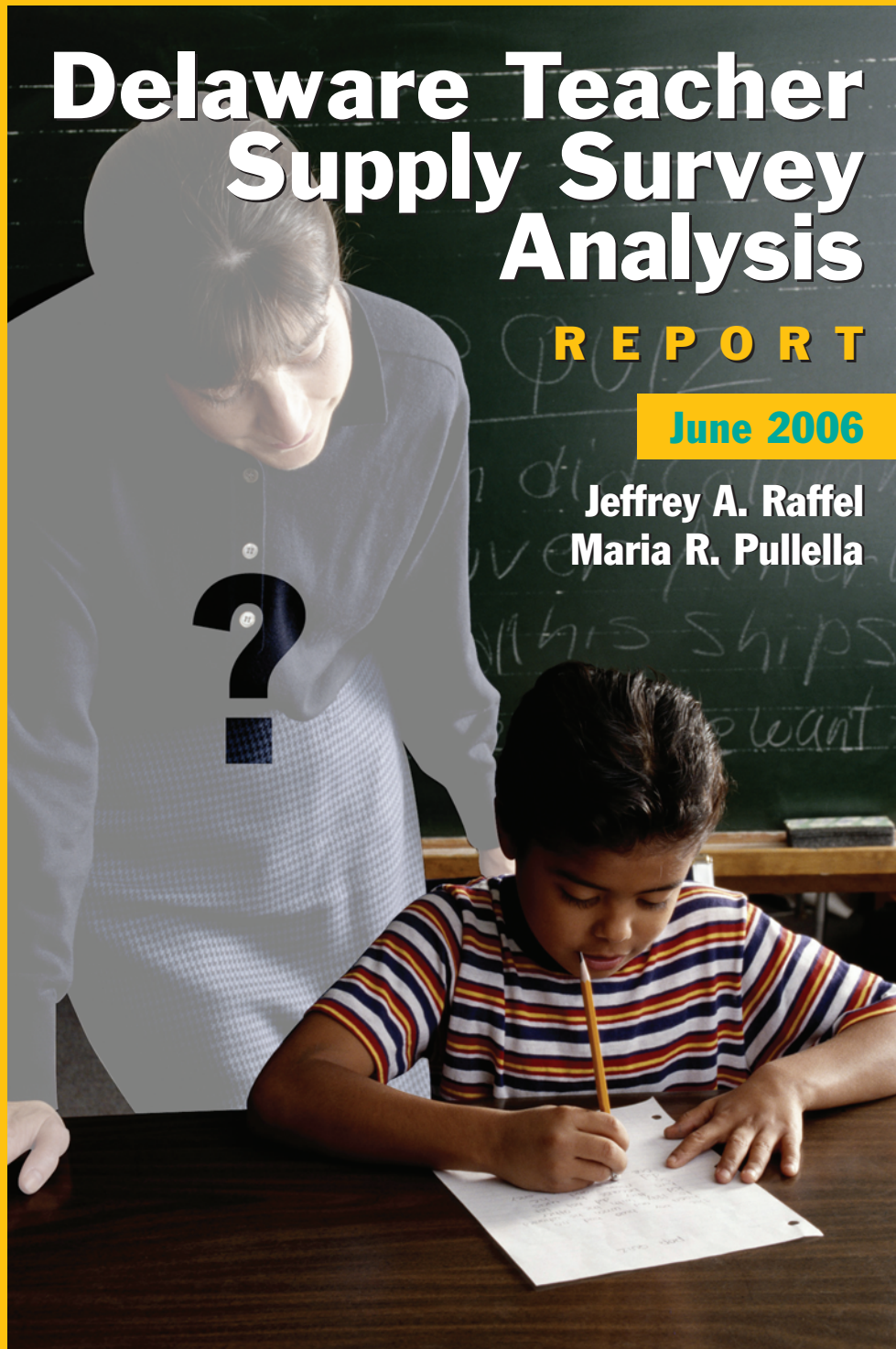


Delaware Teacher Supply Survey Analysis

R E P O R T

June 2006

**Jeffrey A. Raffel
Maria R. Pullella**



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

in cooperation with the **Delaware Department of Education**

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Foreword

The authors of this report would like to thank, first and foremost, Dr. Wayne Barton of the Delaware Department of Education (DOE), who helped to conceptualize and support this work. We also thank Terry Anderson of DOE for his technical support and Adrian Peoples, consultant to DOE from Diamond Technologies, Inc., for placing the survey on the DEEDS system on the Web. We thank the 19 school district personnel directors for retrieving data from their organizations and completing the form. We thank the four charter school personnel directors who participated; however, this year, because of the low response rate, we did not conduct a charter school analysis. We also thank Mark Deshon for his extensive graphic design and editorial work, and Joanne Reihm of DOE for her careful reading of the draft report. We thank Melissa Hopkins for turning the final draft into the final report. In short, this report was the result of the efforts of many individuals who care about the quality of the public school teaching force in Delaware.

Jeffrey A. Raffel, Director, School of Urban Affairs & Public Policy

Maria R. Pullella, IPA Research Assistant

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Executive Summary

The 19 public school districts throughout the state of Delaware hired a total of 1,133 teachers for the 2005–2006 school year. The personnel directors from each district were asked to complete an online survey requesting information on the number of new hires, when personnel directors were notified of vacancies, when districts extended contracts, which teaching and non-teaching positions were difficult to fill, and recruitment tools used.

Teachers were hired substantially earlier this year. For the 2004–2005 school year, 68.9 percent of teachers were hired in August or later, but this percentage greatly decreased in 2005–2006, with 43.1 percent of teachers hired in August or later. Personnel directors reported a shift from 80 percent of the 259 letters of intent reported in April last year to 80 percent of 226 letters being spread over April, May, and June. Thus, in 2005–2006 several districts continued to use letters of intent to provide an early commitment to new teachers. Of the new hires, 224 were on temporary contracts, a decrease from 315 the previous year. Thus, there were three positive trends in teacher hiring this year—earlier hiring, greater number of letters of intent, and fewer temporary contracts than the previous year.

