were “very well” or “well prepared” to do this in their first year on the job (66.1%).

On the other hand, teachers had cause for concern regarding teaching students with special needs and limited English ability. Only 23.8 percent of teachers said they were “very well” or “well prepared” to teach LEP or ELL

students, and a small majority (50.6%) said they were very well or well prepared to teach special-needs students.

Table 11B

Area of Concern by Teacher Level	Most common area of concern among respondents	2nd most common area of concern	3rd most common area of concern	Total Respondents by Teacher Level
<b>All Respondents</b>	Handling discipline/classroom management (29.7%)	Selecting and adapting curriculum (10.4%)	Teaching students with special needs (8.5%)	492
<b>Kindergarten</b>	Handling discipline/classroom management (33.3%)	Use data to create and adapt curriculum (9.5%)	Teaching students with special needs (9.5%)	21
<b>Elementary</b>	Handling discipline/classroom management (31.1%)	Selecting and adapting curriculum (10.9%)	Teaching students with limited English proficiency (10.4%)	193
<b>Middle</b>	Handling discipline/classroom management (26%)	Selecting and adapting curriculum (9%)	Teaching subject matter (9%)	100
<b>Secondary</b>	Handling discipline/classroom management (30.5%)	Selecting and adapting curriculum (10.9%)	Teaching student with special needs (8.6%)	174

Question 3 asked respondents to rank how helpful various items were as they dealt with their biggest concern. Respondents were able to say that each item was “very helpful,” “somewhat helpful,” “not helpful,” or “did not apply” to their area of biggest concern. The table below highlights the frequencies of responses.

Table 12B

Helpfulness of Factors Used to Address Areas of Concern (N = 492)	Very Helpful	Somewhat Helpful	Not Helpful	Didn't Attend/Does Not Apply	No Response
Another teacher in your school	72.6%	23.4%	2.2%	1.8%	0.0%
Mentor	42.1%	31.7%	16.3%	9.6%	0.4%
Administrator in your school	40.7%	43.5%	14.0%	1.4%	0.4%
School support such as dept. chair, subj. area specialist, team leader	38.8%	41.7%	15.0%	4.5%	0.0%
University or college courses taken during school year	26.8%	36.4%	9.6%	27.2%	0.0%
District support such as curriculum specialists, teacher cadre, resource teacher	23.8%	46.3%	19.3%	10.2%	0.4%
Teacher workshops	20.9%	51.8%	18.3%	8.7%	0.2%
Delaware New Teacher Mentoring/Induction Program	13.2%	41.9%	37.2%	7.5%	0.2%

As demonstrated in Table 12B, for the most part, respondents felt that each of the items listed were “somewhat helpful” in dealing with their biggest concern from Question 2. A large majority of teachers felt that another teacher in their school was “very helpful.” The majority of respondents also felt that a mentor was “very helpful” or “somewhat helpful.” Interestingly, a relatively high percentage of teachers felt that the Delaware New Teacher Mentoring/Induction Program was “not helpful” (37.2%). This could be that while teachers feel that a mentor as an individual is helpful, a mentoring/induction program that involves readings, meetings, and forms is often viewed as a burden.

In order to explore these frequencies further, we wanted to determine if where teachers were teaching had an impact on how they felt about the helpfulness of the items listed above. We began by examining the two items for which respondents most commonly responded “very helpful.”

- Mentors

We created a cross-tab of the responses to the question regarding the helpfulness of mentors with the county in which respondents teach. As the table below demonstrates, the most frequent response from charter schools and from traditional districts in New Castle County was that they respondents found mentors to be very helpful, whereas the most common response from Kent County and Sussex County traditional district respondents was that mentors were somewhat helpful. **Kent County respondents were also more than twice as likely to say that they did not have a mentor as were respondents from other counties or from charter schools.**

**Table 13B**

Helpfulness of a Mentor by County (N = 207)	Charter (N = 19)	Kent (N = 32)	New Castle (N = 131)	Sussex (N = 25)
Did not have one	8.9%	17.0%	7.6%	7.1%
Not helpful	15.6%	16.0%	13.3%	26.2%
Somewhat helpful	33.3%	35.0%	28.5%	36.9%
Very helpful	42.2%	32.0%	49.8%	29.8%

- Another teacher in your school

As the cross-tab table below demonstrates, the most common response for all teachers regardless of the county in which they taught was that another teacher in their school was very helpful to them when they were dealing with their biggest concern. Less than three percent of teachers from charter schools and traditional districts in the three counties felt that fellow teachers were not helpful. This certainly is a positive reflection upon Delaware teachers, and demonstrates that teachers are helping teachers, both in charter and traditional districts, outside of formal mentorships.

Table 14B

Helpfulness of Another Teacher by County (N = 492)	Charter (N = 45)	Kent (N = 100)	New Castle (N = 263)	Sussex (N = 84)
Did not have one	0.0%	3.0%	1.5%	2.4%
Not helpful	0.0%	3.0%	2.3%	2.4%
Somewhat helpful	31.1%	25.0%	22.8%	19.0%
Very helpful	68.9%	69.0%	73.4%	76.2%

*Forms of Support*

Next, respondents were asked about a variety of forms of support and whether or not they were available to them during their first year of teaching in Delaware. The table below is a summation of the frequency of responses.

Table 15B

Form of Support During First Year Teaching (N = 492)	Yes	No	No Response
Ongoing guidance or feedback from formal mentor or other teacher	76.2%	23.0%	0.8%
Regular supportive communication with your principal, other school administrators, or department chair	72.8%	26.4%	0.8%
Induction program including seminars or classes for beginning teachers	66.1%	33.3%	0.6%
Common planning time with teachers in your subject/grade	61.6%	37.6%	0.8%
Subject area help (e.g., specialists modeling lessons)	38.6%	60.2%	1.2%
Reduced teaching schedule or number or preparations	13.6%	85.4%	1.0%

The majority of respondents received common planning time, participated in an induction program, had regular supportive communication with their principal or department chair, and had ongoing guidance or feedback from a formal mentor or another teacher. As Table 15B demonstrates, most respondents said they did not receive a reduced teaching schedule or number of preparations, nor did they receive subject-area help, such as specialists modeling lessons for them.

We disaggregated these responses based on the county in which teachers worked for the two areas in which the majority of teachers said they did not receive support.

- **Reduced Teaching Schedule** – Table 16B demonstrates that regardless of county, a large majority of teachers did not receive a reduced training schedule or number of preparations. New Castle County teachers were the most likely to respond that they did receive this form of support, however only 15.6 percent of teachers from New Castle County responded yes.

Table 16B

Received Reduced Teaching Schedule or Number of Preparations by County (N = 492)	Charter (N = 45)	Kent (N = 100)	New Castle (N = 263)	Sussex (N = 84)
Yes	13.3%	13.0%	15.6%	8.3%
No	86.7%	86.0%	82.9%	91.7%

- Subject-Area Support – The cross-tab below demonstrates that the majority of respondents, regardless of county, claimed that they did not receive subject-area support. Teachers from New Castle County and Kent County traditional districts were slightly more likely to respond that they received subject-area support than respondents from Sussex County traditional districts and charter schools.

Table 17B

Received Subject-Area Support by County (N = 492)	Charter (N = 45)	Kent (N = 100)	New Castle (N = 263)	Sussex (N = 84)
Yes	33.3%	39.0%	40.7%	34.5%
No	66.7%	60.0%	58.2%	63.1%

We also disaggregated the responses for these two areas by school level.

- Reduced Teaching Schedule – Teachers at the secondary level were more likely to have received a reduced teaching schedule or number of preparations than were teachers at other levels. As table 18B demonstrates, the percentage of teachers at the secondary level who received this form of support (21.3%) is more than twice the percentage of teachers at the middle and elementary level who received this form of support.

Table 18B

Received Reduced Teaching Schedule/Number of Preparations by School Level (N = 492)	Preschool and Kindergarten (N = 23)	Elementary (N = 193)	Middle (N = 100)	Secondary (N = 174)
Yes	13.0%	8.8%	10.0%	21.3%
No	87.0%	91.2%	88.0%	77.0%

- Subject-Area Support – While secondary teachers were the more likely respondents to say they received reduced teaching schedules, they were the least likely to respond that they received subject-area support. As table 19B demonstrates, elementary respondents were substantially more likely to say they received this form of support (47.7%) than were their secondary counterparts (28.7%).

Table 19B

Received Subject-Area Support by School Level (N = 492)	Preschool and Kindergarten (N = 23)	Elementary (N = 193)	Middle (N = 100)	Secondary (N = 174)
Yes	43.5%	47.7%	34.0%	28.7%
No	47.8%	52.3%	65.0%	68.4%

*Formal Orientation*

Respondents were asked, “Did your school or school district have an orientation for new teachers?” Two-thirds (66.9%) of respondents said “yes” and that they participated; 23.6 percent said “yes,” but they did not participate (not surprisingly, 85.3% of these respondents were late hires), and 8.5 percent said that their school did not have an orientation. We also disaggregated these responses by county. As Table 20B demonstrates, respondents from charter schools were more than twice as likely as each county’s traditional districts to say that they did not have a school orientation. Sussex County respondents were more likely than respondents from other counties to respond “Yes, and I participated.”

Table 20B

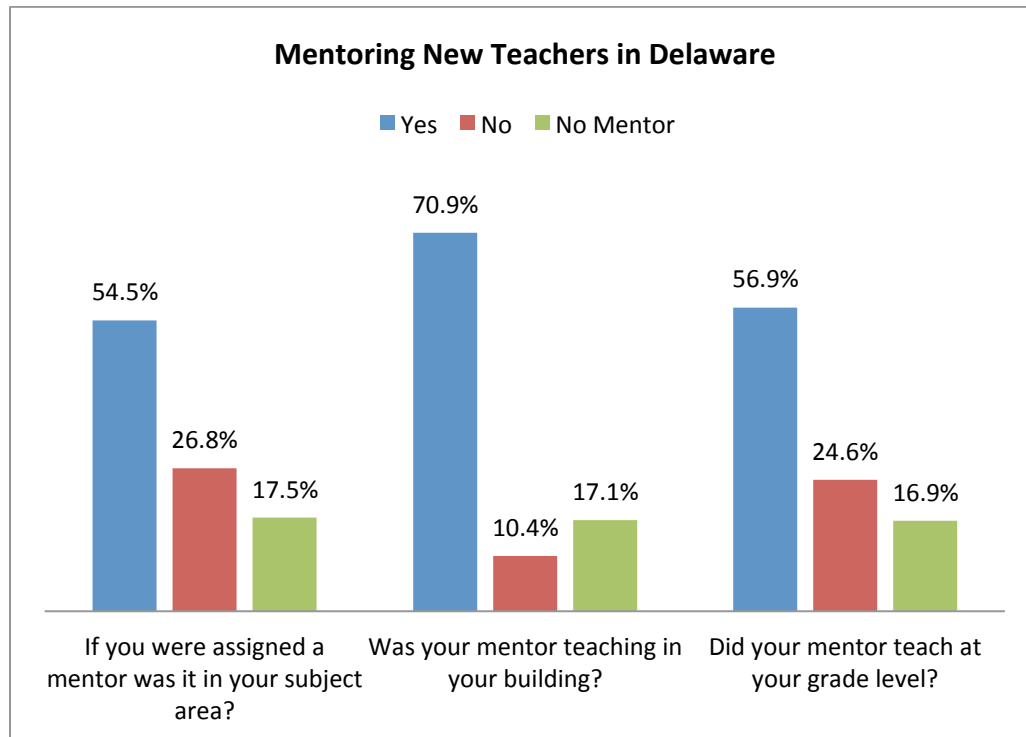
Formal Orientation by County (N = 492)	Charter (N = 45)	Kent (N = 100)	New Castle (N = 263)	Sussex (N = 84)
Yes, and I participated	64.4%	63.0%	65.4%	77.4%
Yes, but I did not attend	11.1%	25.0%	26.2%	20.2%
No	22.2%	11.0%	7.2%	2.4%

*Mentoring New Teachers in Delaware*

The final questions of Section B asked respondents a variety of questions pertaining to the mentoring program in the state.

Survey results indicated that approximately 17 percent of respondents reported they were not assigned a mentor (N = 492). Of those who were assigned a mentor, the majority of respondents were assigned a mentor in their subject area, were assigned a mentor teaching in their building, and had a mentor who taught at the same grade level. Figure 1B highlights these findings.

Figure 1B



The next question asked respondents to indicate how frequently the mentor observed, met with, and discussed the respondent's classroom instruction. It also inquired how frequently the principal, colleagues, and veteran teachers observed them in the classroom, as well as the frequency that respondents participated in professional-development workshops related to building his/her teaching skills. Table 21B indicates the frequency of responses.

It is important to note from the table that the majority of respondents answered "regularly" for only three of the questions: meeting with your mentor for at least 15 minutes, discussing classroom instruction with mentor, and discussing content or teaching strategies at faculty, department, or grade-level meetings. It is also important to note that two-thirds of respondents (66.5%) indicated that in their first year of teaching they were only observed a few times by their principal and/or school administrator, with only 26.8 percent indicating that this was a regular occurrence.

Table 21B

Frequency of Occurrence: First Year Teaching (N = 492)	Regularly	Few Times	Never
You and your mentor meet for at least 15 minutes	53.5%	27.2%	15.2%
You and your mentor discussed classroom instruction	52.4%	28.0%	15.7%
You discussed content or teaching strategies at faculty, department, or grade level meeting	51.4%	35.6%	9.6%
You participated in professional development workshops related to building your teaching skills	42.5%	47.6%	7.3%
Principal or school administrator observed you in your classroom	26.8%	66.5%	4.1%
Your mentor observed you teaching in your classroom	24.4%	54.1%	18.5%
You observed veteran teachers in the classroom	15.7%	53.7%	27.6%
Colleague other than mentor observed you in your classroom	11.6%	40.4%	44.9%

It is positive to note that only 7.3 percent of teachers indicated that they had never participated in professional development workshops related to building their teaching skills. When these data were disaggregated by county, it was evident that the most common response in traditional districts was that new teachers participated in professional development a few times during their first year on the job. Charter-school teachers were the only group who reported a majority of regular participation (53.3%). Also, the response frequency of “never” for teachers in Kent County (12%) was considerably higher than the responses of teachers from other districts and charter schools.

Table 22B

Participation in Professional Development by County (N = 492)	Charter (N = 45)	Kent (N = 100)	New Castle (N = 263)	Sussex (N = 84)
Never	4.4%	12.0%	6.5%	6.0%
Few Times	42.2%	47.0%	48.3%	48.8%
Regularly	53.3%	38.0%	42.6%	41.7%

The other responses in this section were disaggregated by several key variables for which the research team believed there may be some variation in teacher response.

- Years Teaching in Delaware – Table 23B demonstrates that there were few differences in responses among how first-, second-, and third-year teachers in the state felt about the frequency of meetings with mentors and professional observations. The percentage of first-year respondents who said that their principal regularly observed them in their classrooms was substantially lower (difference of 10.7%) than the percentage of second- and third-year respondents who said this happened regularly. Keeping in mind that this question pertained to the respondent's *first* year on the job, this indicates that principals may have observed teachers in the classroom less frequently in 2009-2010 than they had the years before. Similar to responses about principal observations, first-year respondents were also the

least likely to respond that their mentor regularly observed them in the classroom (19.2%). This is 7.7 percentage points lower than that of second-year teachers who said this happened regularly (26.9%), and 9.6 percentage points lower than that of third-year teachers who said this happened regularly (28.8%). While the difference in terms of the frequency of administrator observations cannot be easily explained, perhaps the decline in new teachers reporting that their mentor regularly observed them their first year on the job is due to changes in the state mentoring program.

Table 23B

<b>Mentoring and Observation Questions: Percentage of "Regularly" Response by Years Teaching in DE</b>	<b>All (N = 492)</b>	<b>1st (N = 203)</b>	<b>2nd (N = 156)</b>	<b>3rd (N = 118)</b>	<b>Unknown (N = 15)</b>
You and your mentor met for at least 15 minutes	53.5%	51.7%	55.1%	53.4%	60.0%
You and your mentor discussed classroom instruction	52.4%	48.8%	54.5%	55.1%	60.0%
You discussed content or teaching strategies at faculty, department, or grade level meetings	51.4%	47.3%	51.3%	55.9%	73.3%
You participated in professional development workshops related to building your teaching skills	42.5%	40.4%	44.2%	42.4%	53.3%
Principal or school administrator observed you in your classroom	26.8%	20.7%	31.4%	31.4%	26.7%
Your mentor observed you in classroom	24.4%	19.2%	26.9%	28.8%	33.3%
You observed veteran teachers in the classroom	15.7%	12.8%	16.7%	18.6%	20.0%
Colleague other than mentor observed you in your classroom	11.6%	12.8%	9.6%	11.9%	13.3%

- **Teacher Level** – As table 24B demonstrates, there were many variations in responses when the data were disaggregated by teacher level. For most categories, middle school respondents had the lowest frequency of answering that they regularly had the below items occur during their first year teaching in Delaware. At times, the lower percentages were substantial when compared to teachers at other levels. For example, the frequency of elementary respondents who said that his/her mentor regularly observed them in the classroom (29%) was double that of middle school respondents (15%).

Table 24B

<b>Mentoring and Observation Questions: Percentage of “Regularly” Response by Teacher Level</b>	<b>All (N = 492)</b>	<b>Preschool and Kindergarten (N = 23)</b>	<b>Elementary (N = 193)</b>	<b>Middle (N = 100)</b>	<b>Secondary (N = 174)</b>
You and your mentor met for at least 15 minutes	53.5%	69.6%	57.0%	49.0%	50.0%
You and your mentor discussed classroom instruction	52.4%	78.3%	56.5%	48.0%	46.6%
You discussed content or teaching strategies at faculty, department, or grade level meetings	51.4%	100.0%	52.8%	49.0%	48.9%
You participated in professional development workshops related to building your teaching skills	42.5%	56.5%	49.2%	36.0%	36.8%
Principal or school administrator observed you in your classroom	26.8%	34.8%	28.5%	25.0%	25.3%
Your mentor observed you in classroom	24.4%	30.4%	29.0%	15.0%	23.6%
You observed veteran teachers in the classroom	15.7%	21.7%	15.0%	12.0%	17.8%
Colleague other than mentor observed you in your classroom	11.6%	8.7%	13.0%	9.0%	11.5%

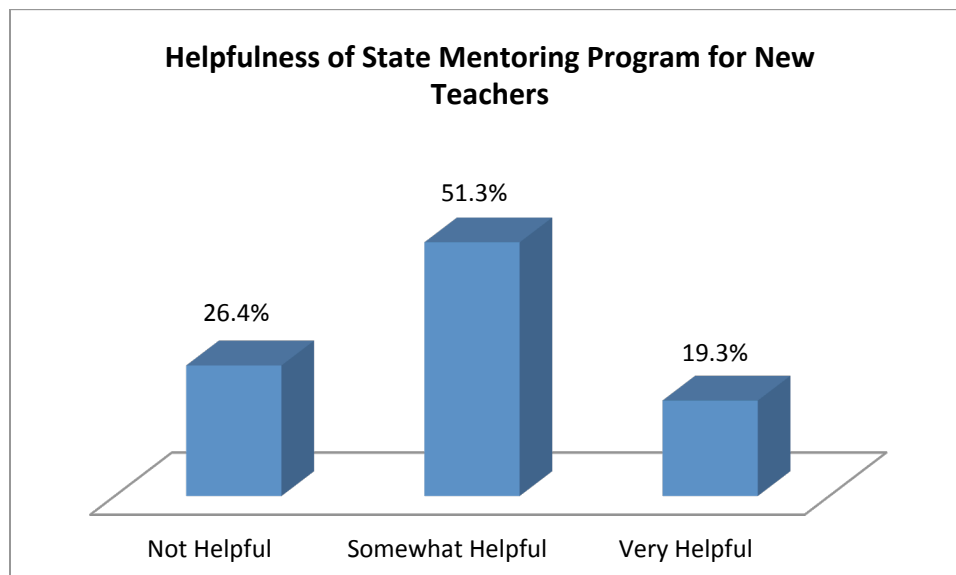
Transcript State – As Table 25B demonstrates, respondents who obtained at least one degree from a Delaware college or university responded “regularly” more frequently than did teachers who did not hold a Delaware transcript. In some cases, the difference in frequencies was substantial. There was a difference of more than 10 percent on four measures: meeting with a mentor for at least 15 minutes (20.1 difference), discussing classroom instruction with mentor (20.8 difference), discussing content or teaching strategies in meetings (17.7 difference), and having a mentor observe classroom instruction (10.2 difference). This indicates that teachers who received a transcript in-state met with, consulted, and taught in front of their mentor more regularly than did teachers who did not attend a Delaware college or university. Moreover, Delaware transcript holders reported discussing content and teaching strategies in formal meetings more frequently than did non-Delaware transcript respondents. Perhaps an explanation for these differences is that respondents prepared out-of-state have more years of total teaching experience than those prepared in-state. We compared the mean years of experience for out-of-state respondents and in-state respondents and found that the average total years of experience for in-state respondents was 2.3 years, while for out-of-state respondents the average was 4.3. Perhaps these differences of experiences in the mentoring program are more a reflection of experienced teachers facing different mentoring requirements or receiving less attention than newer teachers.

Table 25B

Mentoring and Observation Questions: Percentage of “Regularly” Response by Transcript State	All (N = 492)	In-State Transcript (N = 326)	Out-of-State Transcript (N = 155)	Percentage Point Difference Between In-State and Out-of-State Frequency
You and your mentor met for at least 15 minutes	53.5%	60.1%	40.0%	20.1
You and your mentor discussed classroom instruction	52.4%	59.5%	38.7%	20.8
You discussed content or teaching strategies at faculty, department, or grade level meetings	51.4%	57.1%	39.4%	17.7
You participated in professional development workshops related to building your teaching skills	42.5%	41.7%	43.2%	-1.5
Principal or school administrator observed you in your classroom	26.8%	26.4%	25.2%	1.2
Your mentor observed you in classroom	24.4%	27.6%	17.4%	10.2
You observed veteran teachers in the classroom	15.7%	18.1%	10.3%	7.8
Colleague other than mentor observed you in your classroom	11.6%	11.0%	12.9%	-1.9

Respondents were also asked to give an overall rating for how helpful the Delaware New Teacher Mentoring/Induction program was to them. **Unfortunately, only 19.3 percent of respondents said the program was “very helpful.”** The majority (51.3%) said it was “somewhat helpful,” and 26.4 percent said it was “not helpful at all” (see Figure 2B).

Figure 2B



Of those who said it was not helpful at all, we determined that 34.6 percent of them also responded in Question 6A that they had no mentor. Another 29.2 percent who said the program was not helpful at all did not have a mentor in their subject area. Still, over one-third (35.4%) who said the program was not helpful at all *did* have a mentor in their subject area. Table 26B displays the results of cross-tabulating responses to these two questions.

**Table 26B**

Did you have a mentor in your subject area? (N = 492)	Did you find the mentoring program helpful? (N = 492)		
	Very helpful	Somewhat helpful	Not at all helpful
Yes	70.5%	59.8%	35.4%
No	24.2%	28.0%	29.2%
No Mentor	4.2%	11.8%	34.6%

Respondents were also asked what they would change or add to the Delaware New Teacher Mentoring program. This was an open-ended question, and there were 75 responses. While suggested improvements to the mentoring program widely varied, the most common responses were that more time should be incorporated to observe veteran teachers (13.3% of responses) and that the program involved too much extra work and paperwork for new teachers (13.3% of responses).

### Trends over Time

#### *New Teachers in 2010 Have a Less Positive View of Support*

As Table 27B demonstrates, new teachers still value the same forms of support that they valued in 2004, with fellow teachers, mentors, and school administrators at the top of their list for the most helpful forms of support during their first year on the job. While the percentage of respondents who said that another teacher in their school was “very helpful” hovered at 72 percent, the percentage of new teachers to say a form of support was “very helpful” was less than the percentage of teachers to respond very helpful in 2005. In some cases the percentage difference was substantial. There is a very obvious decline in how helpful new teachers viewed the mentoring program (difference of 20.1 percentage points), school administrators (difference of 10.8 percentage points), and district support (difference of 12.2 percentage points).