While difficulty in filling special education positions has decreased from last year, special-education positions remained the most difficult positions to fill. This year, as in past years, special education, high school math, technology and high school science positions were difficult to fill; social science, physical education, elementary, and English were not difficult to fill. All districts reported a decrease in major difficulties in *all* subject areas this year compared to previous years. The non-teaching position viewed as hardest to fill by personnel directors for the 2005–2006 school year was that of speech therapist, the same finding as in the 2003–2004 and the 2004–2005 school years.

While personnel directors were very positive about those who began teaching for their districts in the fall of 2005, they were somewhat less positive than last year. The percent of personnel directors reporting teachers being better prepared than previous years decreased. Districts reported a lack of qualified teacher candidates in specific areas to be the biggest problem leading to teacher shortages. This year, 47.4 percent of school districts reported contractual barriers or hindrances that delayed them offering a contract to a teacher. This is an increase from last year, when 31.6 percent of districts reported facing difficulties related to this issue. It is not clear if contracts have changed to increase barriers or if the consciousness of personnel directors to such barriers has

increased, but it is clear that, for nearly half the state's school districts, contractual barriers were viewed as a hindrance to earlier hiring.

We compared the 2005–2006 hiring practices of the three counties by analyzing late hiring (August or later) to early hiring (prior to August). New Castle County school districts had 583 contracts that were reported; of those teachers, 40.7 percent were hired in August or later. In Kent County 42.5 percent of teachers represented late hires. In Sussex County 230 contracts were reported, and almost one-half (49.1%) of these were late. In the 2004–2005 school year, the larger and more northern the district, the more likely the teachers were hired late. This year, however, late hiring occurred more frequently in Sussex County.