Table 27B

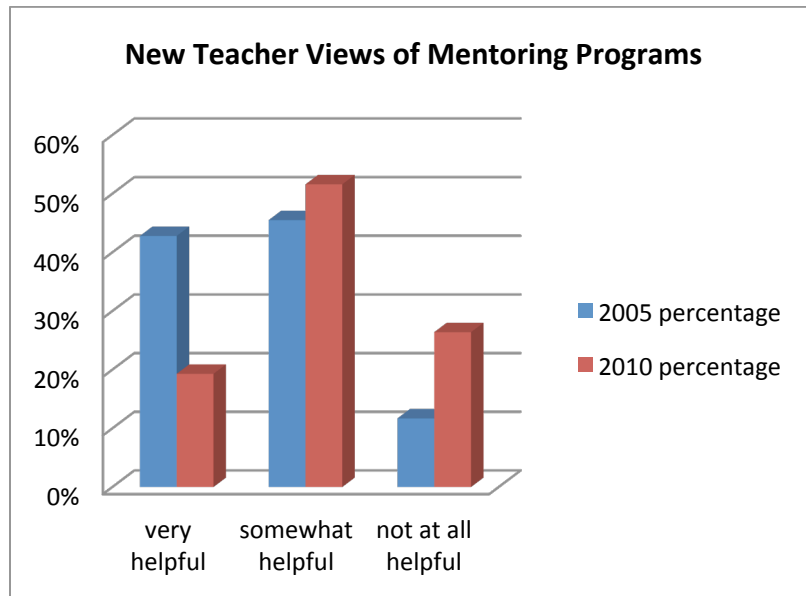
Form of Support	2010 "Very Helpful"	2004 "Very Helpful"	Percentage Point Difference
Another teacher in your school	72.6%	71.6%	1.0
Mentor	42.1%	62.2%	<b>-20.1</b>
Administrator in your school	40.7%	51.5%	<b>-10.8</b>
School support such as dept. chair, subject-area specialist, team leader	38.8%	43.4%	<b>-4.6</b>
University or college courses taken during school year	26.8%	No Comparison	NA
District support such as curriculum specialists, teacher cadre, resource teacher	23.8%	36.0%	<b>-12.2</b>
Teacher workshops	20.9%	27.3%	<b>-6.4</b>
Delaware New Teacher Mentoring/Induction Program	13.2%	No comparison	NA

In order to determine if including the responses of first-, second-, and third-year teachers had an impact on these results, we compared the 2004 respondents to *only* the respondents from 2010 who were categorized as a first-year teacher. Disaggregating the responses had no real effect on the differences shown above. For first-year teachers who felt the above forms of support were very helpful, compared to the percentage of all respondents, the difference was less than five percent for each of the categories.

#### *Teachers Views of Mentoring Programs Has Substantially Declined*

Figure 3B illustrates the substantial percentage differences in how new teachers view the mentoring program. In 2004 teachers were asked, "How helpful was your mentoring program?" and in 2010 teachers were asked "Overall, how helpful was the Delaware New Teacher Mentoring/Induction program to you?" Unfortunately, while 42.8 percent of teachers in 2004 viewed the mentoring program they participated in as "very helpful," only 19.3 percent of teachers in 2010 viewed the program as "very helpful." When comparing to only first-year teachers from the 2010 respondents, the results are virtually the same, with only 16.7 percent of first-year respondents viewing the mentoring program as "very helpful."

Figure 3B



Perhaps an explanation for why new teachers view the mentoring program more negatively than in 2004 has something to do with the components of the program and the frequency with which respondents met with their mentor. The previous report found that “generally, the more frequent the mentor-mentee contact for whatever purpose, the more new teachers viewed the mentoring program as positive”<sup>16</sup>. Yet the amount of time that new teachers are spending with their mentor seems to be less than it was in 2004. **While in 2004, 90 percent of new teachers reported meeting with their mentor at least once a month, of which 70.5 percent reported meeting with their mentor at least once a week, in 2010 only 53.5 percent of respondents said they regularly met with their mentor during their first year teaching in Delaware.**

#### *New Teachers Report Better Mentor Pairings*

While the Mentoring program in 2010 is viewed more negatively by teachers than in the previous report, there are some improvements that should be noted. The table below demonstrates that new teachers are receiving mentors in the same building, in the same subject area, and at the same grade level more frequently than in years past, with a substantial increase in the percentage of teachers who have a mentor in the same building.

Table 28B

Mentoring Activities in 2004 and 2010	2004 "Yes" Responses	2010 "Yes" Responses	Percentage Point Difference
Mentor in same building	45.0%	70.9%	25.9
Mentor in same subject area	48.3%	54.5%	6.2
Mentor in same grade level	48.2%	56.9%	8.7

<sup>16</sup> Raffel et al. (2005) *An Analysis of the Views of Delaware's New Teachers*, p.53.

## Comparisons to National Survey Results

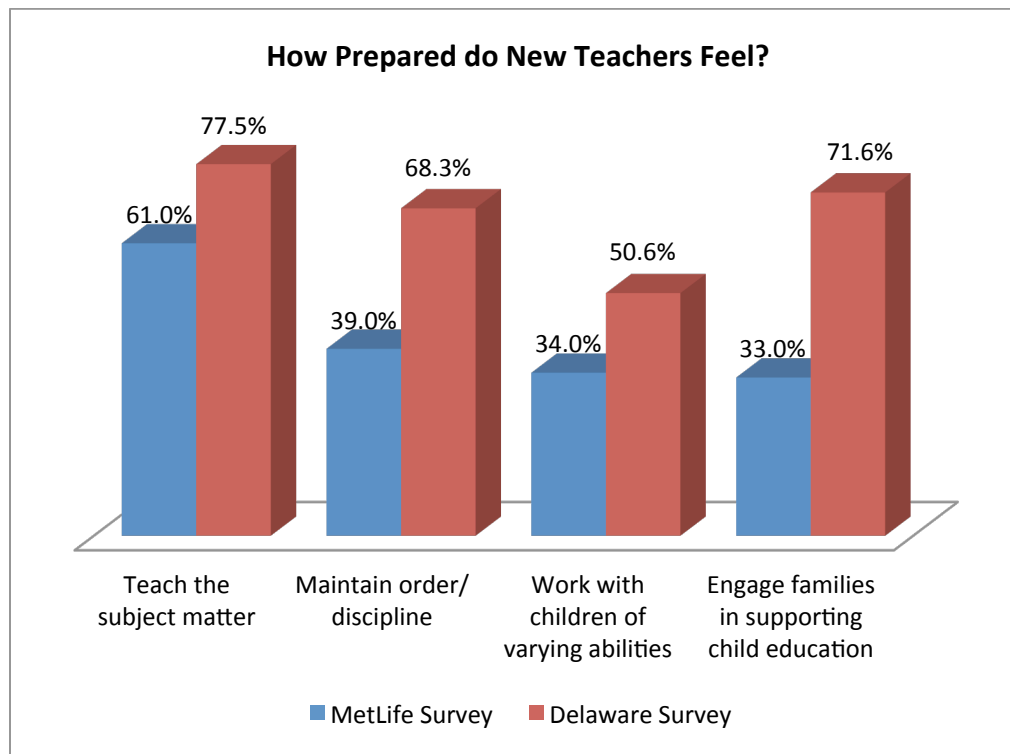
### *When Compared to National Survey, Delaware's Teachers Feel Prepared*

The 2006 MetLife Survey of American Teachers asked questions of teachers about experience and expectations, many of which directly relate to preparedness. The survey was administered over the phone, and 1,001 surveys were completed. It is important to note that, in contrast to Delaware's New Teacher Survey, the MetLife questions were asked of all teachers, without regard for the number of years of experience they had. Still, important comparisons can be drawn regarding the preparedness teachers felt for their first year in the job. Table 29B and Figure 4B highlight these comparisons, and show that Delaware Teachers reported feeling well or very well prepared at a substantially higher frequency than the respondents to the nationwide MetLife survey.

**Table 29B**

<b>Very Well or Well Prepared (Net %): U.S. vs. Del.</b>	<b>MetLife Survey</b>	<b>Delaware Survey</b>
Teach the subject matter	61.0%	77.5%
Maintain order/discipline	39.0%	68.3%
Work with children of varying abilities	34.0%	50.6%
Engage families in supporting child education	33.0%	71.6%

**Figure 4B**



*Delaware Teachers Report a Higher Percentage of New Teachers Being Mentored Than Do National Surveys*

The 2006 MetLife survey also asked teachers, “During your first year of teaching, were you assigned or matched with a mentor who was a more experienced teacher?” A majority (55%) replied no. In Delaware, only about 17 percent of respondents replied “no mentor” to questions related to formal mentoring programs, reflecting the pervasiveness of the Delaware mentoring program and the more recent use of mentoring and formal induction of teachers. The 2006 MetLife survey results differ substantially from the 2005 MetLife survey. The 2005 survey had national frequency percentages that were more reflective of the percentage of teachers who have a mentor in the state of Delaware (19%).

*Delaware's Mentors: Room for Improvement*

2005 MetLife respondents were also asked, “How helpful was this mentor?” The majority of respondents (62%) said that mentors were extremely or very helpful. This is in contrast to Delaware respondents, as only 42.1 percent of respondents said their mentor was very helpful. However, the answer choices for the MetLife survey do not correspond exactly to the answer choices for Delaware teachers. If only comparing the highest possible rating (“extremely helpful” for MetLife and “very helpful” for the New Teacher survey), then the results are more favorable for Delaware mentors. Forty-three percent of respondents in the national sample said “extremely helpful,” and 42.1 percent replied “very helpful” in Delaware. Regardless, Delaware has room to improve its mentoring program as expressed in other parts of the New Teacher Survey, and as evidenced by the percentage of respondents who said their mentor was not helpful at all (16.3%). This percentage is substantially higher than the percentage of teachers in the nationwide MetLife survey who said their mentor was not at all helpful (5%).

## Section C: Professional Development and Increasing Teacher Effectiveness

Section C of the New Teacher Survey dealt with professional development (PD) and increasing teacher effectiveness. There were only two questions in this section; however, they asked about a variety of types of professional development and a number of strategies to improve teacher effectiveness.

The first question in the section asked respondents, “For your own *current* professional development, which of the following topics would interest you a great deal?” Respondents were able to check as many topics as applied. The table below indicates the frequency with which respondents chose different forms of professional development. Respondents could choose multiple forms, and they provided 2,682 responses. A total of 480 respondents completed this section; respondents chose approximately five forms of professional development, suggesting a high need and willingness for further training. The top five forms chosen are highlighted below in Table 1C.

**Table 1C**

Professional Development Topic Suggested (N = 2,682)	Portion of Respondents
Using a variety of instructional methods	11.3%
Teaching your subject matter	11.0%
Using computers and technology in classroom instruction	10.7%
Selecting and adapting curriculum and instructional materials	10.5%
Handling a range of classroom management and discipline situations	9.5%
Teaching students with special needs	8.2%
Assessing students and using state assessments for improving instruction	6.3%
Reflecting on your teaching to improve your practice	5.9%
Using data to create and adapt instructional methods	5.9%
Teaching students with limited English proficiency	5.7%
Working with other teachers as a member of a grade level team, department, or professional learning community	5.5%
Communicating with parents about how their children are doing in school	5.2%
Planning activities that are sensitive to issues of class, gender, race, ethnicity, family composition and age	4.0%
Other	0.4%

It is interesting to compare these results to Section B, where respondents were asked how prepared they felt to tackle the topics listed above. None of the areas where teachers only felt somewhat prepared from Section B (assessing students, teaching students with limited English proficiency, and teaching students with special needs) placed in the top five areas where teachers would like current professional development. This could be that, while teachers did not feel as prepared to teach students with limited English proficiency and students with special needs, they feel that they have either acquired these skills on the job or do not work with these populations of students in their current role. They also may feel that, while they were only somewhat prepared to assess students and use state assessments before beginning their first teaching position, they are more comfortable with this skill now that they are in the role. Interestingly, all of the top five areas where teachers

would like to receive professional development were areas in which most respondents felt well prepared entering their first teaching position.

The last question in Section C dealt with teacher effectiveness. It asked respondents, “In his inaugural speech Governor Markell stated, ‘We will retain, recruit, and train the best teachers in America...’ and the Governor and DOE now have created an education reform action plan, tied to the successful Race to the Top proposal. How effective do you think each of the following actions would be in meeting the Governor’s goals and improving teacher effectiveness?” The possible responses were “very effective,” “somewhat effective,” “not too effective,” or “not effective at all.”

Table 3C highlights the actions presented on the survey and the respondents’ most frequent answers. This table demonstrates several predictable and several surprising findings. It is interesting to note that the only category in which most respondents said “not effective at all” was in tying teacher’s pay to student performance. There were four categories in which teachers felt certain actions would be very effective: providing substantial hiring incentives for effective teachers to work in critical-needs areas, implementing performance incentives for schools that show school-wide growth and allowing teachers to assist in deciding how funding should be spent, increasing teachers’ salaries to the levels similar to other professional jobs, and increasing salaries for teachers in hard-to-staff schools.

While it is not surprising that teachers would be in favor of higher pay, their support of differentiated pay is somewhat surprising. It was also surprising that many teachers were in support making it easier to terminate ineffective teachers: 80 percent of teachers said that this action would be either very effective or somewhat effective.

In order to better examine these frequencies, we used several demographic variables to disaggregate the data and also performed a factor analysis on this set of responses.

### *Factor Analysis*

The information from the question above can be more thoroughly analyzed by conducting a factor analysis. The answers regarding the effectiveness of each of the 16 actions listed in Table 3C were first converted to a number scale:

- Very effective = 4
- Somewhat effective = 3
- Not too effective = 2
- Not effective at all = 1

There were 80 respondents who did not answer all 16 components of this question and were therefore omitted from the analysis so that N = 400. This new data set was then used in SPSS to generate a factor analysis to help determine whether there is a single dimension or multiple dimensions underlying the 16 actions to improve teacher effectiveness. As explained in Appendix D, the factor analysis revealed that there were multiple dimensions, shown in Table 2C.

Table 2C

Factor/Grouping	Description
1	Actions that expand or enhance teacher support
2	Actions that relate to compensation and termination of teachers
3	Actions that improve, increase, or implement new incentives for teachers
4	Actions that relate to expanding certification opportunities or the changing of contract policies

Thus, the major dimensions of action items revolve around teacher support, compensation (and termination), incentives, and certification and contracts. These dimensions are complex, and it is clear from the factor analysis that teachers are not simply for or against reform. Next, we chose to take a deeper look at three actions for which the majority of teachers showed a high level of support and used different key variables to take a closer look at these actions.

#### *Differentiated Actions: Providing Incentives for Working in Critical-Needs Areas*

When examining these data, we hypothesized that perhaps teachers already working in critical needs areas would be more likely to be in support of providing incentives for teachers to do so. Therefore, we disaggregated the data for this topic based on whether or not the teachers were or were not working in a critical-needs area. We defined critical needs as any area in which more than 11 percent of personnel directors reported having “major difficulty” in filling teaching positions during the 2009-2010 SY (Raffel and Alemayehu, 2010).

Table 3C

Support for Actions to Increase Teacher Effectiveness (N = 480)	Very Effective	Somewhat Effective	Not Too Effective	Not Effective At All	No Response
Increase teacher salaries to levels similar to other professional jobs	<b>70.6%</b>	22.1%	4.4%	1.5%	1.5%
Provide higher salaries for teachers in hard-to-staff or challenging schools	<b>52.9%</b>	34.2%	8.3%	2.9%	1.7%
Provide substantial hiring incentives for highly effective teachers choosing to work in critical areas such as math and science	<b>44.8%</b>	39.0%	11.5%	2.1%	2.7%
Encourage a model of distributed or shared leadership where teachers are provided opportunities to lead professional development, participate in decision-making, and work with colleagues to improve instructional strategies	44.6%	<b>47.5%</b>	5.2%	1.0%	1.7%
Implement performance incentives for schools that show school-wide growth and allow teachers to assist in deciding how funding should be sent	<b>43.3%</b>	41.7%	9.0%	4.4%	1.7%
Improve the Delaware New Teacher Mentoring/Induction Program	39.8%	<b>46.5%</b>	8.8%	2.9%	2.1%
Make it easier to terminate ineffective teachers	38.5%	<b>41.5%</b>	15.0%	13.5%	1.5%
Provide a statewide website dedicated to the recruitment of all education personnel, with a common teacher application form accepted by all districts and charter schools	36.3%	<b>46.3%</b>	13.3%	2.7%	1.5%
Provide school leaders with additional training and continuing expert coaching on performing teacher evaluations	35.2%	<b>51.0%</b>	10.6%	1.3%	1.9%
Expand data-proven teacher education programs at universities in Delaware in critical needs areas	34.8%	<b>49.2%</b>	12.7%	2.3%	1.0%
Utilize the Delaware Comprehensive Assessment System to ensure teachers receive real-time feedback on student achievement and provide a data coach to enable teachers to use that data to inform their planning and instruction	34.8%	<b>49.0%</b>	10.6%	3.5%	2.1%
Provide a teacher leadership position in every school to offer day-to-day feedback and support to other teachers	34.4%	<b>45.2%</b>	15.0%	4.4%	1.0%
Expand the Alternative Routes to Certification program in Delaware	24.2%	<b>43.1%</b>	19.6%	9.0%	4.2%
Evaluate and support the newly implemented Teach for America program in Delaware	14.4%	<b>52.1%</b>	19.8%	11.0%	2.7%
Tie teacher rewards to their students' performance	10.2%	28.3%	27.3%	<b>31.5%</b>	2.7%
Not allow newly hired teachers to "jump" contracts within the state after July 1	7.5%	<b>36.0%</b>	30.0%	19.6%	6.9%

Table 4C

Increasing Incentives for Critical Needs Teachers (N = 480)	Critical Needs Teacher	
	Yes (N = 143)	No (N = 337)
Very effective	53.8%	40.9%
Somewhat effective	35.0%	40.7%
Not too effective	7.0%	13.4%
Not effective at all	3.5%	1.5%
No response	0.7%	3.6%

The above cross-tab demonstrates that teachers who teach in a critical-needs area were more likely to respond that increasing critical-needs incentives would be a very effective action to take to meet the Governor's goal of increasing teacher effectiveness (53.8% v. 40.9%). This finding is certainly not a surprise. However, it is also clear that over 80 percent of teachers not teaching in critical-needs areas agree that this alternative would be very or somewhat effective.

*Differentiated Pay: Increasing Teacher Salaries in Hard-to-Staff Schools*

Table 5C

Increase Salaries for Teachers in Hard-to-Staff/Challenging Schools by County (N = 480)	Charters (N = 43)	Kent (N = 99)	New Castle (N = 257)	Sussex (N = 81)
Very effective	65.1%	52.5%	50.2%	55.6%
Somewhat effective	23.3%	38.4%	36.6%	27.2%
Not too effective	4.7%	3.0%	9.7%	12.3%
Not effective at all	4.7%	3.0%	2.3%	3.7%

We cross-tabulated the responses to this question with the county in which the respondent works to determine if charter teachers felt differently about this action than did teachers in traditional districts, or if there was a significant difference in how teachers felt about this action across counties. Table 5C demonstrates the results. As is evident, teachers in charter schools were more likely to respond that providing higher salaries for teachers in hard-to-staff or challenging schools would be a very effective action (65.1% vs. 50.2-55.6%).

*Terminating Ineffective Teachers*

While the most frequent response to the action "make it easier to terminate ineffective teachers" was that it would be somewhat effective (41.5%), 38.5 percent of respondents also said that this would be a "very effective" action, and only 18.5 percent said this action would be "not too effective" or "not effective at all." With this in mind, we were curious about the group of teachers who were in favor of this action and those who were not. We disaggregated the data based on whether or not teachers were in their first, second, or third year of teaching in Delaware. We then cross-tabulated this variable with the responses and the results are shown in

Table 6C. The table demonstrates that disaggregating the data by years of experience did not show any major differences in how respondents felt about the effectiveness of making it easier to terminate ineffective teachers.

Table 6C

Make it easier to terminate ineffective teachers by years teaching in Delaware (N = 465)	1st Year (N = 200)	2nd Year (N = 152)	3rd Year (N = 113)
Very effective	37.0%	42.1%	36.3%
Somewhat effective	44.5%	36.8%	42.5%
Not too effective	12.0%	16.4%	17.7%
Not effective at all	4.5%	3.9%	1.8%

Speculating that age might play a role in how respondents felt about making it easier to terminate ineffective teachers, we also disaggregated responses using this variable. We used the same age range that we created to use date-of-birth data for Section A. Results are demonstrated in Table 7C, showing that there are not substantial differences in responses about making it easier to terminate ineffective teachers when disaggregated by age. The only variation was that a higher percentage of the youngest group of respondents (43.9%) was in favor of this strategy when compared to other age ranges.

Table 7C

Make it easier to terminate ineffective teachers by age (N = 480)	23-25 (N = 123)	26-29 (N = 112)	30-39 (N = 109)	40-67 (N = 112)	Unknown (N = 24)
Very effective	43.9%	34.8%	36.7%	38.4%	37.5%
Somewhat effective	39.8%	46.4%	40.4%	40.2%	37.5%
Not too effective	13.8%	14.3%	16.5%	14.3%	20.8%
Not effective at all	0.8%	2.7%	5.5%	5.4%	4.2%

## Trends over Time

### *A Shift of Interest: From Management to Instruction*

The 2005 report briefly touched on what new teachers were looking for out of professional development (Raffel and Beck, 2005). Teachers were asked, “In a workshop or roundtable setting, which of the following topics would interest you?” The list included items related to subjects (specifically math and language arts), state assessments, classroom management, and a variety of other topics. While the choices given to respondents were not identical to the choices given to the 2010 new teachers, the 2010 question “for your own current professional development, which of the following topics would interest you a great deal?” had very similar professional-development topics listed as those presented to teachers in 2004. For both questions teachers could choose as many topics that were of interest to them. What is interesting to note is that what new teachers want out of professional development is changing. In 2004 the top responses were:

- Classroom management (58.5%)
- Classroom assessment practices (50.0%)

- Special-needs students (46.8%)
- Inquiry-Based Learning (35.7%)

There were some noticeable shifts in the percentage of new teachers in 2010 who found these to be topics of interest. Just over half (52.9%) of new teachers in 2010 said that classroom management was a topic of interest<sup>17</sup>. Furthermore, only 35.2 percent of 2010 respondents said that the use of state assessments for improving instruction was a topic of interest. The special-needs students topic received 45.6 percent interest, and Inquiry-Based Learning was not a topic option on the 2010 survey instrument.

While it is clear that new-teacher interest in classroom management and particularly in student assessment has decreased, perhaps what is more telling is in what new teachers in 2010 *are* interested. While the most frequent choice was classroom management in 2005, the most frequent choice in 2010 was using a variety of instructional methods. The top four choices are listed below:

- Using a variety of instructional methods (63.1%)
- Teaching your subject matter (61.2%)
- Using computers/technology in classroom instruction (60%)
- Selecting and adapting curriculum and instructional materials (58.5%)

Comparing these two lists highlights the fact that in 2010 *instruction*, rather than management, is at the top of teachers' lists for where they would like to receive additional professional development.

### Comparison to the Personal Directors' Survey<sup>18</sup>

Many of the questions that were asked of the personnel directors were similar or identical to the questions asked of new teachers. With that in mind, a comparison between school district personnel directors' responses to this section of the survey provided insight into the similarities and differences about how respondents in these two positions feel about improving teacher effectiveness.

Personnel directors were also asked about the helpfulness of actions to retain, recruit, and train the best teachers in America. Table 8C demonstrates the percentage of school district personnel directors who felt the actions were "very helpful" and compares that percentage with the percentage of teachers who said the action would be "very effective." The table highlights any percentage difference that is greater than 10 between personnel directors' responses and teacher responses<sup>19</sup>. It is interesting to note that a high percentage of personnel directors feel that making it easier to terminate ineffective teachers would be very helpful (73.7%), while the percentage of teachers who feel this would be very effective is, predictably, much lower (38.5%). Personnel directors were also heavily in favor of expanding data-proven teacher-education programs at universities in Delaware in critical-needs areas (73.7%), while significantly fewer teachers (34.8%) felt this would be a very effective action.

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<sup>17</sup> Base for Section C is N = 480.

<sup>18</sup> Charter school personnel director responses were not analyzed in this section.

<sup>19</sup> Differences were calculated by subtracting teacher response percentage from personnel directors' responses percentage, so positive differences indicate that the teacher percentage was greater and negative differences indicate that the personnel directors' percentage was greater.

On the other hand, there were numerous actions where teachers were more likely to say the action would be very effective, as compared to personnel directors who said the action would be “very helpful.” Teachers supported new recruitment methods, improving the mentoring program, and various salary and incentive changes. Specifically, new teachers were favorable to providing a statewide website for recruitment, evaluating and supporting Teach for America, improving the Delaware New Teacher Mentoring Program, providing hiring incentives for teachers in critical-needs areas, implementing performance incentives for school-wide growth, providing higher salaries to teachers in hard-to-staff and challenging schools, and increasing teacher salaries so they are comparable to those of other professional positions.

### **Comparison to National Data/Surveys**

#### *Delaware Teachers are Substantially More in Favor of Increasing Teacher Salaries*

*Teaching for a Living: How Teachers See the Profession Today* is based on a nationally representative survey of 890 teachers. Data for this survey were collected by phone in the spring and early summer of 2009. Several questions from this survey directly pertained to Section C of the New Teacher Survey. In the national survey, teachers were asked about several measures/policies aimed at improving teacher effectiveness. They were asked to answer how effective they felt each measure would be. The same study disaggregated the results based on age, focusing on Generation-Y teachers (age range is 18-32 years old). Those questions that are similar in scope to the New Teacher survey and the response frequencies of teachers who said the action would be very effective are compared in Table 9C. We also disaggregated our results based on date of birth to get a more specific comparison.