To supplement the survey of personnel directors, payroll-record data on teacher characteristics and mobility were provided by the Delaware Department of Education (DOE) for the 16 regular public school districts and the three vo-tech school districts. The DOE data indicate that there were 880 new teachers hired in the 2005–2006 school year, but this did not include teachers switching districts within the state. There were 1,007 teachers who left teaching in Delaware between May, 2005, and November, 2005. This was 12.9 percent of the teacher workforce in the state, an increase from the 11 percent who left the previous year. Among the 1,007 teachers who left, 113 teachers exited teaching with one year or less of Delaware teaching experience. Another 52 teachers left within two years of experience. Thus, 16.4 percent of the teachers who left their teaching positions in Delaware did so within their first two years of teaching in the state. There were 200 switchers, teachers who switched districts prior to and during the 2005–2006 academic year. Switchers represented 2.6 percent of the total teacher workforce in the state. The highest net gains were experienced in the wealthiest districts, but the number of these switchers was small. These data also suggest that, within the state, special education teachers were a highly mobile population in comparison to other types of teachers, i.e., more likely to leave their teaching position in Delaware or switch districts within the state.

Overall, then, this year there was more good news than bad news in the hiring of educational personnel in the state. This major positive news was the large shift from late to earlier hiring of teachers. The good news also included increased use of letters of intent used by districts before officially contracting with new teachers, the increased use of early-retirement-notification incentives, and fewer temporary contracts than issued in the previous year. More districts reported a decrease in all categories of major difficulties in hiring than previous years as well.

On a negative note, 140 more teachers left the Delaware teaching force this year than last, and, of these, 16.4 percent of teachers who left did so before entering their third year of teaching in the state. District personnel reported that new teachers, while highly prepared, were just as prepared as previous years; indeed, the number of teachers qualified and applying for specialized positions, like special education and speech pathology, decreased. Contractual barriers were also a continuing, if not increasing, issue for school districts.

Teacher hiring and retention are gaining increased visibility as issues, and districts in Delaware are doing more than ever to confront the problem. However, Delaware still needs to address late hires, hiring teachers in critical-needs areas, the effects of contracts on hiring, and the hiring of speech pathologists.

Introduction

The 19 public school districts throughout the state of Delaware hired a total of 1,133 teachers for the 2005–2006 school year. The personnel directors from each district were asked to complete an online survey requesting information on the number of new hires, when personnel directors were notified of vacancies, when districts extended contracts, which teaching and non-teaching positions were difficult to fill, and recruitment tools used. All completed the survey. In addition to the 19 regular school districts in Delaware, this year’s survey was also distributed to the 13 charter schools in the state. Only four of the 13 charter schools returned the survey. There is no charter school analysis this year due to because of the low response rate. This year’s survey, the fifth in an annual series of surveys, was administered through the Department of Education’s DEEDS website. The project was conducted through the Institute for Public Administration (IPA) within the College of Human Services, Education & Public Policy at the University of Delaware.

The Teacher Supply Survey from 2004–2005¹ was analyzed and redesigned in conjunction with Dr. Wayne Barton, Acting Director, Professional Accountability Assessment and Accountability Branch of the Delaware Department of Education (DOE). The survey was posted on the Web from December, 2005, through March, 2006.

The personnel directors’ survey was supplemented with DOE data. These data include data from the payroll department and contain information through November, 2005. The DOE data are analyzed in a separate section below.

¹ Jeffrey A. Raffel and Amanda S. Beck, “Delaware Teacher Supply Survey Analysis Report.” Institute for Public Administration, University of Delaware. September 2005. The report may be accessed at dspace.udel.edu:8080/dspace/handle/19716/1607.

Personnel Director Survey Results

The analysis of the results of the Web-based survey of the 19 personnel directors reflects the findings about teacher hiring, critical-needs areas, non-teacher hiring, and recruitment strategies over the past five years. The first section of the report contains the results of the Teacher Supply Survey. The data are reported as the percent of districts answering a question in a particular way. For example, if 12 of the 19 district personnel directors reported a response was a “major problem” related to teacher shortages in their district, we indicate that the percentage of districts offering this response is 63.2 percent. Generally, if some of the districts did not answer a question, then the percentage was based upon the number that did respond. For example, if only 14 districts fully answered a question, and ten stated they are involved with a mentoring program, the report indicates that 71.4 percent of the 14 districts answering the question participated in the mentoring program.

The survey instrument has been reproduced in Appendix B.

Teacher Hiring

Personnel directors report that a total of 1,133 teachers were hired by the 19 school districts for the 2005–2006 academic year. This includes 200 teachers changing districts within the state, as reported in the DOE Payroll Data Results section below. Of these hires, the hiring dates of 1,108 new teachers are reported (see Figure 1a).

Teachers were hired substantially earlier this year. For the 2004–2005 school year, 68.9 percent of teachers were hired in August or later. This percentage greatly decreased in 2005–2006, with 43.1 percent of teachers being hired in August or later (Table 1 and Figure 1b).

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

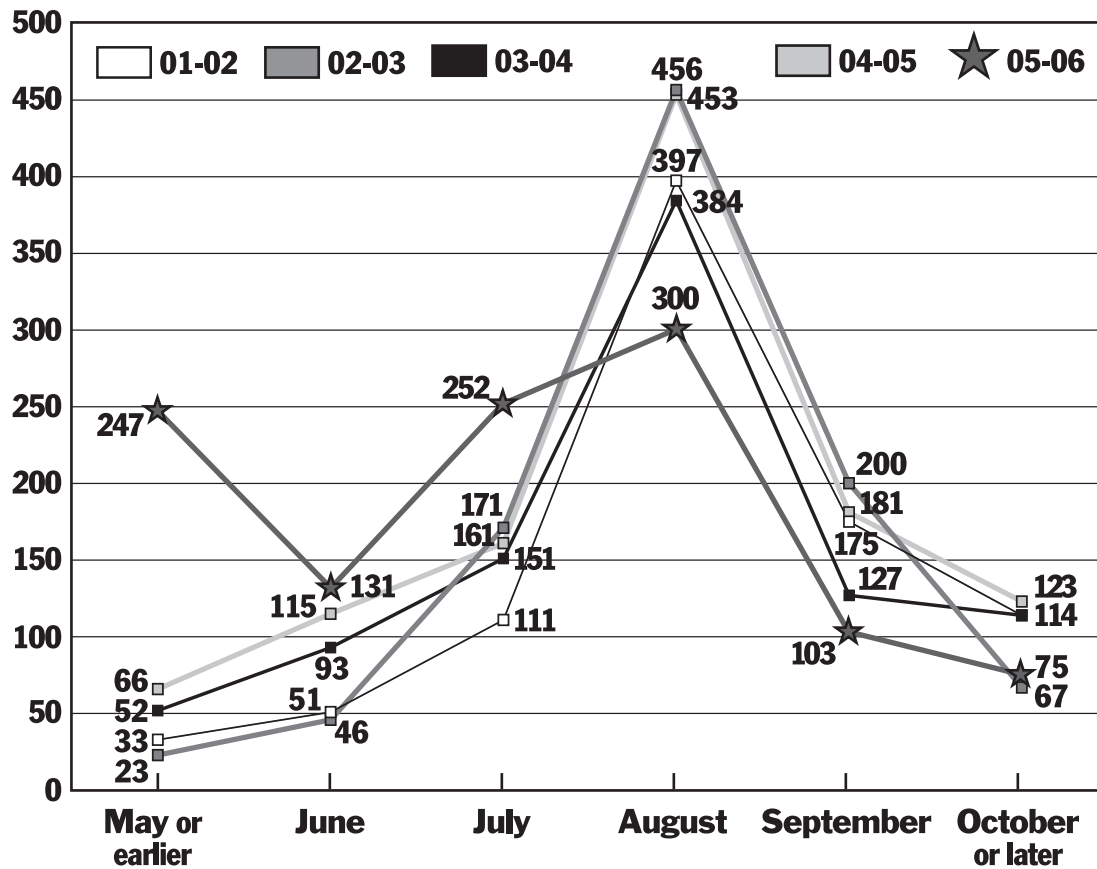
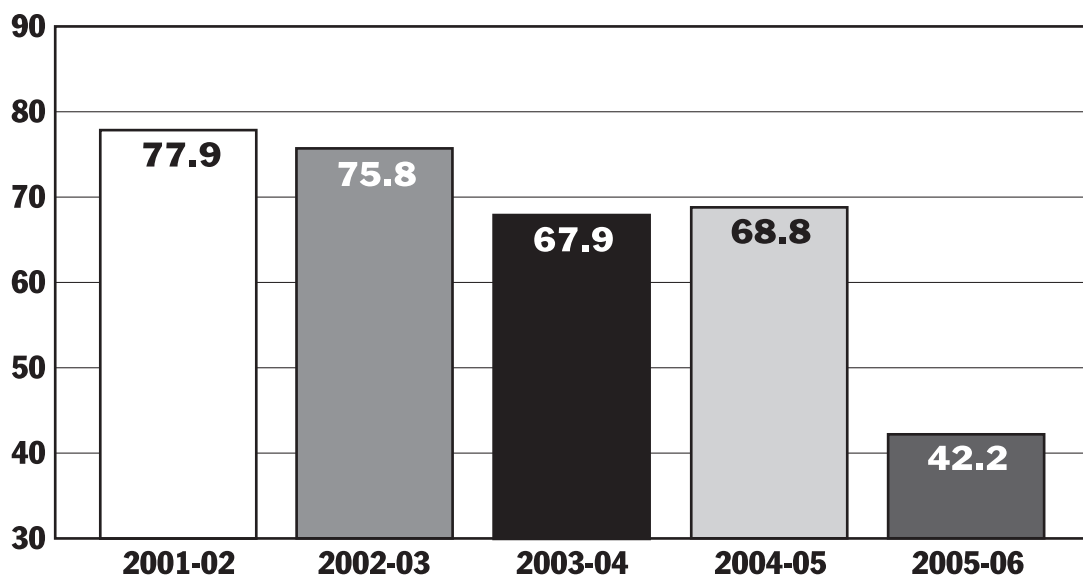