Table 8C

Helpfulness and Effectiveness of Actions Taken to Retain, Recruit, and Train Teachers	Personnel Directors to View Actions as "Very Helpful"	Teachers to View Actions as "Very Effective"	Percentage Point Difference
Provide a statewide website dedicated to the recruitment of all education personnel, with a common teacher-application form accepted by all districts and charter schools	26.3%	36.3%	10.0
Provide a teacher leadership position in every school to offer day-to-day feedback and support to other teachers	26.3%	34.4%	8.1
Expand data-proven teacher education programs at universities in Delaware in critical-needs areas	73.7%	34.8%	<b>-38.9</b>
Evaluate and support the newly implemented Teach for America program in Delaware	0.0%	14.4%	14.4
Improve the Delaware New Teacher Mentoring/Induction Program	15.8%	39.8%	24.0
Not allow newly hired teachers to "jump" contracts within the state after July 1	15.8%	7.5%	<b>-8.3</b>
Expand the Alternative Routes to Certification program in Delaware	15.8%	24.2%	8.4
Provide school leaders with additional training and continuing expert coaching on performing teacher evaluations	42.1%	35.2%	<b>-6.9</b>
Utilize the Delaware Comprehensive Assessment System to ensure teachers receive real-time feedback on student achievement and provide a data coach to enable teachers to use that data to inform their planning and instruction	36.8%	34.8%	<b>-2.0</b>
Provide substantial hiring incentives for highly effective teachers choosing to work in critical areas such as math and science	26.3%	44.8%	18.5
Implement performance incentives for schools that show school-wide growth and allow teachers to assist in deciding how funding should be sent	26.3%	43.3%	17.0
Tie teacher rewards to their students' performance	10.5%	10.2%	<b>-0.3</b>
Increase teacher salaries to levels similar to other professional jobs	47.4%	70.6%	23.2
Provide higher salaries for teachers in hard-to-staff or challenging schools	21.1%	52.9%	31.8
Make it easier to terminate ineffective teachers	73.7%	38.5%	<b>-35.2</b>
Encourage a model of distributed or shared leadership where teachers are provided opportunities to lead professional development, participate in decision-making, and work with colleagues to improve instructional strategies	42.1%	44.6%	2.5

Table 9C

Measures Taken to Improve Teacher Effectiveness Viewed as "Very Effective"	Inclusive National Survey	Delaware New Teacher Survey	Generation Y National Survey	Generation Y Delaware Survey (age = 18-32)
Make it easier to terminate ineffective teachers	34.0%	38.5%	30.0%	40.1%
Increase teacher salaries to levels similar to other professional jobs	49.0%	70.6%	47.0%	70.0%
Tie teacher rewards to student performance	8.0%	10.2%	10.0%	9.7%

While it is evident from Table 9C that more Delaware teachers believe each of the three measures above would be very effective than those surveyed in the national study, the most obvious percentage difference is in how teachers feel about raising their salaries. While close to half of the teachers surveyed at the national level feel this would be a very effective way to increase teacher effectiveness, an overwhelming majority (70.6%) of Delaware teachers feel this would be an effective measure. A recent Harvard study (See Appendix C) also asked a national sample of teachers about how in favor they would be of tying teacher salaries to student performance (Howell, Peterson, & West, 2010). Specifically the question was phrased, "Do you favor or oppose basing a teacher's salary, in part, on his or her students' academic progress on state tests?" Only 3.0 percent of teachers who responded to the national survey said that they were completely in favor of this policy. This idea is not popular nationally or in Delaware among teachers.

Interestingly, in a national comparison Delaware salaries are relatively high; however, the state is also in a high-salary region. Delaware's teacher salaries are lower than those of neighboring states New Jersey and Maryland, although higher than those in Pennsylvania<sup>20</sup>. While the lower salary relative to some neighboring states could have affected how teachers felt about the need to increase teacher salaries, there are other explanations for this large percentage difference. For instance, we do not have the median age of respondents surveyed at the national level. Given that young teachers are often more concerned about salary than older teachers, and given that the Delaware survey targets new teachers, the large percentage difference could have less to do with the actual salaries paid at the national level and perhaps more to do with the importance of salary on the respondent group being surveyed.

#### *Delaware Teachers are Substantially Less in Favor of Raising Salaries in Hard-to-Staff or Challenging Schools*

According to *Prospects for the Profession*, a 2006 research and policy brief published by the National Comprehensive Center for Teacher Quality reported that 77 percent of teachers and 76 percent of the public were in favor of the proposal to pay higher salaries to teachers willing to serve in high-poverty schools (Cogshall, 2006). Public Agenda (2000) also asked teachers whether they believed it was a good or bad idea to pay higher salaries to teachers who work in difficult schools; 84 percent said it was a good idea. In Delaware, a substantially lower percentage of teachers feel this would be a very effective measure for raising teacher

<sup>20</sup> This comparison refers to the statewide average. Note: Salaries in areas adjacent to Delaware are higher.

effectiveness. While a majority still support this action (87.1% either said it would be “very effective” or “somewhat effective”), only 52.9 percent said this would be a “very effective” policy change.

Thus, when compared to national survey results, a substantially higher percentage of Delaware teachers feel that raising salaries to levels similar to other professional jobs would be “very effective,” and a substantially lower percentage of new Delaware teachers feel that raising salaries in hard-to-staff schools would be “very effective.” Where Delaware teachers’ views reflect those of national survey results is with regard to pay for performance, which both surveys demonstrate is an unpopular policy option for improving teacher effectiveness, while raising salaries across the board is substantially more popular.

#### *Alternative Routes to Certification: National Surveys Show Mixed Results*

When asked on the New Teacher Survey whether or not expanding the Alternative Routes to Certification (ARTC) program in Delaware would be a good way to increase teacher effectiveness, 24.2 percent of new teachers said that it would be a very effective policy change. This question is more difficult to compare at a national level because states have different laws and regulations about teacher certification. *Prospects for the Profession* (Coggshall, 2006) presents results from several studies with regard to this question. One study found that only eight percent of teachers said that “relying more heavily on alternative-certification programs” would be a very effective way to improve teaching quality. However, in a different study, 39 percent of teachers said that it was a good idea to open the profession to qualified motivated people who have not had formal training. Additionally, 56 percent of new teachers think that alternative certification is “generally a good idea.”

Because none of the sampling frames were identical and because ARTC programs vary greatly around the country, it is difficult to gauge how Delaware’s teachers’ views on this policy change compare to national results. However, assuming that Delaware teachers who responded that expanding ARTC would be a “very effective” or “somewhat effective” measure means that these respondents feel that ARTIC is a “generally good idea,” new teachers in Delaware seem to be more in favor of ARTC (67.3%) than do new teachers who said ARTC was a good idea at the national level (56%).

## Section D: Satisfaction with Current Position

Section D of the New Teacher survey addresses teacher satisfaction with their current position. Respondents were asked a series of questions pertaining to their current level of satisfaction with a number of phrases associated with teaching, such as the level of autonomy he/she has, as well as a series of questions pertaining to phrases associated with the specific work of a teacher, such as the physical quality of the school. The analysis below takes a closer look at the responses to these questions and also creates an index to summarize the overall satisfaction teachers reported with their current position.

The first survey item was this—“Listed below are some phrases associated with teaching. Using the scale below, please indicate your current level of satisfaction or dissatisfaction with each.” There were 11 choices, and the frequency results are summarized in the below table for each satisfaction measure. The table is arranged based on the percentage of respondents who answered “very satisfied,” and the highest frequency for each satisfaction measure is highlighted.

**Table 1D**

<b>Satisfaction Measure (N = 475)</b>	<b>Very Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>No Response</b>
Opportunities to make a difference for students	57.7%	33.7%	6.3%	1.3%	1.1%
Safety of the school environment	49.7%	32.6%	13.1%	3.8%	0.8%
Procedures for teacher performance evaluations	27.8%	53.7%	12.0%	5.3%	1.3%
The level of autonomy you have	21.9%	56.8%	16.4%	2.9%	1.9%
Job security	20.0%	47.2%	16.8%	15.2%	0.8%
The appreciation you receive and the prestige associated with your profession	19.8%	47.2%	21.5%	10.5%	1.1%
Your career advancement opportunities	17.3%	54.1%	21.9%	5.1%	1.7%
Performance of students in your school on state assessments	14.5%	45.1%	26.9%	11.4%	2.1%
Your ability to influence decisions which effect you	13.7%	44.4%	28.2%	12.2%	1.5%
The amount of time you spend on work after hours	8.2%	26.5%	39.4%	24.4%	1.5%
The amount of time you spend on record keeping and clerical duties	7.2%	36.4%	36.4%	18.1%	1.9%

As evidenced in the table above, the majority of teachers felt “very satisfied” with the opportunity to make a difference in the lives of students (57.7%). Nearly half of respondents felt “very satisfied” with the safety of the school environment (49.7%). For most other measures, respondents felt “somewhat satisfied.” However, the highest frequency response for “the amount of time you spend on work after hours” was “somewhat dissatisfied” (39.4%), with only 8.2 percent saying they were “very satisfied.” Furthermore, only 7.2 percent of respondents were “very satisfied” with the amount of time they spend on record keeping and clerical duties, with 36.4 percent either responding they were “somewhat satisfied” or “somewhat dissatisfied” with the position.

There were several other frequencies from the above question that should be noted. For example, 24.4 percent of respondents were “very dissatisfied” with the amount of time they spend on work after hours. Other categories in which 15 percent or more of the respondents felt “very dissatisfied” were the amount of time spent on record keeping and clerical duties (18.1%) and job security (15.2%). The latter should not be a surprise, since the survey went into the field just as districts were announcing reductions in force (RIFs). To better understand these categories, we disaggregated the data based on several key variables.

### *Job Security*

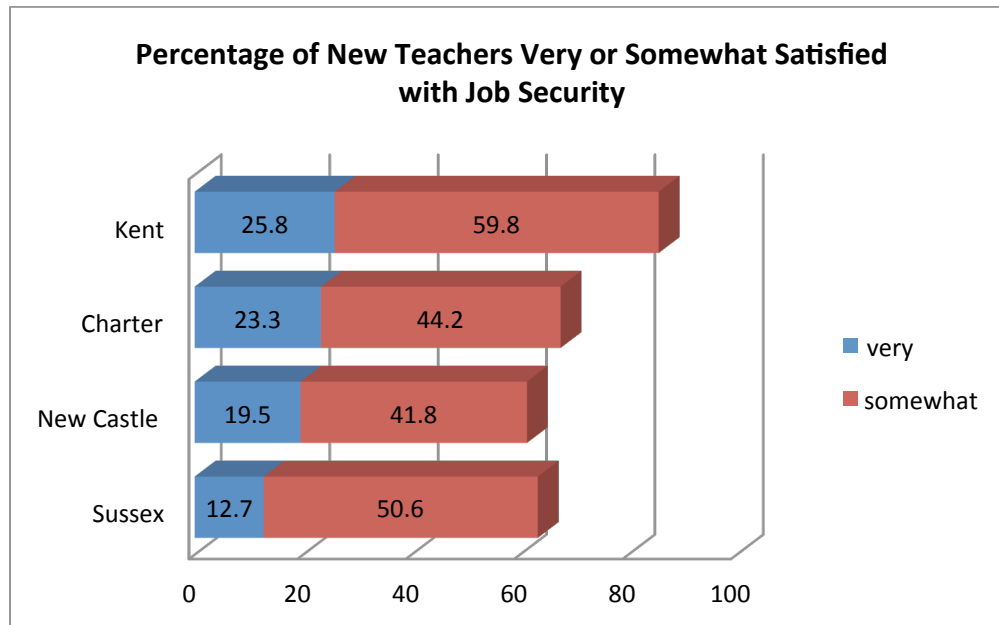
Given the news around the county, in neighboring states, and in Delaware about budget cuts, many teachers would predictably feel wary about their job security. While the most frequent response to this satisfaction measure was “somewhat satisfied,” 16.8 percent of respondents responded that they were “somewhat dissatisfied,” and 15.2 percent of respondents responded that they were “very dissatisfied.” We disaggregated these data across several key variables: gender (no major differences), race, county, and whether or not the respondent held a critical needs position.

- **Race** – While it is difficult to determine any major findings for races other than white and black, due to the small number of respondents who self-identified into other racial categories, it is possible to see that the satisfaction with job security between these two racial groups is the same—21.1 percent of black respondents said they were “very satisfied” with their job security, while 20.2 percent of white respondents said they were “very satisfied.”
- **County** – Disaggregating the data based on county did show some interesting findings. Respondents from Kent County were noticeably less likely to respond that they were “somewhat dissatisfied” (8.2%) or “very dissatisfied” with their job security (5.2%). When compared with the other counties and charter school respondents, for whom at least 15 percent of respondents were “somewhat dissatisfied” and at least 15 percent were “very dissatisfied,” these results appear significant. Figure 1D also reflects that new teachers in Kent County are noticeably more satisfied with their job security than teachers in other counties or charter school teachers.

**Table 2D**

<b>Job Security Satisfaction Disaggregated by County (N = 475)</b>	<b>Charter (N = 43)</b>	<b>Kent (N = 97)</b>	<b>New Castle (N = 256)</b>	<b>Sussex (N = 79)</b>
Very Satisfied	23.3%	25.8%	19.5%	12.7%
Somewhat Satisfied	44.2%	59.8%	41.8%	50.6%
Somewhat Dissatisfied	16.3%	8.2%	18.8%	21.5%
Very Dissatisfied	16.3%	5.2%	19.1%	13.9%

Figure 1D



- **Critical Needs** – While we anticipated that teachers who teach in a critical-needs area may feel more satisfied with their job security than teachers who are working in a position that is easier to fill by the districts, the results of this survey demonstrate that there is no difference in how these two groups feel about this satisfaction measure.
- **Type of Contract** – We also were curious if satisfaction with job security was impacted by whether or not the respondent was on a temporary or permanent contract when they were first hired. Not surprisingly, when we cross-tabbed responses to this question to the response about contract type from Section A of the survey, we found that new teachers on temporary contracts were 16.6 percentage points more likely than those on permanent contracts to be highly dissatisfied with their job security (58.3% versus 41.7%).

#### *Amount of Time Spent on Record Keeping*

In general, respondents were not very satisfied with the amount of time they had to spend on record keeping and clerical duties. Only 7.2 percent of respondents were “very satisfied,” while the majority reported being either “somewhat satisfied” or “somewhat dissatisfied” (36.4% of respondents for each). Still, a little over 18.1 percent of respondents were “very dissatisfied” with this part of their work.

We examined these responses more thoroughly by cross-tabulating the responses to this question with the county in which teachers work, as well as by teacher level.

- **County** – While charter school respondents answered “somewhat satisfied” more frequently and “somewhat dissatisfied” less frequently than did traditional-district respondents, there were no real differences between how respondents from traditional districts felt about the amount of paperwork associated with the position.

- **Teacher Level** – There was no major difference across teacher level. While only 2.1 percent of middle school teachers were “very satisfied” with the amount of reporting and clerical duties, middle school respondents were slightly more likely to be “somewhat satisfied” than were elementary or secondary teacher respondents, and slightly less likely to be “very dissatisfied.” Regardless, no major conclusions can be drawn that would demonstrate teaching at one level means higher satisfaction with clerical and reporting duties than another level.

#### *Amount of Time Working After Hours*

The most frequent response was that respondents were “somewhat dissatisfied” with the amount of time they spend working after hours (39.4%). An additional 24.4 percent of respondents were “very dissatisfied” with this aspect of their profession. We used teacher level and county, as we did with the amount of clerical work, to determine if there were significant differences among these groups of respondents.

- **County** – Similarly to job security, respondents from Kent County were slightly less likely than traditional districts in other counties and charter school respondents to say “very dissatisfied.” Charter school respondents were the least likely to say “very satisfied” (4.7%), and 25.6 percent said they were “very dissatisfied.” Still, for all counties and charter school respondents, the most frequent response was “somewhat dissatisfied.”

**Table 3D**

<b>Work After Hours Satisfaction Disaggregated by County (N = 475)</b>	<b>Charter (N = 43)</b>	<b>Kent (N = 97)</b>	<b>New Castle (N = 256)</b>	<b>Sussex (N = 79)</b>
Very Satisfied	4.7%	10.3%	7.8%	8.9%
Somewhat Satisfied	27.9%	21.6%	28.9%	24.1%
Somewhat Dissatisfied	37.2%	49.5%	36.3%	38.0%
Very Dissatisfied	25.6%	17.5%	25.8%	27.8%

- **Teacher Level** – A higher percentage of elementary school teachers said they were “very satisfied” with the amount of time spent on work after hours. Elementary teachers also had the highest percentage of respondents to say they were “very dissatisfied” with this satisfaction measure. In general, there does not appear to be any significant differences among teacher levels for this particular measure.

The next item in Section D that we indexed asked teachers to do the following—“Listed below are some phrases associated with working as a teacher. Using the scale below, please indicate your current level of satisfaction or dissatisfaction with each.” Similarly to the first question in this section, respondents were given four answer choices for the items on the survey. The table below summarizes the results. The table is arranged based on the percentage of those who answered “very satisfied,” and the highest frequency for each satisfaction measure is highlighted in an olive color.

Table 4D

Satisfaction Measure (N = 470)	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	No Response
Teaching assignment (subject area or grade level)	65.1%	28.5%	4.5%	1.1%	0.9%
Your career in teaching	55.5%	37.0%	4.9%	1.7%	0.9%
Support you receive from your colleagues in the school	54.9%	33.4%	8.7%	1.7%	1.3%
Overall, your current position	54.5%	34.9%	7.2%	1.9%	1.5%
Your benefits, e.g., health, retirement	50.4%	43.2%	4.9%	0.6%	0.9%
Relationship with your mentor	50.2%	26.4%	7.0%	7.9%	8.5%
Support from your school administrator	43.8%	34.5%	13.8%	7.0%	0.9%
School Climate	36.2%	39.6%	17.4%	5.5%	1.3%
The physical quality of your school	33.2%	38.3%	20.4%	7.4%	0.6%
Opportunities for quality professional development	32.6%	41.9%	19.1%	5.1%	1.3%
Number of students in your class or classes	24.9%	41.3%	24.5%	8.5%	0.9%
Disciplinary policy of your school and level of student misbehavior	23.8%	34.5%	23.8%	16.8%	1.1%
Your additional duties	21.1%	51.1%	20.9%	4.7%	2.3%
The availability of supplies	16.8%	38.9%	29.4%	13.8%	1.1%
Support the school receives from parents and students	15.5%	37.0%	30.4%	14.9%	2.1%
The salary you receive	7.9%	43.6%	33.8%	14.3%	0.4%

As demonstrated in Table 4D, the highest frequency response for each of the phrases associated with working as a teacher was either “very satisfied” or “somewhat satisfied.” The majority of teachers reported being very satisfied with a number of aspects of the position. The bulleted list below highlights these areas.

- Teaching assignment (subject area or grade level)
- Your career in teaching
- Support you receive from colleagues in the school
- Benefits
- Relationship with mentor

There were only a few areas which more than 10 percent of respondents reported being very dissatisfied. These areas are highlighted below.

- Disciplinary policy of your school and level of student misbehavior

- Support the school receives from parents and students
- The salary you receive
- The availability of supplies

Of particular interest is the fact that half of respondents were very satisfied with the benefits they receive (50.4%), but only 7.9 percent of new teachers are very satisfied with the salary they receive. The figures below depict a summary of the frequency of responses to the satisfaction questions asked in Section D. Figure 2D is a visual representation of all measures in which more than half of respondents said they were very satisfied. Figure 3D is a visual representation of all measures in which more than 40 percent of respondents said they were somewhat dissatisfied or very dissatisfied.

**Figure 2D**

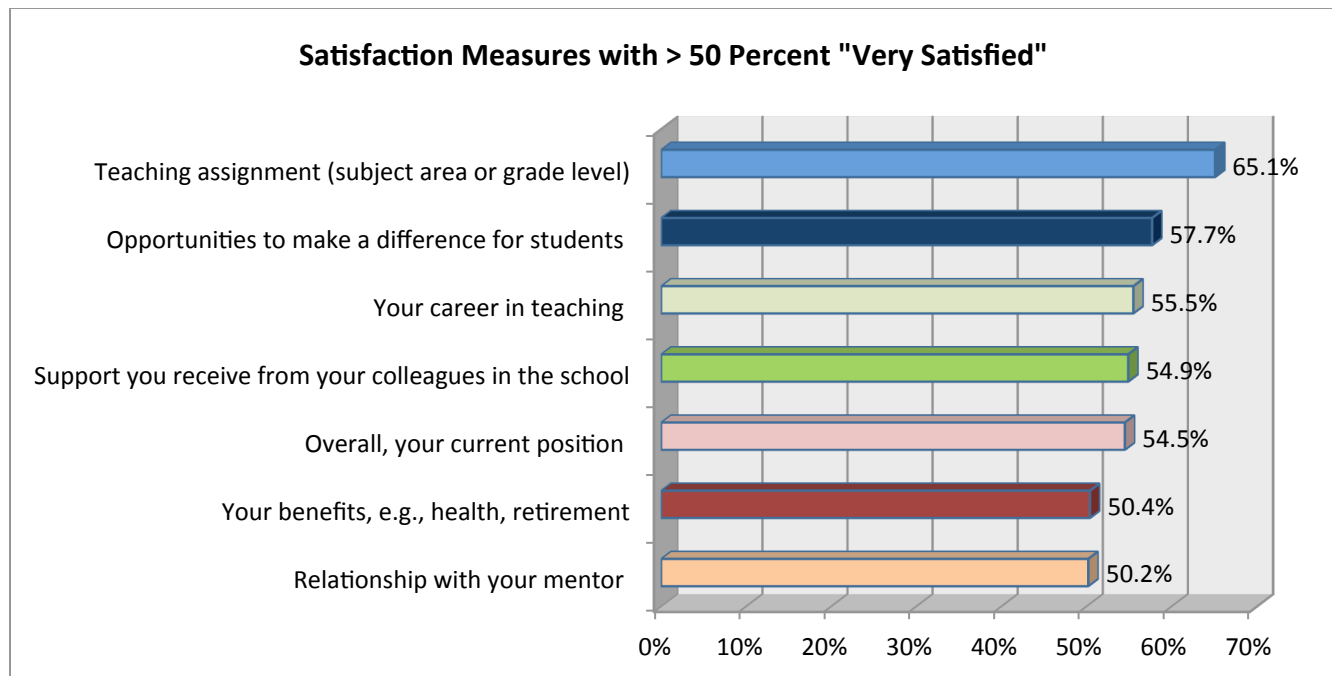
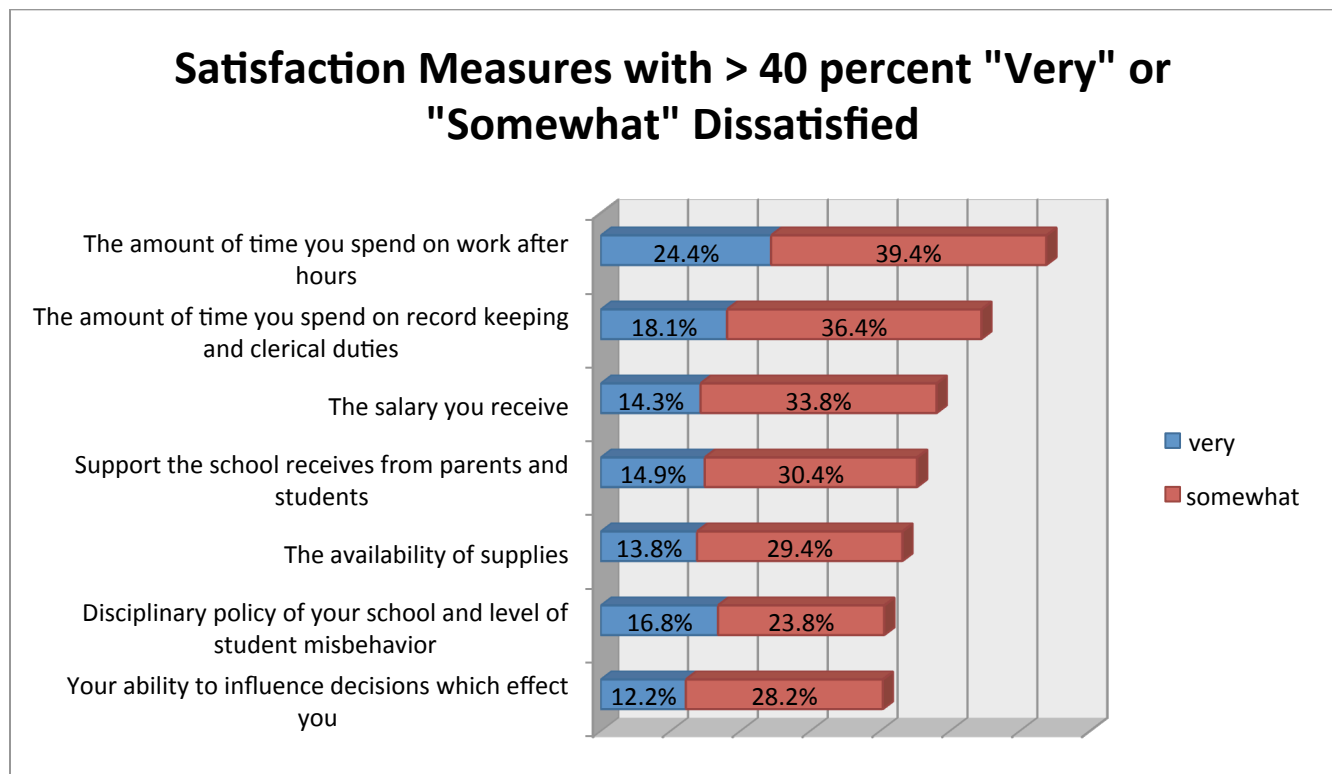


Figure 3D



### Indexing Teacher Satisfaction

Similar to Part B of this analysis, we created an index of satisfaction to determine, in general, how satisfied respondents were with their current teaching position. We first indexed responses to Question 1, followed by an index to Question 2. First, we quantified responses:

- Very Satisfied = 4
- Somewhat Satisfied = 3
- Somewhat Dissatisfied = 2
- Very Dissatisfied = 1

Individual results from these two indexes can be found in Appendix E. After generating both indexes, we combined them to give us a complete picture of overall teacher satisfaction.

### Combining Indexes

In order to have a full understanding of teacher satisfaction, the index scores from both satisfaction questions in Part D were combined to create a satisfaction summary index. The range was thus much larger, with the lowest possible satisfaction score of 27 and the highest being 108. Before combining indexes, data reduction was performed to insure that only the respondents who answered all of *both* questions fully were included. Thus, while there were 450 respondents included in Index 1 and 393 respondents included in Index 2, N = 378 for the combined index, which represents the sample of respondents who completed all parts of both questions. The

descriptive statistics for combined index scores is shown in the table below. It should be noted that while the lowest possible index score is a 27, the actual lowest score was a 46. This was considered when creating the combined index categories discussed below.

**Table 5D**

Statistics Combined Index	
N	378
Mean	79.97
Median	80
Mode	multiple modes, smallest is 78
Range	62
Minimum	46
Maximum	108

Once the index scores had been combined, the combined index categories were created<sup>21</sup>:

- LOW: 27-66
- MODERATE: 67-87
- HIGH: 88-108

The frequency table below demonstrates the results. As is shown in table 6D and figure 4D, the majority of new teachers fall in the “moderately satisfied” category (54.8%), while 13.8% were in the low range of satisfaction and 31.5% were in the high.

**Table 6D**

Combined Index (N = 378)	
Low	13.8%
Moderate	54.8%
High	31.5%

In order to better understand these data, we disaggregated the data across several key variables to determine if there were significant differences among gender, race, teacher level, county, or years teaching. The results of cross-tabulating the combined satisfaction index category with these key variables are discussed beginning on the next page.

<sup>21</sup> While 27 was the lowest index score possible, responses showed that the actual lowest index score was 46. With this in mind, the range for low scores was increased by approximately 15% of the total range (Possible Range = 40, Actual Range = 21), meaning that the range for moderate (Range = 21) and high (Range = 21) scores were smaller.

Figure 4D



- Gender – While there was a higher percentage of men than women in the “low satisfaction” category (20.6% vs. 11.4%), and while there was a lower percentage of men than women in the “moderate satisfaction” category (47.4% vs. 57.3%), the percentage of men and women in the “high satisfaction” category was nearly equal.

Table 7D

Combined Index Score and Gender (N = 378)	Men (N = 97)	Women (N = 281)
Low	20.6%	11.4%
Moderate	47.4%	57.3%
High	32.0%	31.3%

In order to analyze the results in Table 7D further, we took a detailed look at the 20.6 percent of men who placed in the “low satisfaction” category to determine if other characteristics played a role, beyond the fact that they were men. Compared to all men for whom a combined index score was generated (N = 97), the men who placed in the low index category more heavily represented secondary schools than did all men (difference of 8.7%), and more heavily represented Kent County (difference of 7.3%). The individual responses to satisfaction measures were also examined in this group of men. There were several factors that averaged a score below 2.0 (somewhat dissatisfied). The individual factors with an average below 2.0 are shown in Table 8D. The area with which these male teachers felt the most dissatisfied was the performance of their students on state assessments.

Table 8D

Satisfaction Measure for Men	Average Score
Performance of students in your school on state assessments	1.5
Support the school receives from parents and students	1.6
Amount of time spent after work	1.6
Disciplinary policy of your school and level of student misbehavior	1.8
Appreciation you receive	1.8
Ability to influence decisions	1.8
Amount of time on record keeping/clerical duties	1.8
School climate	1.9
Procedures for teacher performance evaluations	1.9

Broadening the scope of examining satisfaction by gender, we wanted to look at individual factors to see the differences between men and women in satisfaction levels. Thus, we combined all individual factors from table 1D and table 6D and disaggregated satisfaction responses by gender. In general, we found that there were not major differences in the number of men and women who said they were highly satisfied with one of these measures, and the number of men and women who said they were highly dissatisfied with one of these measures. However, of the 27 satisfaction factors we measured, there were a handful in which differences by gender were noticeable. When comparing the men and women who said they were highly satisfied, we found a greater than five percent difference in the following areas:

- *Teaching Assignment:* A lower percentage of men said they were highly satisfied with their teaching assignment than did women (difference of 13.7%).
- *Support from Parents:* A lower percentage of men said they were highly satisfied with the support they received from parents than did women (difference of 10.2%).
- *Opportunity to Make a Difference:* A lower percentage of men said they were highly satisfied with their opportunity to make a difference in the lives of their students than did women (difference of 10.2%).
- *School Climate:* A lower percentage of men said they were highly satisfied with the school climate than did women (difference of 6.4%).
- *Career Advancement:* A lower percentage of women said they were highly satisfied with career advance opportunities than did men (difference of 5.7%).
- *School Safety:* A lower percentage of men said they were highly satisfied with the safety of the school environment than did women (difference of 5.3%).

We also compared the frequency of responses in the “highly dissatisfied” category and only found one gender difference larger than five percent. We found that a higher frequency of men said they were very dissatisfied with the performance of their students on state assessments than did women (difference of 6.7%).

As a final comparison, we looked at the factors where more than 50 percent of men and women said they were highly satisfied, and where more than 15 percent of men and women said they were highly dissatisfied. We found that, for the most part, the things that satisfy and dissatisfy men teachers are the same things that satisfy

and dissatisfy women teachers. We did notice several unique satisfiers and dissatisfiers by gender, which are shown in the table below.

Table 9D

Satisfaction Factors in which more than 50% of men and women said they were “highly satisfied”	
Common satisfiers	Unique satisfiers
Teaching assignment	School safety (W)
Opportunity to make a difference	Benefits (M)
Career in teaching	
Current position	
Mentor relationship	
Support from colleagues	

Table 10D

Satisfaction Factors in which more than 15% of men and women said they were “highly dissatisfied”	
Common dissatisfiers	Unique dissatisfiers
Support from parents	Student performance (M)
Time spent on record keeping	Job security (W)
Student misbehavior	
Work after hours	

- Teacher Level – Cross-tabulating teacher level with the Combined Index Score demonstrated that a higher percentage of secondary teachers (20.3%) placed in the “low satisfaction” category than did elementary teachers, of whom only 9.1 percent placed in the low category. While the majority of elementary, middle, and secondary teachers placed in the “moderate satisfaction” category, the percentage of elementary teachers who placed in the “high satisfaction” category was also approximately 15 percentage points higher than middle or secondary teachers.

Table 11D

Combined Index Score by Teacher Level (N = 378)	Preschool and Kindergarten (N = 15)	Elementary (N = 154)	Middle (N = 74)	Secondary (N = 133)
Low	0.0%	9.1%	14.9%	20.3%
Moderate	53.3%	51.9%	60.8%	54.9%
High	46.7%	39.0%	24.3%	24.8%

This finding introduced a multivariate analysis problem, and perhaps may explain the “gender” gap. Men are 27.8 percent more likely to be secondary school teachers and are 9.2 percent more likely to be dissatisfied. We can demonstrate this by showing gender by level by dissatisfaction to “control” for school level. When we ran this three-way cross-tabulation in SPSS we discovered that at the elementary level, the percentage of males and females who placed into each of the three satisfaction categories was nearly equal. For middle school respondents, there was a substantial difference between the percentage of male respondents in the “low satisfaction” category (30%) and the percentage of female respondents in the “low satisfaction” category (9.3%). At the secondary level, there were also several substantial differences in satisfaction category by gender. Table 12D highlights these results, and demonstrates that regardless of gender, satisfaction appears to be highest at the elementary level. Males also appear to be much more highly satisfied at the secondary level than do females, while females appear to be more likely to be moderately or highly satisfied at the middle school level than are males.

Table 12D

Satisfaction Index by Gender and School Level <sup>22</sup>	Male (N = 96)	Female (N = 265)
<b>Elementary</b>	<b>N = 21</b>	<b>N = 133</b>
Low	9.5%	9.0%
Moderate	52.4%	51.9%
High	38.1%	39.1%
Total	100.0%	100.0%
<b>Middle</b>	<b>N = 20</b>	<b>N = 54</b>
Low	30.0%	9.3%
Moderate	45.0%	66.7%
High	25.0%	24.1%
Total	100.0%	100.0%
<b>Secondary</b>	<b>N = 55</b>	<b>N = 78</b>
Low	21.8%	19.2%
Moderate	45.5%	61.5%
High	32.7%	19.2%
Total	100.0%	100.0%

- County – While there were no large differences in the percentage of teachers in the low-, moderate-, and high-satisfaction categories across traditional school districts by county, the percentage of charter-school teachers in the “low satisfaction” category was triple that of traditional districts.

<sup>22</sup> Unknown and preschool/kindergarten males and females not included in table due to small sample size. Males (n = 1), Females (n = 16).

Table 13D

Combined Index Score by County (N = 378)	Charter (N = 34)	Kent (N = 76)	New Castle (N = 208)	Sussex (N = 60)
Low	38.2%	10.5%	11.1%	13.3%
Moderate	26.5%	57.9%	58.7%	53.3%
High	35.3%	31.6%	30.3%	33.3%

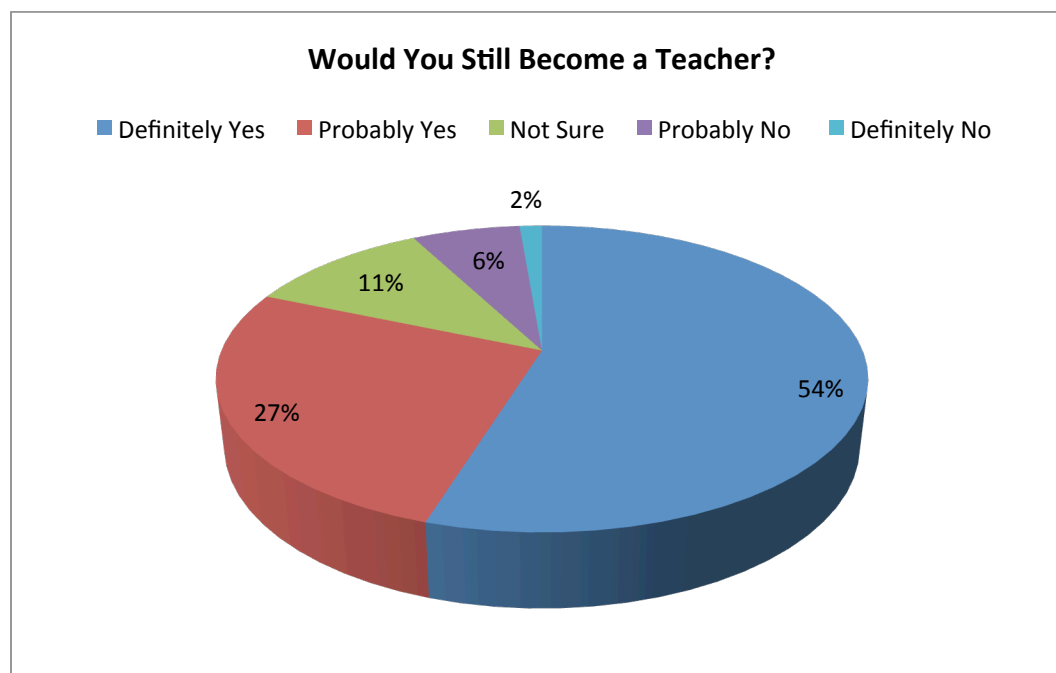
- Years Teaching – While there are no major differences in combined index scores when disaggregated by years teaching in Delaware, it should be noted that the low-satisfaction percentage decreases with years teaching in Delaware. This could be because dissatisfied teachers have already left, leading to a lower percentage of dissatisfied teachers in the third year than in the first year teaching, or it could be because longer-tenured teachers are moved to what they perceive as “better” or more appropriate positions.

Table 14D

Combined Satisfaction Index Score by Years Teaching in Delaware (N = 378)	First Year (N = 165)	Second Year (N = 113)	Third Year (N = 89)
Low	16.4%	14.2%	10.1%
Moderate	51.5%	53.1%	60.7%
High	32.1%	32.7%	29.2%

Finally, respondents were asked, “Suppose you could go back to your college days and start over again. In view of your present knowledge, would you become a teacher?” The responses to these questions also confirmed that the majority of respondents were either very satisfied or moderately satisfied with their teaching position. While the majority (53.9%) responded “definitely yes,” an additional 26.1 percent responded “probably yes.” Only 18.3 percent responded “not sure” (10.7%), “probably no” (6.3%), or “definitely no” (1.7%).

Figure 5D



#### *Comparison of Combined Index Score and Desire to Start Career Over as a Teacher*

We compared the results displayed in Figure 5D to the combined index score of respondents by performing a regression analysis and correlation analysis. We found that there was not a particularly strong correlation between a respondent's satisfaction index score and their response to the question, "If you could begin your career over, would you still become a teacher?"<sup>23</sup> What we found by examining the data was that even if respondents had a low satisfaction level when looking at individual satisfaction measures such as salary, benefits, student performance on standardized tests, or support from administrators, when asked how satisfied they were with their position overall, or more generally, with their career in teaching, the vast majority of respondents said they were "very satisfied." In other words, teachers who are not moderately or highly satisfied many times still responded that they would definitely or probably still enter the profession. Cross-tabulating index category with responses to this question confirmed this finding. For example, of the 52 respondents who were categorized in the low-satisfaction group, the majority (57.7%) still said that they would definitely or probably repeat the same career choice.

#### **Trends over Time**

##### *New Teachers Substantially Less Satisfied with their Jobs and the Profession When Compared to 2005*

As table 15D depicts, when compared to the results of the 2005 report, new teachers in 2010 are generally less satisfied than new teachers previously. In fact, the only area in which the percentage of new teachers who were very satisfied increased was with benefits (an increase of 8.7%). In all other areas the percentage of very satisfied teachers decreased. The areas shaded below are areas in which this decline was greater than 15

<sup>23</sup> R-square value: 0.196.

percent. These areas include teacher's relationship with their mentor, class size, the level of autonomy teachers have, additional duties, and career-advancement opportunities. The dissatisfaction with mentoring is not surprising given the decline in satisfaction with the mentoring program (discussed in section B). What was unexpected were the substantial differences in very satisfied teachers with regard to student class size and the level of autonomy that teachers have. Additionally, teachers appear to be more dissatisfied with their additional duties than they have been in years past, as well as with career-advancement opportunities. These decreases are also not surprising given the timing of the survey, when many teachers were worried that they would lose their jobs or, perhaps, be asked to take on additional responsibilities with fewer faculty positions filled. Teacher layoffs also may have an adverse effect on satisfaction measures such as class size.

**Table 15D**

Satisfaction Comparison Over Time	2005 Report	2010 Survey Results	Percentage Point Difference
Relationship with mentor	73.0%	50.2%	-22.8
Opportunities to make a difference for students	66.6%	57.7%	-8.9
Your current career	65.7%	55.5%	-10.2
Support of colleagues within school	60.1%	54.9%	-5.2
Number of students in your classes	45.3%	24.9%	-20.4
Level of autonomy you have	41.8%	21.9%	-19.9
School climate	43.6%	36.2%	-7.4
Benefits	41.7%	50.4%	8.7
You additional duties	36.2%	21.1%	-15.1
Disciplinary policy at your school	35.9%	23.8%	-12.1
Physical quality of your work site	34.4%	33.2%	-1.2
Career advancement opportunities	33.8%	17.3%	-16.5
Appreciation and prestige associated with job	29.6%	19.8%	-9.8
Support of parents in the school	22.7%	15.5%	-7.2
Ability to influence decisions	19.0%	13.7%	-5.3
Availability of supplies	17.8%	16.8%	-1.0
Amount of time spent on work after hours	16.3%	8.2%	-8.1
The salary you receive	14.4%	7.9%	-6.5
Amount of time spent on record keeping and clerical duties	13.5%	7.2%	-6.3

#### *A Majority of Teachers are Still "Very Satisfied" with the Same Things*

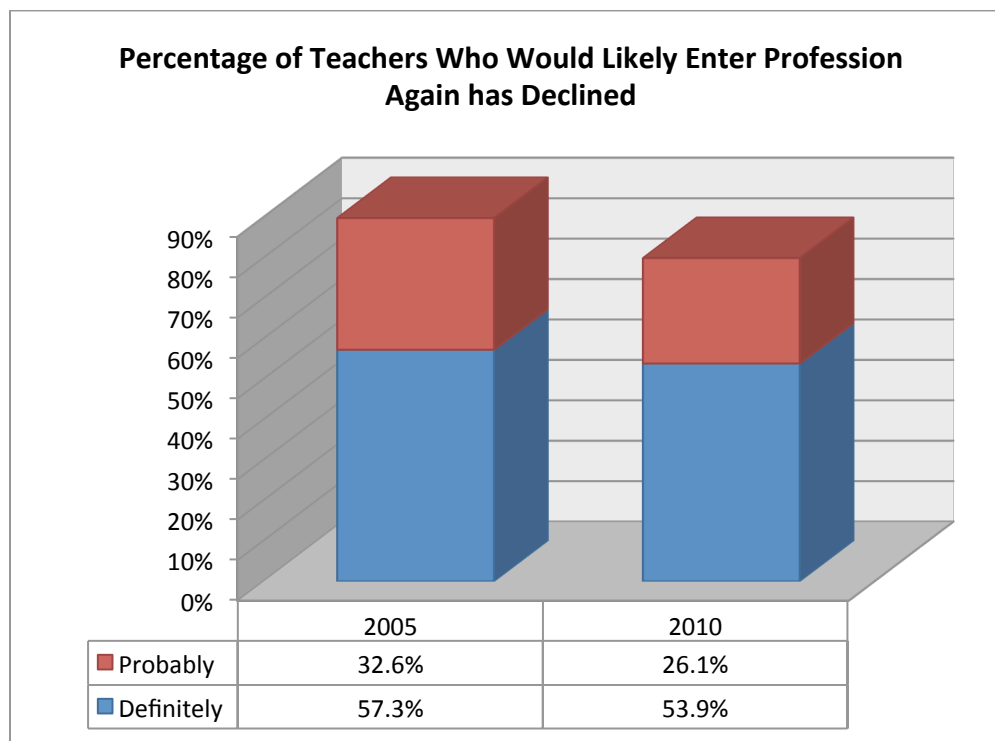
In 2004 a majority of new teachers were most satisfied with their relationship with their mentor, opportunities to make a difference for students, their current career, and the support they receive from colleagues. A majority of new teachers in 2010 also reported being very satisfied with these four aspects of their career/position. Additionally in 2010, a majority of respondents reported being very satisfied with benefits and

their teaching assignment<sup>24</sup>. Thus, while trends over time indicate that a lower percentage of teachers are very satisfied over most of the satisfaction measures, it is also important to note that a majority of respondents are still very satisfied across the same measures as in 2004, even if this majority has declined.

### *Teachers are Less Sure of Teaching as a Profession*

While the majority of new teachers in 2010 answered definitely yes to the question, “In view of your present knowledge would you become a teacher?”, this majority is smaller than the percentage of 2004 respondents who answered likewise. The graph below demonstrates the difference between 2004 and 2010 respondents; in 2004, 89.9 percent of new teachers answered “definitely” or “probably yes” to becoming a teacher again, while in 2010 this percentage was approximately 10 percentage points lower (80%).

**Figure 6D**



### **Comparison to National Data/Surveys**

#### *Delaware Teachers are Relatively More Satisfied with Salaries When Compared to National Sample*

The MetLife Survey of American Teachers asked several questions directly related to teacher satisfaction in their 2006 survey, which dealt with expectations and experiences. While the questions are worded somewhat differently from the Delaware New Teacher Survey, comparisons can still be made. For example, respondents to the MetLife survey were asked, “Is your salary fair for the work you do?” One-third (35%) of respondents answered “yes,” while 64 percent answered “no.” This can be loosely compared to the satisfaction that Delaware teachers reported with their salary. A majority (51.9%) of new teachers in Delaware were very or

<sup>24</sup> Satisfaction with teaching assignment was not a question asked of respondents in 2004.

somewhat satisfied with their salary, while 48.1 percent of new teachers were somewhat or very dissatisfied with their salary. Thus, we can conclude that relative to national respondents, Delaware teachers are more satisfied with the salary they receive for the work that they do. Still, as discussed in Section C, Delaware teachers are also more supportive of salary increases than teachers who were surveyed nationally.

*Delaware Teachers in 2010 are Relatively Less Satisfied with Job Security than Were National Respondents in 2006*

The 2006 MetLife survey asked respondents, “Do you feel your job is secure?” In 2006, 92 percent of respondents answered “yes.” However, in 2010 only 67.2 percent of Delaware teachers were very or somewhat satisfied with their job security. It is of course important to note that this comparison is being made across a four-year period during which the economy has changed drastically.

*Delaware Teachers are Relatively Less Satisfied with their Ability to Influence Decisions*

The 2006 MetLife survey also asked respondents a series of questions regarding their ability to influence decisions that affect them (policies that affect respondent, training respondent received, student promotion or retention, and the subject/grade level he/she teaches). By averaging the percentage of respondents who replied “yes” to these questions, we found that 74.5 percent of national respondents felt they could adequately influence decisions that affected them. Conversely, 58.1 percent of Delaware’s new teachers feel very or somewhat satisfied with their ability to influence decisions that affect them. While this percentage still represents the majority of respondents, it is substantially lower than the average we calculated by combining responses from MetLife’s national sample.

*Overall, Delaware Teachers are More Satisfied with Current Position and Equally Satisfied with Teaching Career than those in the National Sample*

While there are aspects of the profession and the position that new teachers in Delaware find to be less satisfactory than national respondents, overall, a higher percentage of Delaware’s new teachers seem to be satisfied with their current position than do national respondents. When asked, “Overall how would you rate your overall satisfaction for your school this school year?”, 59 percent of national respondents said “good,” “very good,” or “excellent.” In Delaware, 89.4 percent of new teachers were very or somewhat satisfied, with the majority (54.5%) responding that they were very satisfied.

The 2009 MetLife survey also asked respondents how satisfied they were with teaching as a career. Ninety-two percent of respondents said they were very or somewhat satisfied. The percentage of new teachers in Delaware reporting the same response in 2010 is equal (92.5%).

## Section E: Future Plans

Section E of the New Teacher Survey asked respondents about their future plans. This section of the survey had a total of 469 respondents. The four questions asked of new teachers in this section were:

- (1) How long do you plan to remain in teaching?
- (2) Are you planning to return to your school next year?
- (3) If you are not likely to return to your school are you likely to:
  - a. Stay in the same school district?
  - b. Go to a private/parochial school?
  - c. Go to a different Delaware district or charter school?
  - d. Go to an out-of-state district or charter school?
  - e. Leave the profession altogether?
  - f. Other
- (4) How likely are you to do the following in the next five years?
  - a. Become a public school teacher in another state
  - b. Become a school or district administrator
  - c. Become an education specialist such as a guidance counselor, school psychologist, or counselor
  - d. Become a private-school teacher
  - e. Become a charter-school teacher
  - f. Be employed full-time in the private, government, or nonprofit sector
  - g. Leave the job market because of family responsibilities
  - h. Return to graduate professional school

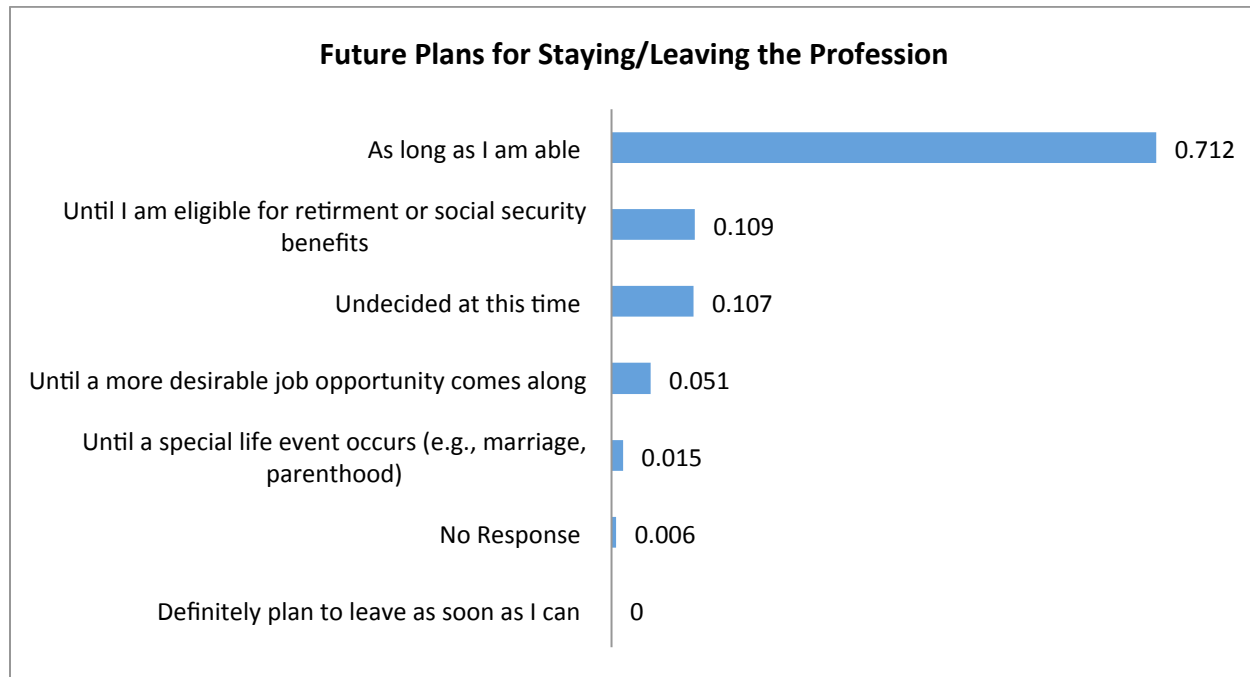
### Long-Term Plans

Question 1 of Section E invoked a relatively positive response from new teachers with regard to how long they plan to remain in the profession. The majority of respondents (71.2%) said they would stay in teaching as long as they were able. Previous trends have indicated that the state loses about 10 percent of new teachers each year. If we were to lose teachers who said “until a more desirable job comes along” (5.1%) and half of the undecided teachers (10.7%), this would mean our sample of new teachers in 2010 would behave similarly to what we have seen in previous years in Delaware. All possible responses to this question and the percentage frequency of those responses are indicated in the table and figure below.

**Table 1E**

Future Plans for Staying/Leaving Profession (N = 469)	
As long as I am able	71.2%
Until I am eligible for retirement or social security benefits	10.9%
Undecided at this time	10.7%
Until a more desirable job opportunity comes along	5.1%
Until a special life event occurs (e.g., marriage, parenthood)	1.5%
No Response	0.6%
Definitely plan to leave as soon as I can	0.0%

Figure 1E



To analyze these frequencies further, we disaggregated responses by county, teacher level, and whether or not the teacher was teaching in a critical needs area. For all three variables no major differences stood out in terms of frequency of responses. Additionally, we ran a cross-tabulation between responses to this question and the level of satisfaction that respondents indicated in Section D when answering the question, “In view of your present knowledge, would you still become a teacher?” We found that 87 percent of respondents who said they would definitely repeat their career choice to become a teacher are planning to stay in teaching as long as they are able. Only six respondents said that they would definitely not become a teacher in view of their present knowledge. Three of these respondents said that they are planning to stay in the profession until a more desirable job comes along. Interestingly, one of these respondents said he/she is still planning to teach as long as they are able, and another respondent said he/she was planning to stay until retirement. The last of the six teachers who would not choose the profession over again was undecided on his/her future plans.

There were also 30 respondents who said they probably wouldn’t choose teaching as a profession. Most of these respondents also said they would stay in teaching until a more desirable job came along (33.3%), and only two said they would stay as long as they were able.

#### *Certainty of Returning to Current Position*

In response to Question 2, “Are you planning to return to your school next year?”, the majority of the respondents also answered “very likely” (76.1%). Other responses to this question are highlighted in the table below.

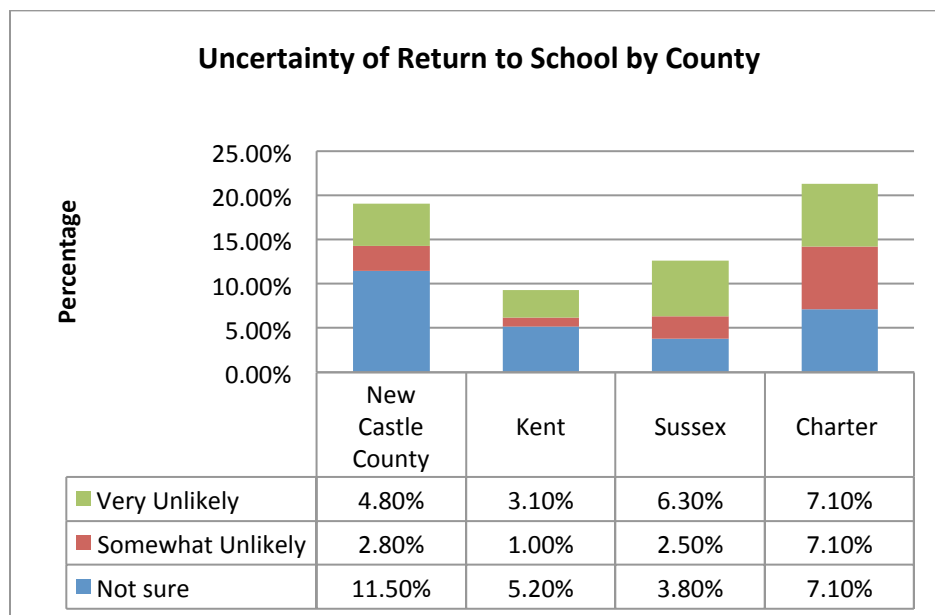
Table 2E

Planning Return to School (N = 469)	
Very Likely	76.1%
Somewhat Likely	7.0%
Not Sure	8.5%
Somewhat Unlikely	2.8%
Very Unlikely	4.9%

Those respondents who were not sure if they would return, or felt it was somewhat or very unlikely that they would return, made up 16.2 percent of respondents. We more closely analyzed these responses using several key variables<sup>25</sup>.

- County – Teachers from Kent County appeared to be the most sure that they would return to their school in the next school year, with 85.4 percent of respondents saying a return was very likely. Kent County teachers were also the least likely to respond “very unlikely” (3.1%). Charter school respondents and respondents from Sussex County had a percentage that was double this amount or higher in the “very unlikely” category. When the “not sure” and “unlikely” responses were summed across each county, charter school and New Castle County respondents seemed the most unsure of their return to their school. It is important to note that most charter school teachers are on one-year contracts, and charters are much more likely than regular districts to dismiss teachers, factors that certainly could contribute to their level of uncertainty about their future at their schools. The figure below demonstrates teacher uncertainty by county.

Figure 2E



<sup>25</sup> Teacher level showed no real differences.

- **Critical Needs** – While there were no major differences in the response percentages when the data was cross-tabulated with whether or not the teacher taught a critical-needs subject, it is important to note that teachers who *do* teach in critical-needs areas were slightly less certain they would be returning to their school in the following year; 71.1 percent of critical needs teachers answered very likely, compared to 78.3 percent of non-critical-needs teachers. Furthermore, while only 2.8 percent of non-critical need teachers said it was very unlikely that they would return, 9.9 percent of critical-needs teachers had this response. The table below shows these results.

**Table 3E**

<b>Certainty of Return and Critical Needs (N = 469)</b>	<b>Critical Needs (N = 142)</b>	<b>Non-Critical Needs (N = 327)</b>
Very likely	71.1%	78.3%
Somewhat likely	4.2%	8.3%
Not sure	12.0%	7.0%
Somewhat unlikely	1.4%	3.4%
Very unlikely	9.9%	2.8%

These results lead us to wonder if critical-needs teachers were perhaps more likely to be on temporary contracts, because personnel directors may be more likely to hire these teachers at the last minute. However when we cross-tabulated the question, “Were you hired on a permanent or temporary contract?”, with whether or not the teacher was or was not teaching in a critical needs subject we found that there was only a 3.8 percent difference between teachers on a temporary contract in non-critical-needs subjects (37.8%) and teachers on a temporary contract who were teaching in a critical needs subject (41.6%). In other words, the higher percentage of teachers in critical-needs subjects who feel uncertain about their return to their school in the upcoming school year cannot be explained by a higher percentage of these teachers being on temporary contracts.

- **Years Teaching in Delaware** – What is perhaps the most interesting disaggregation is the difference in certainty about returning to the same school among first-, second-, and third-year teachers. The table below highlights these results, demonstrating that the more years of experience the respondent had with teaching in Delaware, the more likely they were to respond that it was very likely they would return to the same school in the following year. This could be, in part, due to the fact that the teachers feel they have “found their niche” after several years in the state, or it could be related to the fact that teachers with less time in the state may be more nervous about the future of their position at their school. It is also possible that, while it appears that third-year teachers are more confident in their return to their position, perhaps this group of teachers is, in general, a more satisfied group of respondents. Perhaps teachers who were highly dissatisfied did not continue to teach into their second or third year on the job. To check, we cross-tabulated general satisfaction (from section D) with years of experience. We found that teachers who were in their third year were, in fact, slightly more likely to be very satisfied with their current position (55.0%) than teachers in their first year (50.3%). However,

while attrition may account for some of the percentage differences in Table 4E, it most likely does not account for all of differences shown below.

Table 4E

Certainty of Return and Years Teaching in Delaware (N = 469)	First Year (N = 196)	Second Year (N = 149)	Third Year (N = 109)
Very likely	69.9%	77.2%	82.6%
Somewhat likely	8.7%	6.7%	5.5%
Not sure	11.7%	8.1%	4.6%
Somewhat unlikely	5.1%	2.0%	0.0%
Very unlikely	4.1%	4.7%	7.3%

### Future Plans

Question 3 in Part E of the survey asks respondents who are unsure or not likely to return to their school what their future plans will be. Because this question only applied to those respondents who were uncertain about returning or planning to not return, 331 of the 469 teachers who answered questions in Part E were non-respondents to Question 3. Of those who did respond (N = 138 or 29.4% of Section E respondents), Table 5E highlights the percentage frequencies of their responses. As the table demonstrates, most teachers who are not likely to return to their school answered that they plan to stay in the same school district. **These responses demonstrate that the majority of the approximately 30 percent of new teachers who are not sure that they will return to their school in the next school year are still planning to stay in education in the state of Delaware (64.5%).** Respondents could choose to elaborate on their response of “other” to this question. The most frequent explanation cited was that respondents would like to stay in their school or district but that they had been RIF’d or let go due to budget cuts and were not sure about their future in the upcoming school year (28.6% who said “other” listed this as a reason). An additional 17.1 percent said they were on temporary contract and were waiting on a decision about whether or not they could return.

Table 5E

Other Plans if Not Returning (N = 138)	
Stay in the same school district	39.9%
Go to a different Delaware district or charter school	24.6%
Other	18.8%
Go to an out-of-state district or charter school	10.9%
Leave profession altogether	4.3%
Go to a private/parochial school	1.4%

By examining which respondents actually answered this question (N = 138 or 29.4% of Section E respondents), we were able to better understand the group of approximately 30 percent of respondents who, simply by responding to question, indicated that they are unlikely to return to their school the following year. While there was no obvious relationship between teachers answering Question 3 and the county or level at which they

taught, teachers were slightly more likely to answer Question 3 if they were a critical-needs teacher and slightly more likely to answer the question if they were a first- or second-year teacher, as opposed to a third-year respondent. The two cross-tabs below demonstrate these results.

**Table 6E**

Responded to Question, "If you are not likely to return to your school next year you are likely to..." and Critical Needs (N = 469)	Critical Needs (N = 142)	Not Critical Needs (N = 327)
Responded	36.6%	26.3%
Did not respond	63.4%	73.7%

**Table 7E**

Responded to Question, "If you are not likely to return to your school next year you are likely to..." and Years Teaching in Delaware (N = 469)	First Year (N = 196)	Second Year (N = 149)	Third Year (N = 109)
Responded	37.2%	28.2%	20.2%
Did not respond	62.8%	71.8%	79.8%

#### *Future Roles in Education and Elsewhere*

The final question in Part E of the New Teacher Survey asked respondents about their likelihood of taking on certain roles in the next five years. The table below is a summary of the frequency of responses to this question. As is demonstrated in the table, most respondents answered that it was very likely they would return to graduate or professional school in the next five years. For all other possible roles, the majority of new teachers said it was very unlikely that they would fill any of these.

**Table 8E**

Future Role (N = 469)	Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	No Response
Return to graduate/professional school	38.6%	30.9%	12.8%	16.6%	1.1%
Become a public school teacher in another state	6.4%	22.0%	19.0%	51.8%	0.9%
Become a charter school teacher	6.2%	13.4%	22.4%	56.3%	1.7%
Become an education specialist such as a guidance counselor, school psychologist, or counselor	4.1%	9.2%	22.8%	62.5%	1.5%
Become a school or district administrator	2.8%	15.6%	21.3%	59.7%	0.6%
Become a private-school teacher	1.3%	10.4%	22.0%	64.8%	1.5%
Be employed full-time in the private, government or a nonprofit sector	0.9%	9.6%	19.4%	68.2%	1.9%
Leave the job market because of family responsibilities	0.6%	6.4%	18.3%	72.1%	2.6%

The answers to these questions were disaggregated based on the number of years of experience that new teachers had in the state of Delaware. The biggest percentage differences among teachers by years teaching in Delaware are discussed below, and the table summarizes the percentage of respondents who answered that it was very or somewhat likely that they would fill various roles in the next five years. Interestingly, the largest differences in responses between first-year teachers and third-year teachers all pertained to fulfilling a teaching role, either in a different state, in a private school, or in a charter school.

Table 9E

Future Role(s) in 5 Years (N = 469)	1st Year Teachers Answering “Very” or “Somewhat” Likely (N = 196)	2nd Year Teachers Answering “Very” or “Somewhat” Likely (N = 149)	3rd Year Teachers Answering “Very” or “Somewhat” Likely (N = 109)
Become a public school teacher in another state	36.8%	29.6%	13.8%
Become a school or district administrator	17.9%	18.1%	19.2%
Become an education specialist such as a guidance counselor, school psychologist, or counselor	12.8%	14.7%	12.8%
Become a private school teacher	17.3%	10.1%	4.6%
Become a charter school teacher	27.0%	16.8%	10.1%
Be employed full-time in the private, government, or non-profit sector	11.2%	11.4%	7.3%
Leave the job market because of family responsibilities	8.1%	6.7%	2.8%
Return to graduate professional school	65.8%	69.8%	76.1%

*Become a Public School Teacher in Another State* – Results demonstrated that first-year teachers (36.8%) and second-year teachers (29.6%) were much more inclined to answer that they were very likely or somewhat likely to become a public school teacher in another state in next five years than were third-year teachers (13.8%).

Table 10E

Likelihood of teaching in a public school in another state and years Teaching in Delaware (N = 469)	First Year (N = 196)	Second Year (N = 149)	Third Year (N = 109)
Very likely	8.2%	5.4%	5.5%
Somewhat likely	28.6%	24.2%	8.3%
Somewhat unlikely	18.4%	16.8%	22.9%
Very unlikely	43.9%	53.0%	62.4%

*Become a private school teacher* – The cross-tab table below indicates that a higher percentage of first-year (17.3%) and second-year teachers (10.1%) actually indicated that they were very likely or somewhat likely to become a private-school teacher than were third-year teachers (4.6%).

Table 11E

Likelihood of teaching in a private school and years Teaching in Delaware (N = 469)	First Year (N = 196)	Second Year (N = 149)	Third Year (N = 109)
Very likely	2.0%	0.7%	0.0%
Somewhat likely	15.3%	9.4%	4.6%
Somewhat unlikely	23.5%	19.5%	22.9%
Very unlikely	57.7%	69.1%	70.6%

*Become a charter school teacher* – Similar to the responses about becoming a private-school teacher, more first-year (27.0%) and second-year teachers (16.8%) indicated that it was very or somewhat likely that they would become a charter-school teacher in the next five years than were third-year teachers (10.1%).

Table 12E

Likelihood of teaching in a charter school and years Teaching in Delaware (N = 469)	First Year (N = 196)	Second Year (N = 149)	Third Year (N = 109)
Very likely	10.2%	3.4%	3.7%
Somewhat likely	16.8%	13.4%	6.4%
Somewhat unlikely	24.5%	20.1%	22.9%
Very unlikely	46.4%	61.1%	66.1%

### Trends over Time

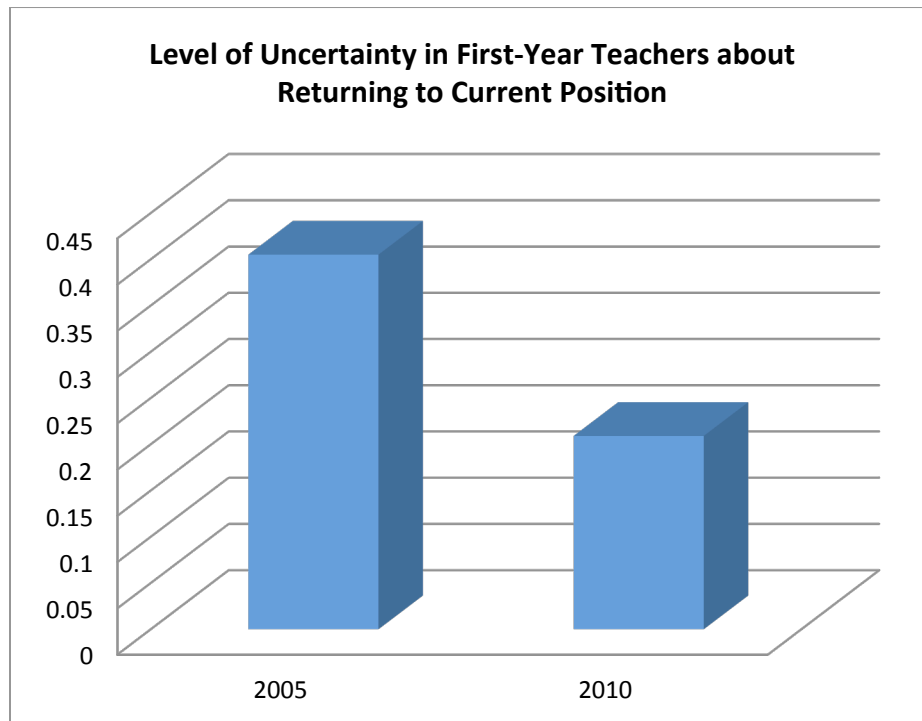
#### *New Teachers are Much More Certain of Returning to their Current Position*

The current political and economic climate is much different now than in 2005, with concerns over the recession, state budget cuts, and potential loss of teacher positions in the state. Therefore, it is surprising that teacher certainty of returning to their current position has improved. One possible explanation, supported by the personnel directors' survey, is that because there are fewer opportunities available, teachers are less likely to be thinking of leaving their current position.

The 2005 report stated, "Surprisingly at the end of only their first year in their new teaching position in Delaware, many new teachers were not sure of whether or not they would return to their current position" (Raffel and Beck, 2005). In fact, 40.5 percent of new teachers in the 2005 report said they were not planning on returning to their current position or they were unsure about returning. In comparison, the percentage of new teachers in 2010 who said they would not return or were unlikely to return is much lower; 16.2 percent of respondents replied that they were uncertain. To better compare to the 2005 report, we disaggregated by years teaching in Delaware, but the percentage of first-year respondents who were uncertain about returning to their current position was still substantially lower than the percentage in 2004 (20.9%). This decrease in uncertainty

could be due to a number of factors, some of which include better placement for teachers into the grade and subject that they want to teach and a higher percentage of teachers signing permanent as opposed to temporary contracts.

**Figure 3E**



*Teachers Planning to Leave School Still Expect to Stay in Teaching*

Of the teachers in 2004 who were expecting to leave their school after the first year, 71.3 percent of them were still planning to stay in the district, and only a handful (3.6%) were planning to leave the profession all together. The same is true of teachers in 2010; of the teachers who were uncertain about returning to their school, only 1.3 percent indicated that they were planning to leave the profession all together. The most frequent response among teachers planning to leave in 2010 was that they still planned to stay in the same district (39.9%).

*Fewer New Teachers Plan to Return to Graduate School, While Other Future Plans Remain Largely Unchanged*

Both the 2010 survey and the survey administered five years earlier asked new teachers about their long-term plans. The question asked of both groups of respondents was, “How likely are you to do the following within the next five years?” The table below compares the results. As indicated, there has been a substantial decline in the percentage of teachers who plan to return to graduate school in the next five years. This could be because a larger percentage of the group of respondents in 2010 may have already obtained a higher level degree, or it could be an indicator of broader concerns facing teachers, such as the economy. This decrease may also relate to changes in the salary-incentive system for earning a master’s degree. We also disaggregated the 2010 responses by years teaching in Delaware to better compare the 2005 report on first-year teachers to only teachers who are in their first year from the 2010 group. The difference in frequency of responses between first-year teachers and the whole respondent group was less than five percent for each item below. The table

also demonstrates that by disaggregating the 2010 responses by years in teaching in order to better compare the two respondent groups, the differences between first-year respondents and the whole respondent group is less than five percent.

**Table 13E**

Likelihood of Action to Occur Within the Next 5 Years	2005 Report	2010 First Year Teachers	2010 All Respondents	Percentage Point Difference between 2005 Report and All	Percentage Point Difference between 2005 Report and 2010 1st Years
Return to graduate/professional school	60.7%	35.2%	38.6%	<b>-22.1</b>	<b>-25.5</b>
Become a public school teacher in another state	11.2%	8.2%	6.4%	<b>-4.8</b>	<b>-3.0</b>
Become a counselor or administrator	8.2%	6.2%	6.9%	<b>-1.3</b>	<b>-2.0</b>
Leave the job market because of family responsibilities	2.5%	1.0%	0.6%	<b>-1.9</b>	<b>-1.5</b>
Become a private school teacher	1.9%	2.0%	1.3%	<b>-0.6</b>	0.1
Be employed full-time in a government or nonprofit or private sector	1.9%	1.0%	0.9%	<b>-1.0</b>	<b>-0.9</b>

### Comparison to Personnel Directors' Survey

#### *Comparing New Teachers' Future Plans with Reported Reasons for Teacher Vacancies*

The survey given to Delaware's district personnel directors inquired about the reasons for teacher vacancies or the reason that teachers had left the district this year. The reasons behind a teacher leaving were specified on the survey for 48 percent of the vacancies that had occurred (375 of 782). According to the report on the survey, 40.3 percent of teachers left because of retirement. If retiring teachers are removed from the group (151 teachers), an additional 224 teachers had left for other reasons. The most common reason was that teachers left to take a position in another district in Delaware (28.6% of teachers who had left for a reason other than retirement). Additional reasons for non-retiring teachers to have left were relocating for family (10.2%), for personal reasons (8.9%), or to take a position outside of Delaware (8.4%). Dismissals accounted for 4 percent of total vacancies and 6.6 percent of vacancies other than retirement.

What this information indicates is that teachers' predictions about where they will go if they don't return to their current school are fairly accurate. Just under one in five (18.9%) of teachers who said they were not likely to return to their current position still indicated that they were likely to remain in the same school district or a different Delaware district. Both the survey and the personnel directors' report indicated that besides retirement, teachers who vacate a position at their school *still plan to stay in the same district or a different district in Delaware*.

## **Comparison to National Data/Surveys**

### *New Teachers in Delaware Less Likely to Leave Profession than Group of National Teachers Surveyed*

The 2004-2005 MetLife Survey asked teachers, “Within the next five years, how likely is it that you will leave the teaching profession to go into some other occupation?” As mentioned in previous sections of this report, the MetLife survey was conducted over the phone, with a group of teachers around the country and is not specific to only new teachers. The results of this survey were that seven percent of respondents said very likely, and ten percent said fairly likely. The 2009 MetLife survey asked the exact same question, and the percentage of respondents either saying it was very (12%) or fairly (5%) likely was identical (17%).

Predictably, new teachers in Delaware are even less likely to have intentions of leaving teaching than the group of national teachers surveyed. There were no respondents who indicated that they were definitely planning to leave as soon as possible, and only 1.3 percent of respondents who said they were planning to leave their school next year said it would be so that they could leave the profession altogether.

### *Similar to National Data, Delaware Teachers Intend to Stay in the Profession for the Long Term*

What is evident both from the New Teacher Survey conducted in Delaware and several national surveys is that the majority of teachers have intentions of staying in the profession for the long term. Seven out of ten (71.2%) of Delaware's new teachers said they planned to stay in the profession for as long as they were able, and these numbers are reflective of national surveys as well. A survey that isolated Generation-Y teachers (ages 18-32 at the time of the survey) found that 68 percent of respondents planned to stay in teaching for more than ten years.

## Section F: Previous Experience

The information in Section F of the New Teacher Survey provides a basis for analyzing all other parts of the survey. Section F consisted of 11 questions, each of which relates to previous experience.

### Using Section F as a Typology

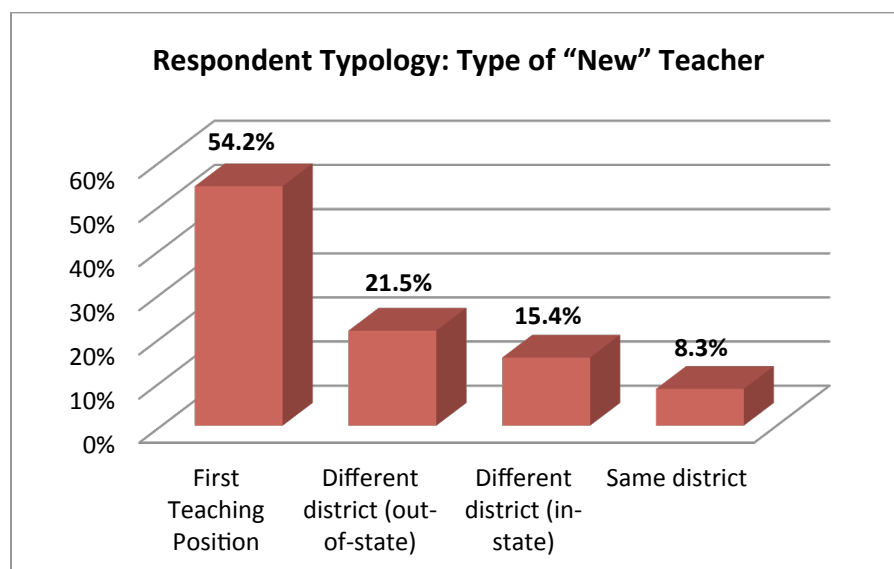
The first question in Section F asked respondents, “What is closest to describing your current situation?” Possible responses were as follows:

- This is your first teaching position
- Started teaching in this district but in a different school
- Taught in a different Delaware school district or charter before this position
- In first teaching position in Delaware; taught in another state before

The responses to this question were used to create a typology of the survey respondents, which could then be used in the analysis of responses to other parts of the survey<sup>26</sup>. Based on the responses to this question, the majority of respondents (54.2%) who completed all sections of the survey (Sections A-G) were in their first teaching position in Delaware. The table and figure below highlight the other results.

**Table 1F and Figure 1F**

Respondent Typology: Teacher Experience Type (N = 469)	Respondents
First Teaching Position	54.2%
Different district (out-of-state)	21.5%
Different district (in-state)	15.4%
Same district	8.3%



<sup>26</sup> This typology could be applied to all survey respondents who completed the entire survey (Sections A-G) but could not be applied to partial respondents (N = 46).

Using teacher type as a category, the responses to this question could be cross-tabulated with responses to other survey questions to determine if teacher type had a statistically significant impact on how teachers responded to other parts of the survey.

### *Previous Experience*

Section F also asked teachers who have taught in other districts or charter schools where they have taught. Of the 214 teachers who responded, 39.8 percent had taught in a different district in Delaware, with the most frequent county response being New Castle County (26.2%). One in five (19.6%) percent of respondents had teaching experience in a non-neighboring state. The most common neighboring state response was Pennsylvania (14.0%), closely followed by Maryland (13.1%).

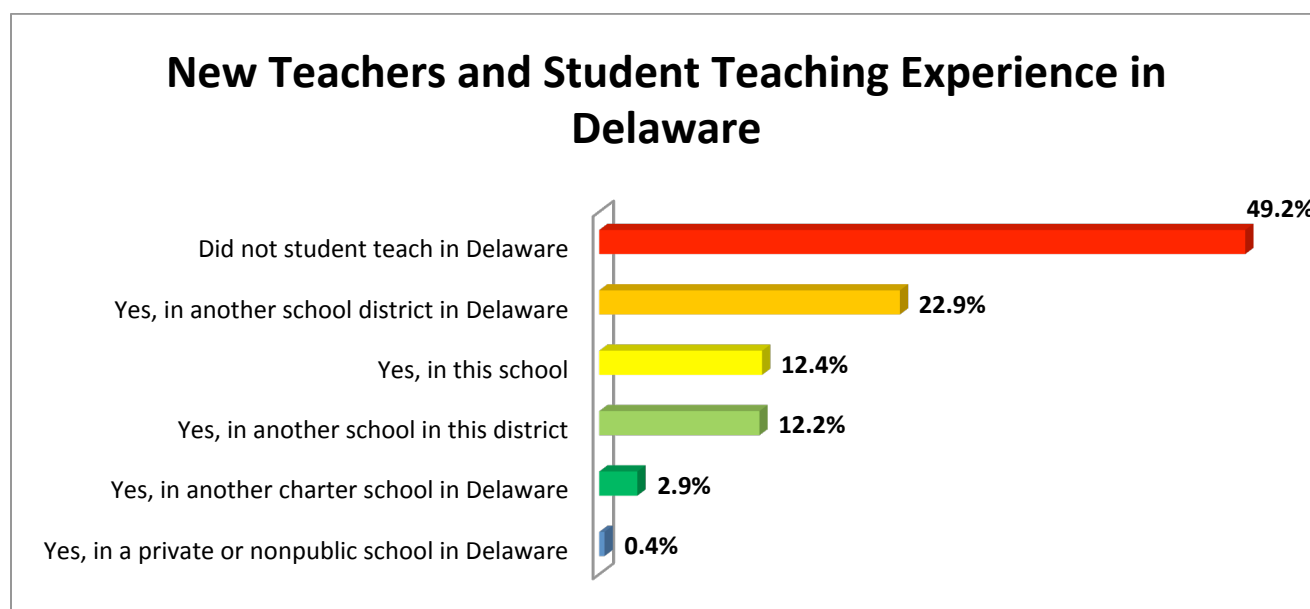
**Table 2F**

<b>Other Districts/States Where Respondents Have Taught (N = 469)</b>	
New Castle County	26.2%
Non-neighboring state	19.6%
Pennsylvania	14.0%
Maryland	13.1%
Other	7.9%
Kent County	7.5%
Sussex County	6.1%
New Jersey	3.7%
Outside the U.S.	1.9%

### *Student Teaching*

Next, respondents were asked, “Did you student teach in Delaware?” The most frequent response was “no” (49.2%). The figure below highlights the other responses. The fact that almost half of the respondents did not student teach in the state is not surprising, considering the lack of credit that respondents gave to student teaching as a means of finding their job (only 8% of respondents said that student teaching was how they learned of their first teaching position in Delaware).

Figure 2F



### High School

Respondents were also asked a series of questions in Section F about their high school experience. Of the 469 respondents who completed this section of the survey, half of them attended high school in Delaware (50.1%), 32 percent in New Castle County. One-quarter (24.8%) of the respondents attended high school in a neighboring state (Pa., Md., or N.J.), and 24.1 percent attended high school in a state other than Delaware, Pennsylvania, Maryland, or New Jersey. When teachers were asked if they were teaching in the same district in which they attended high school, 14.9 percent responded “yes” and 81.9 percent responded “no.”

To determine what district/state was most represented by the 14.9 percent who responded “yes,” we created a cross-tabulation between the question about where respondents attended high school and the question about whether or not they were teaching in the same district as where they attended high school. As the below table shows, the majority of the 14.9 percent of respondents who were teaching in the same district where they attended high school were teaching in New Castle County (52.9%).

Table 3F

Teaching in Same District as High School Attended	
New Castle	52.9%
Kent	28.6%
Sussex	18.6%

The influence of Future Educators of America Club on respondents in high school was minimal. Only 20.7 percent responded “yes” to the question, “Did your high school have a Future Educators of America Club?”, and of those who responded “yes” (97), only 35 (36%) said that they were members. We examined these respondents more closely to determine if they were highly satisfied, as well as their geographic origin. The

majority of these teachers (65.7%) attended high school in Delaware and were moderately satisfied (54.3%). Compared to all respondents, this is a nearly equal satisfaction level (total combined index–category percentage of a moderate satisfaction level from section D was 54.8%).

#### *Preparation for Teaching*

The final three questions in Section F pertain to how respondents had prepared to become a teacher. As the table below demonstrates, the majority of respondents (52.2%) said they had prepared as part of a bachelor's degree program. One-quarter (26.7%) had prepared as part of a master's program, and 12.8% through an alternative route to certification (ARTC).

**Table 4F**

<b>Type of Preparation for Teaching (N = 469)</b>	
Bachelor's degree	52.2%
Master's degree	26.7%
State sponsored ARTC program	12.8%
Other	4.9%
Teach for America program	1.5%
As part of "5th year" program	1.3%

In order to learn more about our respondent group, we cross-tabulated responses to this question with teacher type to determine how many first-time teachers had prepared using means other than a bachelor's degree. The table below shows that exactly half of teachers in their first teaching position had prepared through a bachelor's degree. The next most common preparation method was a master's degree, which 27.2 percent of first teachers reported having used to prepare. There was a large difference in the percentage of teachers from the same district but in a different school who had received their master's (35.9%). This higher percentage, as compared to other teacher types, may be due to incentives implemented at the district level to invest in professional degrees for teachers who have taught in the district for a certain amount of time.

**Table 5F**

<b>Teacher Type by Preparation Type (N = 469)</b>	<b>First Teaching Position (N = 254)</b>	<b>Different District (out- of-state) (N = 101)</b>	<b>Different District (in-state) (N = 72)</b>	<b>Same District (N = 39)</b>
Bachelor's	50.0%	59.4%	50.0%	53.8%
Master's	27.2%	21.8%	27.8%	35.9%
ARTC	14.6%	8.9%	15.3%	7.7%
Other	5.5%	5.9%	4.2%	0.0%
Teach for America	2.0%	1.0%	1.4%	0.0%
"5th year" program	0.4%	0.0%	0.0%	0.0%

We also cross-tabulated teacher type with a different question, “Are you currently enrolled in a Master’s degree program?” Of those who responded “yes” to this question (22%), the majority of them were in their first teaching position (55.3%).

The final question in section F asked respondents, “How likely are you to become a National Board Certified Teacher or to obtain other national certificates?” Most respondents answered that they had already begun the process or that it was likely or very likely to do so (73.9%). One-quarter (24.7%) of teachers said “not likely.”

**Table 6F**

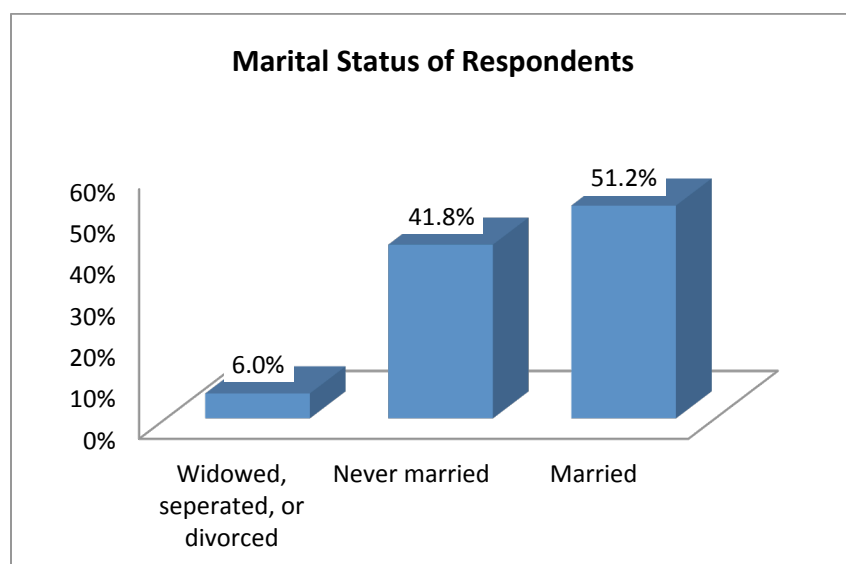
<b>Likelihood of becoming a NBCT (N = 469)</b>	
Already began process	3.4%
Very likely	32.8%
Likely	37.7%
Not likely	24.7%

## Section G: Demographic Information

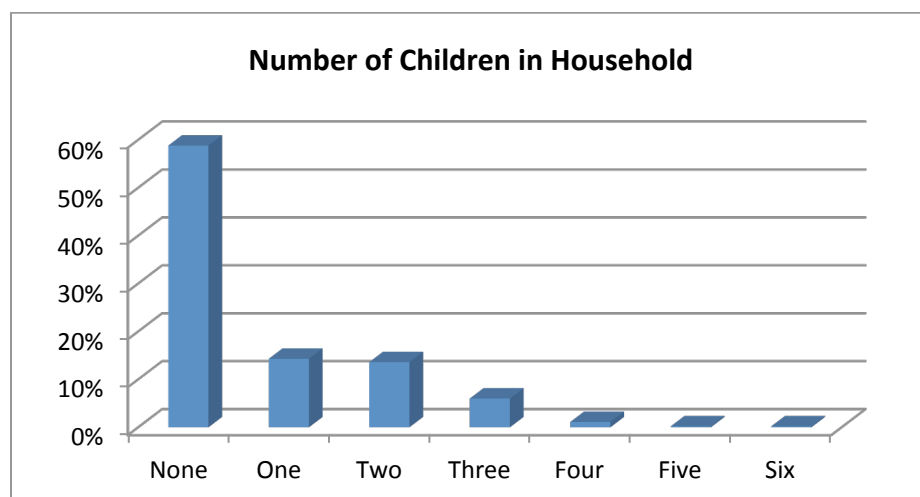
Section G asked respondents two questions, which were used to better inform us about the demographics of the respondent group, since data on these were not available in DOE's database. The two questions in section G were, "What is your marital status?" and "How many children under the age of 18, if any, live in your household?"

In response to the first question, we discovered that the majority of respondents (51.2%) were married. A small percentage (6%) were widowed, separated or divorced, and 41.8 percent had never married. In response to the second question, the majority of respondents (58.8%) had no children, 14.3 percent had one child, and 13.6 percent had two children. Less than ten percent of respondents had three or more children. The figures below demonstrate the frequency of responses.

**Figure 1G**



**Figure 2G**



## Section H: The 2003-2004 First-Year Teacher–Retention Analysis

This section summarizes an analysis of the previous new-teacher survey and subsequent retention data. Nine hundred thirty-two new teachers were eligible to answer the New Teacher Survey during the 2003-2004 school year. An eligible teacher was one who had been hired on a contract for the 2003-2004 school year and was still on contract in April 2004. Of the eligible population, 470 (50.4%) new teachers answered the survey in 2004, and the data from this survey were published in the 2005 teacher-retention report (Raffel and Beck, 2005). Five years after the survey was administered, the Delaware Department of Education (DOE) requested a follow up on the status of the teachers in Delaware who participated in the 2003-2004 New Teacher Survey. In conjunction with the University of Delaware's Institute for Public Administration and DOE, the employment status of each survey participant as of October 2009 was located in the state database. The analysis below is based on this sample of new teachers who had been teaching in Delaware six years later.

To better understand what factors affect long-term retention, we looked at several questions from the 2004 survey and cross-tabulated responses with current employment status. These variables include survey responses from new teachers in 2004, which were cross-tabulated with the respondents' employment status after six years. Overall, the six-year-retention rate of the 2003-2004 school year sample is 69.3 percent.

### *Future Plans*

In the 2004 New Teacher Survey, teachers were asked about their career plans for the following year. At the end of the first school year of their new teaching positions in Delaware, many new teachers were unsure of whether or not they would return to their current positions, i.e., staying employed at their perspective schools. Initially, more than one-half of all new teachers (59.5%) planned to stay in their school for the following year, one-third (33.6%) were not sure of their plans for the following year, and about one in 15 (6.9%) reported that they were not staying in their school the following year. Among the nearly seven percent of teachers who said they were not planning on staying in their school for the following year, more than one-half (56.7%) had left teaching in Delaware within the following five years. Among teachers who responded they were not sure if they were returning to their school the following year, more than one-third (37.9%) had left teaching in Delaware within the following five years. Finally, of teachers who said they were returning to their school the following year, one-quarter (24.9%) had left teaching in Delaware within the following five years. Thus, the plans teachers reported for the following school year highly correlated with whether or not they were still teaching in Delaware six years later.

**Table 1H**

Are you planning to return to same school next year?	Yes (N = 257)	Not Sure (N = 145)	No (N = 30)
Left Delaware Public School	24.9%	37.9%	56.7%
Stayed Employed in Delaware Public School	75.1%	62.1%	43.3%

### *Mentoring*

In 2004 teachers were also asked about their experience with the mentoring program. Only one-tenth of teachers found the mentoring program of no benefit, while the remaining respondents said the program was somewhat or very beneficial. Teachers who did not find mentoring at all beneficial were somewhat more likely to leave teaching in Delaware than teachers who reported a lot of benefit from mentoring. One-third (33.3%) of teachers who did not find mentoring at all beneficial or found it only somewhat beneficial had left teaching in Delaware within the following five years, compared to 28.3 percent who found mentoring very beneficial.

**Table 2H**

How beneficial was the mentoring program to you?	Not at all (N = 51)	Somewhat (N = 199)	Very (N = 187)
Left Delaware Public School	33.3%	34.2%	28.3%
Stayed Employed in Delaware Public School	66.7%	65.8%	71.7%

### *Expectations*

Teachers in 2004 were also asked about how their first position compared with their expectations. Almost half (43.2%) of teachers who responded that their position was worse than expected had left their school within the following five years. On the other hand, one-third (31.6%) of teachers who responded that their positions were as expected, and a similar proportion of teachers who said their positions were better than expected (29.1%), had left their school within the following six years. Therefore, we can conclude that whether or not a teacher's position met their expectations was related to teacher retention.

**Table 3H**

To what extent has this position met your expectations?	Worse than expected (N = 37)	As expected (N = 206)	Better than expected (N = 186)
Left Delaware Public School	43.2%	31.6%	29.1%
Stayed Employed in Delaware Public School	56.8%	68.4%	70.9%

### *Type of Contract*

Teachers on temporary contracts were more likely to leave teaching in Delaware, compared to teachers on permanent contracts. Over one-third of teachers on temporary contracts (38.0%) had left teaching in Delaware within the following five years, compared to a little more than a one fourth of teachers who held permanent contracts (27.3%). The higher retention rate of teachers on permanent contracts is no surprise, given the uncertainty about their position that temporary-contract teachers express. It is also possible that a few teachers only wanted to teach in a short-term situation and had accepted temporary positions with a short tenure in mind.

Table 4H

Type of Contract	Temporary (N = 163)	Permanent (N = 275)
Left Delaware Public School	38.0%	27.3%
Stayed Employed in Delaware Public School	62.0%	72.7%

*Key Demographic Variables*

Younger new teachers (under the age of 26) and teachers over the age of 54 were more likely to leave teaching in Delaware than middle-age teachers. Almost 36 percent (35.8%) of teachers younger than 26 left, and another 31.8 percent of teachers between the ages of 26 and 35 left teaching in Delaware during the five years. In comparison, only 22.4 percent of teachers between 36 to 45 years old left teaching, and 28.3 percent of teachers between 45 to 54 years old left teaching in Delaware during the five years. Although the number of new teachers in the oldest age bracket was small (N=10), 60 percent of teachers 55 to 64 years old left teaching in Delaware, indicating retirement as a factor in retention, even for teachers new to Delaware.

Table 5H

What is your age range?	Under 26 (N = 173)	26-35 (N = 132)	36-45 (N = 58)	45-54 (N = 46)	55-64 (N = 10)
Left Delaware Public School	35.8%	31.1%	22.4%	28.3%	60.0%
Stayed Employed in Delaware Public School	64.2%	68.9%	77.6%	71.7%	40.0%

More first-year teachers teaching middle and high school left their teaching positions in Delaware schools after the first five years than teachers in the earlier grade levels. One third of teachers teaching in middle and high school left teaching, compared to one-quarter of teachers teaching kindergarten through fifth grade and 29 percent teaching pre-kindergarten and other.

Table 6H

What is your current grade level?	Pre-K and others (N = 20)	Elementary (N = 195)	Middle (N = 122)	High (N = 130)
Left Delaware Public School	28.6%	25.1%	33.6%	32.3%
Stayed Employed in Delaware Public School	71.4%	64.9%	66.4%	67.7%

Teachers were also asked about how they were prepared for their teaching positions in Delaware. Of the various teacher preparation types (bachelor's, master's, fifth-year program, or Alternative Routes to Certification), the group of teachers most likely to leave Delaware public schools after five years were teachers who had become certified through ARTC (39.5%). The teachers least likely to leave were those who had become certified through a fifth-year program (27.4%). Almost two out of every five teachers who were trained in a master's program left during the five year period, and 32.2 percent of teachers who trained in a bachelor's program left.

Table 7H

How did you train to become a teacher?	BA (N = 276)	Master's (N = 13)	5th Year (N = 95)	ARTC (N = 38)
Left Delaware Public School	32.6%	38.5%	27.4%	39.5%
Stayed Employed in Delaware Public School	67.4%	61.5%	72.6%	60.5%

In summary, for new teachers, motivations to leave their current teaching positions seem to vary. **The attrition of first-year teachers from spring 2004 to fall 2009 was related to temporary contract status, whether the expectations of their teaching position were met, how teachers trained to become teachers, subject or grade level, age, and how much teachers felt they benefited from the mentoring program.**

*A Detailed Look: Using Logistical Regression to Examine Teacher Retention*

While we know that there is a relation between attrition of first-year teachers and the variables mentioned above, we felt it was necessary to take a more detailed, statistical approach to determine the correlation between each of these variables and new teacher retention. To do so, we conducted a binary logistical regression to understand the relation of these variables with retention when taking other variables into consideration, that is, separating the effect of each individual variable<sup>27</sup>.

First, we used all the independent variables discussed above (gender, age, type of contract, school level, how teachers were trained, whether or not their expectations were met, and thoughts on the mentoring program) in a logistical equation to determine the effect (if any) they had on whether or not a teacher was still employed in Delaware public schools five years later. When we used all these variables in the equation we discovered that the only statistically significant variables (using a 90% confidence level) were age and contract type. This means that the age of a teacher, as well as whether or not the teacher was on a permanent or temporary contract, were the only variables that could be said to have a statistically significant impact on whether or not the teacher was retained by Delaware Department of Education.

We also conducted this analysis by removing all variables over which policymakers have no control (age and gender), and we removed the school-level category “pre-K and other” to focus only on elementary, middle, and secondary teachers (due to the fact that “other” encompassed many teaching arrangements such as specialists, adult education, etc.). With these demographic variables removed from the equation, we discovered that contract type still had a statistically significant impact on whether or not a teacher was still employed in Delaware’s public schools. Additionally, teacher views on mentoring showed a statistically significant relationship with retention<sup>28</sup>.

Given the goal to improve Delaware’s ability to attract and retain the very best teachers for the state’s schools, there are several implications of these results.

<sup>27</sup> See Appendix F for data tables.

<sup>28</sup> See Appendix F for odds ratios of these statistically significant variables.

*What this Means for Teacher Retention and Comparisons to the 2010 Results*

It is critical that these findings be considered when evaluating the 2010 survey results. For example, the decline in satisfaction with the mentoring program is a “red flag” for retention. As the 2004 results demonstrate, teachers who said they did not find mentoring at all beneficial were somewhat more likely to leave teaching in Delaware than teachers who reported some benefit from mentoring. One-third (33.3%) of teachers who did not find mentoring at all beneficial left teaching in Delaware, compared to 28.3 percent who found mentoring very beneficial, and this relation was mentioned in the multivariate statistical analysis. As the 2010 survey results demonstrate, there has been a substantial decline in new teacher satisfaction with the mentoring program (new teachers saying the mentoring program was very helpful declined to 20.1%). What this means for the retention of these new teachers remains to be seen; however, efforts to improve this program could prove helpful in retaining teachers.

While temporary contracts are sometimes unavoidable, results from the 2004 survey indicate that teachers on temporary contracts were more likely to leave teaching in Delaware, compared to teachers on permanent contracts. Over one-third (38.0%) of teachers on temporary contracts left teaching in Delaware, compared to a little more than a one-fourth (27.3%) of teachers who held permanent contracts<sup>29</sup>. Therefore, the slight rise in the percentage of respondents who were hired on a temporary contract is not a positive trend for the state when thinking about teacher retention. Of the 2004 respondents, 37.2 percent were hired on temporary contracts. This percentage increased to 38.9 in 2010.

It is also important to note that even when teachers were certain that they were staying in the same school, nearly a quarter (24.9%) of these teachers left within the next five years. The reasons for these teachers leaving are uncertain; however, these results are important when thinking about the state’s goal of recruiting and retaining the best teachers in the country. Understanding where these teachers went and why could have an important impact on shaping policies focused on retaining the best teachers in the state.

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<sup>29</sup> This relation was mentioned in the multivariate statistical analysis.

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## Appendix A: Survey Instrument

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### IMPORTANT: PLEASE READ BEFORE CONTINUING

With the increased focus on teachers and effective teaching, the opinions of teachers provide valuable information to policy makers. With this in mind, the Delaware Department of Education has contracted with the Institute for Public Administration (IPA) at the University of Delaware (UD) to conduct a DEEDS-based survey of teachers who began(or returned to) teaching in Delaware in the last three years. IPA has been conducting surveys of district and charter school personnel directors in Delaware for seven years and surveys of teachers periodically for 25 years. You have been selected to complete this survey, and we would very much like to include your experiences in searching for a position in Delaware and your opinions about your current position.

The survey questions have been suggested/reviewed by representatives of the Delaware DOE, State Board of Education, DSEA, UD School of Education and Delaware Academy for School Leadership (DASL), Wilmington University, Delaware Association for School Administrators (DASA), the Charter School Network, and the Rodel Foundation. The results will be reported in the aggregate (such as by demographic group and county) to the State Board and the public; no individuals will be identified or associated with any responses.

This survey should take about 20-25 minutes to complete. Your answers are saved each time you press the Continue button and proceed to the next page. IF TIME NECESSITATES, YOU CAN LOGOUT AND RETURN TO COMPLETE THE SURVEY.

If you have any questions, please contact [Teacher and Administrator Quality Development Group](#) at 735-4120.

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.

We would really appreciate obtaining the opinions of all those requested to complete this survey. To recognize those who complete this survey, \$50 Amazon.com gift cards will be awarded by IPA to three teachers who complete this survey and are randomly selected from all respondents.

- ☒ I agree to participate  
☐ I do not agree to participate

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## Delaware Teacher Survey Section A: Your First Delaware Teaching Position

### 1. During which month did you actively begin your job search for your FIRST teaching position in a school district or charter school in Delaware?

- ☐ January or earlier   ☐ February   ☐ March   ☐ April  
☐ May   ☐ June   ☒ July   ☐ August  
☐ September   ☐ October   ☐ November   ☐ December or later

### 2. To what extent did you use any of the following to search for a teaching position?

- |                                                              |                                 |                                           |                                         |
|--------------------------------------------------------------|---------------------------------|-------------------------------------------|-----------------------------------------|
| a. University of Delaware Recruitment Fair (Project Search)  | <input type="radio"/> Great Use | <input checked="" type="radio"/> Some Use | <input type="radio"/> No Use            |
| b. Recruitment trips/fairs in neighboring states (NJ,MD, PA) | <input type="radio"/> Great Use | <input checked="" type="radio"/> Some Use | <input type="radio"/> No Use            |
| c. Recruitment trips/fairs in other states                   | <input type="radio"/> Great Use | <input checked="" type="radio"/> Some Use | <input type="radio"/> No Use            |
| d. Teach Delaware website                                    | <input type="radio"/> Great Use | <input checked="" type="radio"/> Some Use | <input type="radio"/> No Use            |
| e. School district website                                   | <input type="radio"/> Great Use | <input checked="" type="radio"/> Some Use | <input type="radio"/> No Use            |
| f. Teach for America program                                 | <input type="radio"/> Great Use | <input checked="" type="radio"/> Some Use | <input type="radio"/> No Use            |
| g. Delaware State University recruitment activities          | <input type="radio"/> Great Use | <input checked="" type="radio"/> Some Use | <input type="radio"/> No Use            |
| h. Print advertisements                                      | <input type="radio"/> Great Use | <input checked="" type="radio"/> Some Use | <input type="radio"/> No Use            |
| i. Student teaching contacts                                 | <input type="radio"/> Great Use | <input checked="" type="radio"/> Some Use | <input type="radio"/> No Use            |
| j. Word of mouth                                             | <input type="radio"/> Great Use | <input checked="" type="radio"/> Some Use | <input type="radio"/> No Use            |
| k. Your college or university job placement service          | <input type="radio"/> Great Use | <input checked="" type="radio"/> Some Use | <input type="radio"/> No Use            |
| l. Friend in area                                            | <input type="radio"/> Great Use | <input type="radio"/> Some Use            | <input checked="" type="radio"/> No Use |
| m. Principal/school administrator                            | <input type="radio"/> Great Use | <input checked="" type="radio"/> Some Use | <input type="radio"/> No Use            |

If "Other", please specify

### 3. Where were the other districts or charter schools you applied to? (Check all that apply)

- ☒ New Castle County   ☒ Sussex County   ☒ Kent County  
☒ Pennsylvania   ☒ Maryland   ☒ New Jersey  
☒ Other

If "Other", please specify

### 4. How did you learn about your first Delaware teaching position?

- |                                                                                           |                                                                                 |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <input checked="" type="radio"/> University of Delaware Recruitment Fair (Project Search) | <input type="radio"/> Recruitment trips/ fairs in neighboring states (NJ,MD,PA) |
| <input type="radio"/> Student teaching contacts                                           | <input type="radio"/> Recruitment trips/fairs in other states                   |
| <input type="radio"/> Word of mouth                                                       | <input type="radio"/> Teach Delaware website                                    |
| <input type="radio"/> Your college or university job placement service                    | <input type="radio"/> Teach for America Program                                 |
| <input type="radio"/> Delaware State University Recruitment activities                    | <input type="radio"/> Friend in area                                            |
| <input type="radio"/> Principal /school administrator                                     | <input type="radio"/> Other                                                     |

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**5. In which month did you learn about the availability of your first Delaware teaching position?**

- ☐ January or earlier ☐ February ☐ March ☐ April  
☐ May ☐ June ☐ July ☐ August  
☐ September ☐ October ☒ November ☐ December or later

**6. Was your first Delaware teaching position your:**

- ☐ First and only offer of a teaching position  
☒ First of two or more offers  
☐ Second or later of multiple offers

**If you received more than one teaching position offer, how many offers did you receive?**

**7. How important were the following factors in why you accepted this offer?**

- |                                                        |                                                                                                                                     |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| a. Location                                            | <input checked="" type="radio"/> Very Important <input type="radio"/> Somewhat Important <input type="radio"/> Not at all Important |
| b. School leadership                                   | <input checked="" type="radio"/> Very Important <input type="radio"/> Somewhat Important <input type="radio"/> Not at all Important |
| c. Prior experience with school or district            | <input checked="" type="radio"/> Very Important <input type="radio"/> Somewhat Important <input type="radio"/> Not at all Important |
| d. Specifics of position such as subject area or grade | <input checked="" type="radio"/> Very Important <input type="radio"/> Somewhat Important <input type="radio"/> Not at all Important |
| e. First contract offered                              | <input checked="" type="radio"/> Very Important <input type="radio"/> Somewhat Important <input type="radio"/> Not at all Important |
| f. Salary                                              | <input checked="" type="radio"/> Very Important <input type="radio"/> Somewhat Important <input type="radio"/> Not at all Important |
| g. Benefits                                            | <input checked="" type="radio"/> Very Important <input type="radio"/> Somewhat Important <input type="radio"/> Not at all Important |
| h. School program or mission                           | <input checked="" type="radio"/> Very Important <input type="radio"/> Somewhat Important <input type="radio"/> Not at all Important |
| i. Teaching conditions                                 | <input checked="" type="radio"/> Very Important <input type="radio"/> Somewhat Important <input type="radio"/> Not at all Important |
| j. Friends teaching in district/school                 | <input checked="" type="radio"/> Very Important <input type="radio"/> Somewhat Important <input type="radio"/> Not at all Important |
| k. Other (Please specify)                              | <input checked="" type="radio"/> Very Important <input type="radio"/> Somewhat Important <input type="radio"/> Not at all Important |
| If "Other", please specify <input type="text"/>        |                                                                                                                                     |

**8. What is the letter (in Question #7 above) of the most important reason?**

**9. (If Location was a somewhat or very important reason) Which location factor was the most important?**

- ☐ Near family  
☐ Near amenities (such as the beach or city)  
☒ Familiar with area  
☐ Near childhood home  
☐ Near spouse's job  
☐ Near higher education institution  
☐ Other

If "Other", please specify

**10. Before you were hired, did you:**

- a. Meet the principal or administrator of your school ☒ Yes ☐ No  
b. Meet any teachers at your school ☐ Yes ☒ No  
c. Receive a tour of the school ☒ Yes ☐ No

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**11. When were you offered your first Delaware teaching position?**

- ☐ January or earlier ☐ February ☐ March ☐ April  
☐ May ☐ June ☐ July ☐ August  
☐ September ☒ October ☐ November ☐ December or later

**12. Did you receive a letter of intent to hire before obtaining a contract?**

- ☐ Yes ☐ No ☒ Not Sure

**13. Were you hired on a permanent or temporary contract?**

- ☐ Permanent ☐ Temporary

**14. If temporary, what was the reason for the temporary contract?**

- ☒ Credential issues  
☐ District policy for teachers hired after school year started  
☐ Filling temporary vacancy  
☐ Don't know  
☐ Other

If "Other", please specify

**15. What was your first position as a Delaware teacher?**

- ☒ Teacher in K-12 traditional school district  
☐ Teacher in vocational district  
☐ Teacher in charter school  
☐ Teacher in special assignment

**16. Which comes closest to describing the school where you held your first Delaware teaching position?**

- ☒ High school (generally includes grades 9-12)  
☐ Middle school (generally includes grades 7-8 and sometimes grade 6)  
☐ Elementary school (generally includes grades K-5 and sometimes grade 6)  
☐ Pre-school (generally includes pre-school and sometimes kindergarten)

**17. In your first Delaware teaching position did you teach the subject that you wanted to teach?**

- ☐ Yes ☒ No

**18. Did you teach the grade level/age that you wanted to teach?**

- ☐ Yes ☒ No

**19. Overall did your first Delaware teaching position meet your expectations?**

- ☐ Yes ☒ No

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# Delaware Teacher Survey: Section B Support for Your Work

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## 1. In your FIRST year of teaching in Delaware how well prepared were you to

- |                                                                                                                |                                                     |                                                |                                                    |                                                      |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------|----------------------------------------------------|------------------------------------------------------|
| a. Teach your subject matter?                                                                                  | <input checked="" type="radio"/> Very well prepared | <input type="radio"/> Well prepared            | <input type="radio"/> Somewhat prepared            | <input type="radio"/> Not at all prepared            |
| b. Select and adapt curriculum and instructional materials?                                                    | <input type="radio"/> Very well prepared            | <input checked="" type="radio"/> Well prepared | <input type="radio"/> Somewhat prepared            | <input type="radio"/> Not at all prepared            |
| c. Use a variety of instructional methods?                                                                     | <input type="radio"/> Very well prepared            | <input type="radio"/> Well prepared            | <input checked="" type="radio"/> Somewhat prepared | <input type="radio"/> Not at all prepared            |
| d. Use data to create/adapt instructional methods?                                                             | <input type="radio"/> Very well prepared            | <input type="radio"/> Well prepared            | <input type="radio"/> Somewhat prepared            | <input checked="" type="radio"/> Not at all prepared |
| e. Use computers/technology in classroom instruction?                                                          | <input checked="" type="radio"/> Very well prepared | <input type="radio"/> Well prepared            | <input type="radio"/> Somewhat prepared            | <input type="radio"/> Not at all prepared            |
| f. Assess students and use state assessments for improving instruction?                                        | <input type="radio"/> Very well prepared            | <input checked="" type="radio"/> Well prepared | <input type="radio"/> Somewhat prepared            | <input type="radio"/> Not at all prepared            |
| g. Teach students with special needs (e.g., disabilities, special education)?                                  | <input type="radio"/> Very well prepared            | <input type="radio"/> Well prepared            | <input checked="" type="radio"/> Somewhat prepared | <input type="radio"/> Not at all prepared            |
| h. Teach students with limited English proficiency (LEP)/English language learners (ELL)?                      | <input type="radio"/> Very well prepared            | <input type="radio"/> Well prepared            | <input type="radio"/> Somewhat prepared            | <input checked="" type="radio"/> Not at all prepared |
| i. Work with other teachers as a member of a grade level team, department, or professional learning community? | <input checked="" type="radio"/> Very well prepared | <input type="radio"/> Well prepared            | <input type="radio"/> Somewhat prepared            | <input type="radio"/> Not at all prepared            |
| j. Handle a range of classroom management or discipline situations?                                            | <input type="radio"/> Very well prepared            | <input checked="" type="radio"/> Well prepared | <input type="radio"/> Somewhat prepared            | <input type="radio"/> Not at all prepared            |
| k. Communicate with parents about how their children are doing in school?                                      | <input type="radio"/> Very well prepared            | <input type="radio"/> Well prepared            | <input checked="" type="radio"/> Somewhat prepared | <input type="radio"/> Not at all prepared            |
| l. Plan activities that are sensitive to issues of class, gender, race, ethnicity, family composition and age? | <input type="radio"/> Very well prepared            | <input type="radio"/> Well prepared            | <input type="radio"/> Somewhat prepared            | <input checked="" type="radio"/> Not at all prepared |
| m. Reflect on your teaching to improve your practice?                                                          | <input checked="" type="radio"/> Very well prepared | <input type="radio"/> Well prepared            | <input type="radio"/> Somewhat prepared            | <input type="radio"/> Not at all prepared            |

## 2. Of the areas listed above, what was your single biggest concern as you were getting ready to start your first teaching position in Delaware? If not listed, please specify

If not listed, please specify

## 3. Please indicate how helpful each item was as you dealt with your biggest concern

- |                                                                                     |                                               |                                                   |                                              |                                                               |
|-------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------|----------------------------------------------|---------------------------------------------------------------|
| a. Teacher workshops                                                                | <input type="radio"/> Very Helpful            | <input type="radio"/> Somewhat Helpful            | <input type="radio"/> Not Helpful            | <input checked="" type="radio"/> Didn't attend/ doesn't apply |
| b. Mentor                                                                           | <input type="radio"/> Very Helpful            | <input type="radio"/> Somewhat Helpful            | <input checked="" type="radio"/> Not Helpful | <input type="radio"/> Didn't attend/ doesn't apply            |
| c. District support such as curriculum specialists, teacher cadre, resource teacher | <input type="radio"/> Very Helpful            | <input checked="" type="radio"/> Somewhat Helpful | <input type="radio"/> Not Helpful            | <input type="radio"/> Didn't attend/ doesn't apply            |
| d. School support such as department chair, subject area specialist, team leader    | <input checked="" type="radio"/> Very Helpful | <input type="radio"/> Somewhat Helpful            | <input type="radio"/> Not Helpful            | <input type="radio"/> Didn't attend/ doesn't apply            |
| e. Another teacher in your school                                                   | <input type="radio"/> Very Helpful            | <input checked="" type="radio"/> Somewhat Helpful | <input type="radio"/> Not Helpful            | <input type="radio"/> Didn't attend/ doesn't apply            |
| f. Administrator at your school                                                     | <input type="radio"/> Very Helpful            | <input type="radio"/> Somewhat Helpful            | <input checked="" type="radio"/> Not Helpful | <input type="radio"/> Didn't attend/ doesn't apply            |
| g. Delaware New Teacher Mentoring/Induction Program                                 | <input type="radio"/> Very Helpful            | <input type="radio"/> Somewhat Helpful            | <input type="radio"/> Not Helpful            | <input checked="" type="radio"/> Didn't attend/ doesn't apply |
| h. University or college courses taken during school year                           | <input type="radio"/> Very Helpful            | <input type="radio"/> Somewhat Helpful            | <input checked="" type="radio"/> Not Helpful | <input type="radio"/> Didn't attend/ doesn't apply            |

**4. Did you receive the following kinds of support during your first year of teaching in Delaware?**

- a. Reduced teaching schedule or number of preparations ☒ Yes ☐ No
- b. Common planning time with teachers in your subject /grade ☐ Yes ☒ No
- c. Induction program including seminars or classes for beginning teachers ☒ Yes ☐ No
- d. Subject area help (e.g. specialists modeling lessons) ☐ Yes ☒ No
- e. Regular supportive communication with your principal, other school administrators, or department chair ☒ Yes ☐ No
- f. Ongoing guidance or feedback from formal mentor or other teacher ☐ Yes ☒ No

**5. Did your school or school district have an orientation for new teachers?**

- ☐ Yes, I participated ☒ Yes, but I did not participate ☐ No

**6. If you were assigned a mentor in your first year of teaching in Delaware,**

- a. Was your mentor in your subject area? ☒ Yes ☐ No ☐ No mentor
- b. Was your mentor teaching in your building? ☐ Yes ☒ No ☐ No mentor
- c. Did your mentor teach at your grade level? ☐ Yes ☐ No ☒ No mentor

**7. Please indicate how frequently the following occurred in your first year teaching in Delaware.**

- a. Your mentor observed you teaching in your classroom ☒ Regularly ☐ Few Times ☐ Never
- b. You and your mentor met for at least 15 minutes ☐ Regularly ☒ Few Times ☐ Never
- c. You and your mentor discussed classroom instruction ☐ Regularly ☐ Few Times ☒ Never
- d. You discussed content or teaching strategies at faculty, department, or grade level meeting ☒ Regularly ☐ Few Times ☐ Never
- e. Principal or school administrator observed you in your classroom ☐ Regularly ☒ Few Times ☐ Never
- f. Colleague other than mentor observed you in your classroom ☐ Regularly ☐ Few Times ☒ Never
- g. You observed veteran teachers in the classroom ☒ Regularly ☐ Few Times ☐ Never
- h. You participated in professional development workshops related to building your teaching skills ☐ Regularly ☒ Few Times ☐ Never

**8. Overall, how helpful was the Delaware New Teacher Mentoring/Induction program to you?**

- ☐ Very helpful ☒ Somewhat helpful ☐ Not at all helpful

**9. What would you change or add to the Delaware New Teacher Mentoring /Induction program to help it become more beneficial to others?**

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# Delaware Teacher Survey Section C: Professional Development and Increasing Teacher Effectiveness

District Center  
Higher Education  
Educator Home  
ARTC  
Business Manager  
Public Resources  
eSchool Coordinator

## 1. For your own CURRENT professional development, which of the following topics would interest you a great deal? (Check as many as apply.)

- ☒ Teaching your subject matter?
- ☒ Selecting and adapting curriculum and instructional materials?
- ☒ Using a variety of instructional methods?
- ☒ Use data to create/adapt instructional methods?
- ☒ Using computers/technology in classroom instruction?
- ☒ Assessing students and using state assessments for improving instruction?
- ☒ Teaching students with special needs (e.g., disabilities, special education)?
- ☒ Teaching students with limited English proficiency (LEP)/English language learners (ELL)?
- ☒ Working with other teachers as a member of a grade level team, department, or professional learning community?
- ☒ Handling a range of classroom management or discipline situations?
- ☒ Communicating with parents about how their children are doing in school?
- ☒ Planning activities that are sensitive to issues of class, gender, race, ethnicity, family composition and age?
- ☒ Reflecting on your teaching to improve your practice?
- ☒ Other

If "Other", please specify

## 2. In his inaugural speech Governor Markell stated, "We will retain, recruit, and train the best teachers in America..." and the Governor and DOE now have created an education reform action plan, tied to the successful Race to the Top proposal. How effective do you think each of the following actions would be in meeting the Governor's goals and improving teacher effectiveness?

- |                                                                                                                                                                                                                                                       |                                                 |                                                     |                                                    |                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------|----------------------------------------------------|-------------------------------------------------------|
| a. Provide a statewide website dedicated to the recruitment of all education personnel, with a common teacher application form accepted by all districts and charter schools.                                                                         | <input type="radio"/> Very effective            | <input type="radio"/> Somewhat effective            | <input type="radio"/> Not too effective            | <input checked="" type="radio"/> Not effective at all |
| b. Provide a teacher leadership position in every school to offer day-to-day feedback and support to other teachers.                                                                                                                                  | <input type="radio"/> Very effective            | <input type="radio"/> Somewhat effective            | <input checked="" type="radio"/> Not too effective | <input type="radio"/> Not effective at all            |
| c. Expand data-proven teacher education programs at universities in Delaware in critical needs areas.                                                                                                                                                 | <input type="radio"/> Very effective            | <input checked="" type="radio"/> Somewhat effective | <input type="radio"/> Not too effective            | <input type="radio"/> Not effective at all            |
| d. Evaluate and support the newly implemented Teach for America program in Delaware                                                                                                                                                                   | <input checked="" type="radio"/> Very effective | <input type="radio"/> Somewhat effective            | <input type="radio"/> Not too effective            | <input type="radio"/> Not effective at all            |
| e. Improve the Delaware New Teacher Mentoring/Induction Program                                                                                                                                                                                       | <input type="radio"/> Very effective            | <input type="radio"/> Somewhat effective            | <input type="radio"/> Not too effective            | <input checked="" type="radio"/> Not effective at all |
| f. Not allow newly hired teachers to "jump" contracts within the state after July 1                                                                                                                                                                   | <input type="radio"/> Very effective            | <input type="radio"/> Somewhat effective            | <input checked="" type="radio"/> Not too effective | <input type="radio"/> Not effective at all            |
| g. Expand the Alternative Routes to Certification program in Delaware                                                                                                                                                                                 | <input type="radio"/> Very effective            | <input checked="" type="radio"/> Somewhat effective | <input type="radio"/> Not too effective            | <input type="radio"/> Not effective at all            |
| h. Provide school leaders with additional training and continuing expert coaching on performing teacher evaluations.                                                                                                                                  | <input checked="" type="radio"/> Very effective | <input type="radio"/> Somewhat effective            | <input type="radio"/> Not too effective            | <input type="radio"/> Not effective at all            |
| i. Utilize the Delaware Comprehensive Assessment System assessment system to ensure teachers receive real-time feedback on student achievement and provide a data coach to enable teachers to use that data to inform their planning and instruction. | <input type="radio"/> Very effective            | <input type="radio"/> Somewhat effective            | <input type="radio"/> Not too effective            | <input checked="" type="radio"/> Not effective at all |
| j. Provide substantial hiring incentives for highly effective teachers choosing to work in critical areas such as math and science.                                                                                                                   | <input type="radio"/> Very effective            | <input type="radio"/> Somewhat effective            | <input checked="" type="radio"/> Not too effective | <input type="radio"/> Not effective at all            |

- k. Implement performance incentives for schools that show school-wide growth and allow teachers to assist in deciding how funding should be spent. ☐ Very effective ☒ Somewhat effective ☐ Not too effective ☐ Not effective at all
- l. Tie teacher rewards to their students' performance. ☒ Very effective ☐ Somewhat effective ☐ Not too effective ☐ Not effective at all
- m. Increase teacher salaries to levels similar to other professional jobs. ☐ Very effective ☐ Somewhat effective ☐ Not too effective ☒ Not effective at all
- n. Provide higher salaries for teachers in hard-to-staff or challenging schools. ☐ Very effective ☐ Somewhat effective ☒ Not too effective ☐ Not effective at all
- o. Make it easier to terminate ineffective teachers. ☐ Very effective ☒ Somewhat effective ☐ Not too effective ☐ Not effective at all
- p. Encourage a model of distributed or shared leadership where teachers are provided opportunities to lead professional development, participate in decision-making, and work with colleagues to improve instructional strategies. ☒ Very effective ☐ Somewhat effective ☐ Not too effective ☐ Not effective at all

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## Delaware Teacher Survey Section D: Satisfaction with Current Position

District Center ☒

Higher Education ☒

Educator Home ☒

ARTC ☒

Business Manager ☒

Public Resources ☒

eSchool Coordinator ☒

**1. Listed below are some phrases associated with teaching. Using the scale below, please indicate your current level of satisfaction or dissatisfaction with each. (Please select an option for each).**

- a. The appreciation you receive and the prestige associated with your profession ☒ Very Satisfied ☐ Somewhat Satisfied ☐ Somewhat Dissatisfied ☐ Very Dissatisfied
- b. Your ability to influence decisions which affect you ☐ Very Satisfied ☒ Somewhat Satisfied ☐ Somewhat Dissatisfied ☐ Very Dissatisfied
- c. The amount of time you spend on record keeping and clerical duties ☐ Very Satisfied ☐ Somewhat Satisfied ☒ Somewhat Dissatisfied ☐ Very Dissatisfied
- d. The amount of time you spend on work after hours ☐ Very Satisfied ☐ Somewhat Satisfied ☐ Somewhat Dissatisfied ☒ Very Dissatisfied
- e. The level of autonomy you have ☐ Very Satisfied ☐ Somewhat Satisfied ☒ Somewhat Dissatisfied ☐ Very Dissatisfied
- f. Your career advancement opportunities ☐ Very Satisfied ☒ Somewhat Satisfied ☐ Somewhat Dissatisfied ☐ Very Dissatisfied
- g. Opportunities to make a difference for students ☒ Very Satisfied ☐ Somewhat Satisfied ☐ Somewhat Dissatisfied ☐ Very Dissatisfied
- h. Safety of the school environment ☐ Very Satisfied ☒ Somewhat Satisfied ☐ Somewhat Dissatisfied ☐ Very Dissatisfied
- i. Procedures for teacher performance evaluations ☐ Very Satisfied ☐ Somewhat Satisfied ☒ Somewhat Dissatisfied ☐ Very Dissatisfied
- j. Job security ☐ Very Satisfied ☐ Somewhat Satisfied ☐ Somewhat Dissatisfied ☒ Very Dissatisfied
- k. Performance of students in your school on state assessments ☐ Very Satisfied ☐ Somewhat Satisfied ☒ Somewhat Dissatisfied ☐ Very Dissatisfied

**2. Suppose you could go back to your college days and start over again. In view of your present knowledge, would you become a teacher?**

☐ Definitely yes ☒ Probably yes ☐ Not sure ☐ Probably no ☐ Definitely no

**3. Why do you feel this way?**

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#### Delaware Teacher Survey Section D: Satisfaction with Current Position

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**4. Listed below are some phrases associated with working as a teacher. Using the scale below, please indicate your current level of satisfaction or dissatisfaction with each. (Please select an option for each item)**

- |                                                                        |                                      |                                          |                                                        |                                         |
|------------------------------------------------------------------------|--------------------------------------|------------------------------------------|--------------------------------------------------------|-----------------------------------------|
| a. The salary you receive                                              | <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Satisfied | <input checked="" type="radio"/> Somewhat Dissatisfied | <input type="radio"/> Very Dissatisfied |
| b. Your benefits e.g., health and retirement plans                     | <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Satisfied | <input checked="" type="radio"/> Somewhat Dissatisfied | <input type="radio"/> Very Dissatisfied |
| c. The availability of supplies                                        | <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Satisfied | <input checked="" type="radio"/> Somewhat Dissatisfied | <input type="radio"/> Very Dissatisfied |
| d. The physical quality of your school                                 | <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Satisfied | <input checked="" type="radio"/> Somewhat Dissatisfied | <input type="radio"/> Very Dissatisfied |
| e. Number of students in your class or classes                         | <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Satisfied | <input checked="" type="radio"/> Somewhat Dissatisfied | <input type="radio"/> Very Dissatisfied |
| f. Your additional duties                                              | <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Satisfied | <input checked="" type="radio"/> Somewhat Dissatisfied | <input type="radio"/> Very Dissatisfied |
| g. Disciplinary policy of your school and level of student misbehavior | <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Satisfied | <input checked="" type="radio"/> Somewhat Dissatisfied | <input type="radio"/> Very Dissatisfied |
| h. Support from your school administrator                              | <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Satisfied | <input checked="" type="radio"/> Somewhat Dissatisfied | <input type="radio"/> Very Dissatisfied |
| i. Support you receive from your colleagues in the school              | <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Satisfied | <input checked="" type="radio"/> Somewhat Dissatisfied | <input type="radio"/> Very Dissatisfied |
| j. Support the school receives from parents of students                | <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Satisfied | <input checked="" type="radio"/> Somewhat Dissatisfied | <input type="radio"/> Very Dissatisfied |
| k. Relationship with your mentor                                       | <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Satisfied | <input checked="" type="radio"/> Somewhat Dissatisfied | <input type="radio"/> Very Dissatisfied |
| l. School climate                                                      | <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Satisfied | <input checked="" type="radio"/> Somewhat Dissatisfied | <input type="radio"/> Very Dissatisfied |
| m. Teaching assignment (subject area or grade level)                   | <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Satisfied | <input checked="" type="radio"/> Somewhat Dissatisfied | <input type="radio"/> Very Dissatisfied |
| n. Opportunities for quality professional development                  | <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Satisfied | <input checked="" type="radio"/> Somewhat Dissatisfied | <input type="radio"/> Very Dissatisfied |
| o. Overall, your current position                                      | <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Satisfied | <input checked="" type="radio"/> Somewhat Dissatisfied | <input type="radio"/> Very Dissatisfied |
| p. Your career in teaching                                             | <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Satisfied | <input checked="" type="radio"/> Somewhat Dissatisfied | <input type="radio"/> Very Dissatisfied |

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## Delaware Teacher Survey Section E: Future Plans

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[Educator Home](#)  
[ARTC](#)  
[Business Manager](#)  
[Public Resources](#)  
[eSchool Coordinator](#)

### 1. How long do you plan to remain in teaching?

- ☐ As long as I am able
 ☐ Until a special life event occurs (e.g. marriage, parenthood)
 ☐ Until a more desirable job opportunity comes along
- ☒ Until I am eligible for retirement or social security benefits
 ☐ Definitely plan to leave as soon as I can
 ☐ Undecided at this time

### 2. Are you planning to return to your school next year?

- ☐ Very likely
 ☒ Somewhat likely
 ☐ Not sure
- ☐ Somewhat unlikely
 ☐ Very unlikely

### 3. If you are not likely to return to your school next year, are you likely to:

- ☐ Stay in the same school district
 ☒ Go to a private/parochial school
 ☐ Go to a different Delaware district or charter school
 ☐ Go to an out-of-state district or charter school
 ☐ Leave profession altogether
 ☐ Other

If "Other", please specify

### 4. How likely are you to do the following within the next five years? Please select an option for each item.

- |                                                                                                   |                                              |                                       |                                         |                                     |
|---------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------|-----------------------------------------|-------------------------------------|
| a. Become a public school teacher in another state                                                | <input checked="" type="radio"/> Very likely | <input type="radio"/> Somewhat likely | <input type="radio"/> Somewhat Unlikely | <input type="radio"/> Very Unlikely |
| b. Become a school or district administrator                                                      | <input checked="" type="radio"/> Very likely | <input type="radio"/> Somewhat likely | <input type="radio"/> Somewhat Unlikely | <input type="radio"/> Very Unlikely |
| c. Become an education specialist such as a guidance counselor, school psychologist, or counselor | <input checked="" type="radio"/> Very likely | <input type="radio"/> Somewhat likely | <input type="radio"/> Somewhat Unlikely | <input type="radio"/> Very Unlikely |
| d. Become a private school teacher                                                                | <input checked="" type="radio"/> Very likely | <input type="radio"/> Somewhat likely | <input type="radio"/> Somewhat Unlikely | <input type="radio"/> Very Unlikely |
| e. Become a charter school teacher                                                                | <input checked="" type="radio"/> Very likely | <input type="radio"/> Somewhat likely | <input type="radio"/> Somewhat Unlikely | <input type="radio"/> Very Unlikely |
| f. Be employed full-time in the private, government or a non-profit sector                        | <input checked="" type="radio"/> Very likely | <input type="radio"/> Somewhat likely | <input type="radio"/> Somewhat Unlikely | <input type="radio"/> Very Unlikely |
| g. Leave the job market because of family responsibilities                                        | <input checked="" type="radio"/> Very likely | <input type="radio"/> Somewhat likely | <input type="radio"/> Somewhat Unlikely | <input type="radio"/> Very Unlikely |
| h. Return to graduate/professional school                                                         | <input checked="" type="radio"/> Very likely | <input type="radio"/> Somewhat likely | <input type="radio"/> Somewhat Unlikely | <input type="radio"/> Very Unlikely |

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## Delaware Teacher Survey Section F: Previous Experience

District Center  
Higher Education  
Educator Home  
ARTC  
Business Manager  
Public Resources  
eSchool Coordinator

### 1. Which is closest to describing your current situation?

- ☐ This is your first teaching position
- ☒ Started teaching in this district but in a different school
- ☐ Taught in a different Delaware school district or charter school before this position
- ☐ In first teaching position in Delaware; taught in another state before

### 2. (if you have taught in another district or charter school) Where have you worked before?

- |                                                       |                                                      |
|-------------------------------------------------------|------------------------------------------------------|
| <input checked="" type="checkbox"/> New Castle County | <input checked="" type="checkbox"/> MD               |
| <input type="checkbox"/> Kent County                  | <input checked="" type="checkbox"/> Other state      |
| <input checked="" type="checkbox"/> Sussex County     | <input checked="" type="checkbox"/> Outside the U.S. |
| <input checked="" type="checkbox"/> PA                | <input checked="" type="checkbox"/> Other            |
| <input checked="" type="checkbox"/> NJ                |                                                      |

If "Other", please specify

### 3. How many years of experience have you had in the following states before this year?

DE	<input type="text"/>
PA	<input type="text"/>
NJ	<input type="text"/>
MD	<input type="text"/>
Other	<input type="text"/>

### 4. Did you student teach in Delaware? (Check as many as apply.)

- ☐ No ☐ Yes, in another school district in Delaware
- ☐ Yes, in this school ☐ Yes, in another charter school in Delaware
- ☒ Yes, in another school in this district ☐ Yes, in a private or nonpublic school in Delaware

### 5. Where did you attend high school?

- ☒ New Castle County ☐ Kent County ☐ Sussex County ☐ PA
- ☐ NJ ☐ MD ☐ Other

### 6. Are you teaching in the same district where you attended high school?

- ☐ Yes ☒ No

### 7. Did your high school have a Future Educators of America Club?

- ☒ Yes ☐ No

### 8. If your high school had a Future Educators of America Club, were you a member?

- ☐ Yes ☒ No

### 9. How did you prepare to become a teacher?

- ☐ As part of a bachelor's degree program
- ☐ As part of "5th year" program (post-baccalaureate teaching certificate only – not an alternative route)
- ☒ As part of a master's degree program
- ☐ Teach for America program
- ☐ As part of an alternative route to certificate (State sponsored ARTC program)
- ☐ Other

**10. Are you currently enrolled in a Master's degree program?**

☒ Yes ☐ No








**11. How likely are you to seek to become a National Board Certified Teacher (NBCT) or obtain other national certificates?**

☐ Already began process  
☒ Very likely  
☐ Likely  
☐ Not likely

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**Delaware Teacher Survey Section G: Demographic Information**

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**1. What is your marital status?**

☒ Married  
☐ Widowed, separated or divorced  
☐ Never married

**2. How many children under the age of 18, if any, live in your household?**

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## Appendix B: Representativeness of Sample

Key Variable	Sample (N = 515)	Population (N = 1642)	Percentage Point Difference
<b>Gender</b>			
Female	76.3%	74.3%	2.0
Male	23.7%	25.7%	<b>-2.0</b>
<b>Race</b>			
White	87.6%	84.5%	3.1
Black	8.3%	11.4%	<b>-3.1</b>
Asian	1.4%	1.3%	0.1
Hispanic	2.3%	2.1%	0.2
Other/No Data	0.4%	0.6%	<b>-0.2</b>
<b>County</b>			
New Castle	53.4%	48.8%	4.6
Sussex	17.0%	18.5%	<b>-1.5</b>
Kent	20.3%	19.2%	1.1
Charter	9.3%	13.4%	<b>-4.1</b>
<b>School Level</b>			
Preschool/Kindergarten	4.7%	5.9%	<b>-1.2</b>
Elementary	39.6%	40.6%	<b>-1.0</b>
Middle	20.0%	18.7%	1.3
Secondary	35.1%	34.0%	1.1
Unknown/Other	0.6%	0.9%	<b>-0.3</b>

As the above table indicates, the sample is representative of the population on the key demographic variables used in the report. There are no differences in representativeness larger than five percent in any category. New Castle County is slightly more represented in the sample than in the population of new teachers in the DOE data base, and charter schools are slightly underrepresented, but these differences are not practically meaningful.

## Appendix C: National Survey Comparisons

Organization/Source	Name of Survey/Policy Brief	Sampling Frame	Year Released	Sections of Report Where Survey is Referenced
Harvard's Program on Education Policy and Governance and <i>Education Next</i>	The 2010 Education Next-PEPG Survey	Total Sample = 2,776 adults. Teacher Sample = 684 public school teachers.	2010	C
MetLife	MetLife Survey of the American Teacher 2004-2005	**	2005	A, B, E
Met Life	MetLife Survey of the American Teacher 2006	Total Sample = 1,001 Teachers	2006	B, D
MetLife	MetLife Survey of the American Teacher 2009	**	2009	D
Public Agenda	<i>Teaching for a Living: How Teachers See the Profession Today</i>	Total Sample = 890 Teachers	2009	C, E
National Comprehensive Center for Teacher Quality	<i>Prospects for the Profession</i>	**	2005	C
United States Department of Education	Teacher Follow-Up Survey	**	**	A

## Appendix D: Factor Analyses

### 1. Section A Question 7

Factor analysis is conducted in two stages—factor extraction and factor rotation. The charts below are the output from SPSS of these two stages.

- (1) Factor Extraction – The extracted factors account for the variance among these variables. An eigenvalue is the amount of variance of the variables accounted for by a factor. These eigenvalues are helpful in deciding how many factors should be used in the analysis. We used the criterion of retaining all factors that had eigenvalues greater than 1 (Factors 1, 2, and 3).

**Table 1 Appendix D**

SPSS Output: Factor Analysis	Initial Eigenvalues			Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.267	32.669	32.669	3.267	32.669	32.669
2	1.446	14.462	47.131	1.446	14.462	47.131
3	1.136	11.360	58.491	1.136	11.360	58.491
4	.999	9.986	68.477			
5	.802	8.021	76.498			
6	.780	7.803	84.301			
7	.528	5.279	89.580			
8	.388	3.883	93.463			
9	.335	3.347	96.810			
10	.319	3.190	100.000			

- (2) Factor Rotation – Once we had determined to keep three factors, we performed factor rotation. The matrix in Table 2 shows factor loadings, which are the correlations between each of the variables and the factors for a Varimax rotation. The factors are interpreted by naming them based on the size of the loadings. In the table below, location, school leadership, the specifics of the position, prior experience, school programs, teaching conditions, and friends in school are associated the most with factor 1. Salary and benefits are associated most with factor 2, and none of the factors are associated most with factor 3.

Therefore we can determine that there are two dimensions underlying the ten factors that impacted/did not impact a respondent's decision to take their first position. The first grouping most associated with factor 1 are all *non-compensation items*, while the second grouping (salary and benefits) were deemed *compensation items*.

Table 2 Appendix D<sup>30</sup>

Reason for Accepting First Position	Factor 1	Factor 2	Factor 3
(A) Location	.309	.011	.048
(B) School Leadership	.613	.291	.339
(C) Specifics of Position	.267	.224	.035
(D) Prior Experience	.852	-.398	-.099
(E) First Contract Offered	-.025	.024	-.244
(F) Salary	.339	.602	-.338
(G) Benefits	.408	.591	-.464
(H) School Programs	.560	.425	.354
(I) Teaching Conditions	.583	.421	.401
(J) Friends in School	.478	-.156	.012

## 2. Section C Question 2

- (1) Factor Extraction – We used the criterion of retaining all factors that had eigenvalues greater than 1 (Factors 1, 2, 3, and 4).

Table 3 Appendix D

SPSS Output: Factor Analysis	Initial Eigenvalues			Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.570	28.564	28.564	4.570	28.564	28.564
2	1.492	9.325	37.890	1.492	9.325	37.890
3	1.287	8.044	45.934	1.287	8.044	45.934
4	1.087	6.796	52.730	1.087	6.796	52.730
5	0.980	6.127	58.856			
6	0.865	5.409	64.265			
7	0.773	4.829	69.094			
8	0.751	4.697	73.791			
9	0.710	4.435	78.226			
10	0.644	4.025	82.251			
11	0.585	3.655	85.906			
12	0.554	3.465	89.371			
13	0.496	3.101	92.472			
14	0.450	2.809	95.281			
15	0.390	2.439	97.720			
16	0.365	2.28	100.000			

- (2) Factor Rotation – Once we had determined to keep four factors, we performed factor rotation. The matrix in Table 4 shows factor loadings, which are the correlations between each of the variables and

<sup>30</sup> These three factors accounted for 46.2 percent of the total variance. Factors 1 and 2 accounted for 33.2 percent of the total variance.

the factors for a Varimax rotation. The factors are interpreted by naming them based on the size of the loadings. In the table below, A, B, C, E, H, I, and P are all most closely associated with factor 1. Actions most closely associated with factor 2 are M, N, and O, actions most closely associated with factor 3 are J, K, and L, and actions most closely associated with factor 4 are d, f, and g.

**Table 4 Appendix D<sup>31</sup>**

Action to Improve Teacher Effectiveness	Factor 1	Factor 2	Factor 3	Factor 4
(A) Provide a statewide website dedicated to the recruitment of all education personnel, with a common teacher application form accepted by all districts and charter schools	0.425	0.108	-0.028	0.151
(B) Provide a teacher leadership position in every school to offer day-to-day feedback and support to other teachers	0.506	0.123	0.041	0.205
(C) Expand data-proven teacher education programs at universities in Delaware in critical-needs areas	0.548	0.111	0.197	0.359
(D) Evaluate and support the newly implemented Teach for America program in Delaware	0.201	0.043	0.178	0.590
(E) Improve the Delaware New Teacher Mentoring/Induction Program	0.483	0.111	0.154	0.118
(F) Not allow newly hired teachers to “jump” contracts within the state after July 1	0.188	0.002	0.111	0.431
(G) Expand the ARTC program in Delaware	0.107	0.103	-0.005	0.491
(H) Provide school leaders with additional training and continuing expert coaching on performing teacher evaluations	0.595	0.169	0.128	0.205
(I) Utilize the Delaware Comprehensive Assessment System to ensure teachers receive real-time feedback on student achievement and provide a data coach to enable teachers to use that data to inform their planning and instruction	0.495	0.000	0.359	0.088
(J) Provide substantial hiring incentives for schools that show school-wide growth and allow teachers to assist in deciding how funding should be spent	0.136	0.366	0.495	0.167
(K) Implement performance incentives for schools that show school-wide growth and allow teachers to assist in deciding how funding should be spent	0.189	0.223	0.833	0.102
(L) Tie teacher rewards to their students’ performance	0.089	0.096	0.316	0.285
(M) Increase teacher salaries to levels similar to other professional jobs	0.256	0.609	0.190	0.028
(N) Provide higher salaries for teachers in hard-to-staff or challenging schools	0.131	0.804	0.119	0.111
(O) Make it easier to terminate ineffective teachers	0.211	0.284	0.212	0.086
(P) Encourage a model of distributed or shared leadership where teachers are provided opportunities to lead professional development, participate in decision-making, and work with colleagues to improve instructional strategies	0.559	0.202	0.163	0.045

<sup>31</sup> These four factors accounted for 38.6 percent of the total variance. Factor 1 accounted for 24.1 percent of the total variance.

Therefore we can determine that there are four dimensions underlying the 16 actions to improve teacher effectiveness. These dimensions are highlighted in Table 4.

**Table 5 Appendix D**

Factor/Grouping	Description
1	Actions that expand or enhance teacher support
2	Actions that relate to compensation and termination of teachers
3	Actions that improve, increase, or implement new incentives for teachers
4	Actions that relate to expanding certification opportunities or the changing of contract policies.

## Appendix E: Satisfaction Indexes Part 1 and 2

### Indexing Responses to Question 1

Because there were 11 satisfaction measures in question 1, the highest score a respondent could receive would be 44, and the lowest would be 11. Any respondent who did not answer all 11 sections of question 1 was omitted from the index analysis. While there were 475 respondents who completed *all or some* of Section D of the survey, there were 450 respondents who completed *all* sections of the first question regarding satisfaction with phrases associated with teaching. The summary statistics for index scores are listed below.

**Table 1**

Statistics Index 1	
N	450
Mean	30.95
Median	31
Mode	33

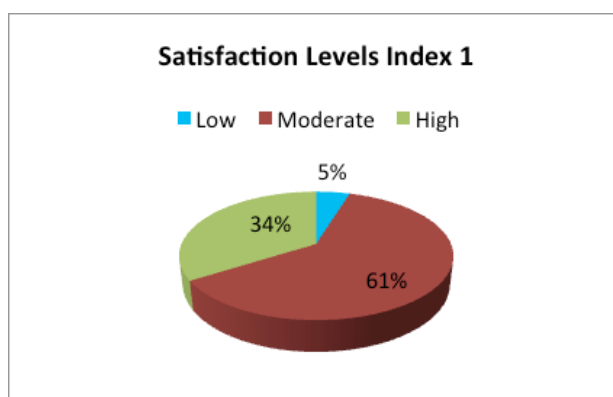
Once we had quantified a respondent's answers, we recoded the index score into three categories for satisfaction levels<sup>32</sup>:

- LOW SATISFACTION: 11-21 (10)
- MODERATE SATISFACTION: 22-33 (11)
- HIGH SATISFACTION: 34-44 (10)

Finally, we ran a frequency distribution to determine the frequency with which respondents placed into these three categories. The table below demonstrates the results. While the majority (61.3%) of respondents placed in the "moderate satisfaction" with position category, 34 percent placed in the "high satisfaction" category, with only 4.7 percent of respondents placing in the "low satisfaction" category.

**Table 2 and Figure 1**

Satisfaction Index 1	
Low	4.7%
Moderate	61.3%
High	34.0%



<sup>32</sup> Categories of satisfaction for Index 1 were determined based on the total range and were divided relatively equally into three smaller ranges—Low and high satisfaction with a range of 10 and moderate satisfaction with a range of 11.

While the index above is helpful in examining overall satisfaction with various aspects of teaching, the final question of this analysis asked respondents about specific aspects of working as a teacher (e.g., satisfaction with salary, benefits, and the physical quality of the school). The index created above will be combined with the index created for this question to come up with a **total satisfaction index** for each respondent. This summation and conclusions can be found on pages 75–82.

Similar to the first question in Section D, the responses to this question were indexed as well. For this question the index range was 16–64. Thus, the second index was created so that<sup>33</sup>:

- LOW SATISFACTION: 16–35
- MODERATE SATISFACTION: 36–50
- HIGH SATISFACTION: 51–64

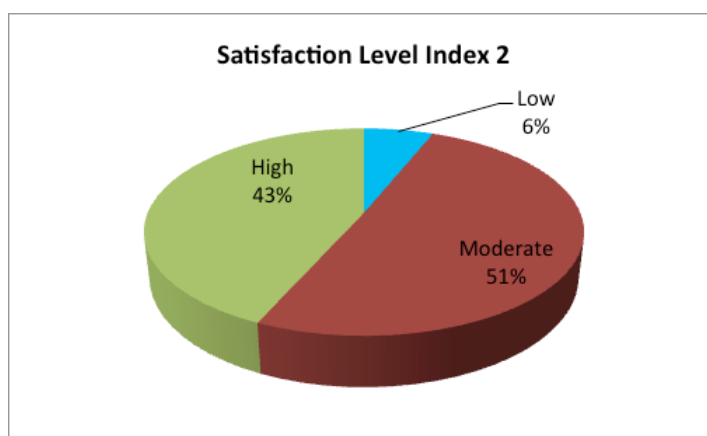
Tables 3 and 4 indicate the frequency of each category and the descriptive statistics for the index.

**Table 3**

Statistics Index 2	
N	393
Mean	48.97
Median	49
Mode	47
Range	37
Minimum	27
Maximum	64

**Table 4 and Figure 2**

Satisfaction Index 2	
Low	6.1%
Moderate	50.6%
High	43.3%



<sup>33</sup> For the second question we indexed, categories were created based on the range of responses. While 16 was the lowest index score possible, responses showed that the actual lowest index score was 27. With this in mind, the range for low scores was increased by 10 percentage points of the total range (Possible Range = 20, Actual Range = 9), meaning that the range for moderate (Range = 15) and high (Range = 14) scores were slightly smaller.

As is evidenced by the table, the majority of respondents fell into the “moderately satisfied” category (50.6%), with 43.3 percent rating in the “high satisfaction” category. Despite increasing the range of the “low satisfaction” category by 10 percentage points of the total range, only 6.1 percent of respondents had an index score placing them in this category.

## Appendix F: 2003–2004 Retention Follow-Up Logit Analysis

The odds ratios for each of the statistically significant variables are discussed below:

Statistically significant variables ( $p < .010$ ) and what they mean:

- Age - The Exp(B) values for each age category are greater than 1. Thus, increasing values of each age category (as compared to the reference age group 55-64), correspond to increasing odds of a teacher remaining employed.
- Mentoring somewhat beneficial - The Exp(B) value for this variable is .652. Because this is less than 1, increasing values of this variable (as compared to the reference category "Mentoring very beneficial") correspond to decreasing odds of a teacher remaining employed.
- Contract Type - The Exp(B) value for this variable is 1.664. Because this is greater than 1, increasing values of teachers on permanent contracts, as compared to teachers on temporary contracts, correspond to increasing odds of a teacher remaining employed.

**Variables in the Equation**

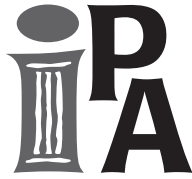
	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 <sup>a</sup>						
GenderDUMMY	-.126	.289	.190	1	.663	.882
ContractDUMMY	.440	.234	3.530	1	.060	1.553
WorseThanExpectDUMMY	-.336	.409	.674	1	.411	.715
AsExpectDUMMY	-.110	.242	.209	1	.648	.895
MentoringNotDUMMY	-.417	.387	1.164	1	.281	.659
MentoringSomewhatDUMMY	-.366	.251	2.139	1	.144	.693
ElementaryDUMMY	.755	.802	.887	1	.346	2.128
MiddleDUMMY	.374	.818	.209	1	.647	1.454
SecondaryDUMMY	.568	.824	.474	1	.491	1.764
MastersDUMMY	-.571	.632	.817	1	.366	.565
AltRteDUMMY	-.383	.434	.778	1	.378	.682
FiveYearDUMMY	.120	.303	.157	1	.692	1.127
Lessthan26DUMMY	1.522	.871	3.053	1	.081	4.583
Twentysixto35DUMMY	1.640	.882	3.454	1	.063	5.155
Thirtysixto45DUMMY	2.152	.918	5.498	1	.019	8.600
Fortyfiveto54DUMMY	1.643	.929	3.126	1	.077	5.171
Constant	-1.309	1.193	1.204	1	.272	.270

a. Variable(s) entered on step 1: GenderDUMMY, ContractDUMMY, WorseThanExpectDUMMY, AsExpectDUMMY, MentoringNotDUMMY, MentoringSomewhatDUMMY, ElementaryDUMMY, MiddleDUMMY, SecondaryDUMMY, MastersDUMMY, AltRteDUMMY, FiveYearDUMMY, Lessthan26DUMMY, Twentysixto35DUMMY, Thirtysixto45DUMMY, Fortyfiveto54DUMMY.

Variables in the Equation (Age and Gender Removed)

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 <sup>a</sup> ContractDUMMY	.509	.232	4.833	1	.028	1.664
WorseThanExpectDUMMY	-.276	.406	.462	1	.497	.759
AsExpectDUMMY	-.064	.239	.071	1	.790	.938
MentoringNotDUMMY	-.538	.383	1.972	1	.160	.584
MentoringSomewhatDUMMY	-.427	.244	3.055	1	.080	.652
MastersDUMMY	-.221	.600	.136	1	.713	.802
AltRteDUMMY	-.040	.400	.010	1	.920	.961
FiveYearDUMMY	.293	.284	1.064	1	.302	1.340
ElemDUMMY2	.289	.287	1.013	1	.314	1.335
MiddleDUMMY2	-.044	.305	.020	1	.886	.957
Constant	.621	.319	3.787	1	.052	1.861

a. Variable(s) entered on step 1: ContractDUMMY, WorseThanExpectDUMMY, AsExpectDUMMY, MentoringNotDUMMY, MentoringSomewhatDUMMY, MastersDUMMY, AltRteDUMMY, FiveYearDUMMY, ElemDUMMY2, MiddleDUMMY2.



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