Figure 1b.
Percent of Teachers Hired August or Later: Five-Year Comparison



The most frequently reported month for hiring was still August (300 hires), followed by July (252 hires), and May (135 hires). Two-hundred and forty-seven teachers were hired in May or earlier.

A second positive change related to the timing of hiring has occurred. Six districts provided letters of intent to some of their recruited teachers before actually issuing contracts, thus notifying these new teachers earlier of their new positions. There were 276 letters of intent issued by the six school districts in the year 2005–2006. The majority of the letters were issued in April, May, and June (221). In comparison, in 2004–2005 there were 259 letters of intent issued by seven school districts. The majority of these letters of intent were issued in April, 2004, or earlier (206). Personnel directors, therefore, reported a shift from 80 percent of the letters of intent being issued in April, 2004, to 80 percent being spread over April, May, and June. Thus, in 2005–2006 several districts continued to use letters of intent to provide an early commitment to new teachers. A few more teachers were provided such letters this year, although personnel directors reported they were provided somewhat later than last year.

Between December and March, when the survey was distributed and completed, personnel directors reported a total of 22 unfilled teaching positions in the state. Unfilled positions that were noted four or more times by the districts are listed below.

- Special Education (5)
- Speech Pathologist (4)²

² On March 15, 2006, Governor Minner signed a resolution to create a task force to address the shortage of speech-language pathologists in Delaware. “Creating a Task Force to Study Licensed Speech/Language Pathologists in Delaware and to Develop Strategies for Reducing the Shortfall of State Licensed Speech/Language,” House of Representatives, 143rd General Assembly, House Concurrent Resolution No. 48.

Other responses included music, secondary music, secondary math, math resource, middle-school science, earth science, agriculture, media center, Spanish, 11th and 12th grade English, ESOL, and counselor. Last year there were 33 unfilled positions at the time of the survey.

Of the new hires, 224 were on temporary contracts, a decrease from 315 in the previous year (2004–2005), but still more than 98 in 2003–2004.

There were also 50 Alternative Route teachers hired for 2005–2006. The number of Alternative Route teachers decreased this year by 20.

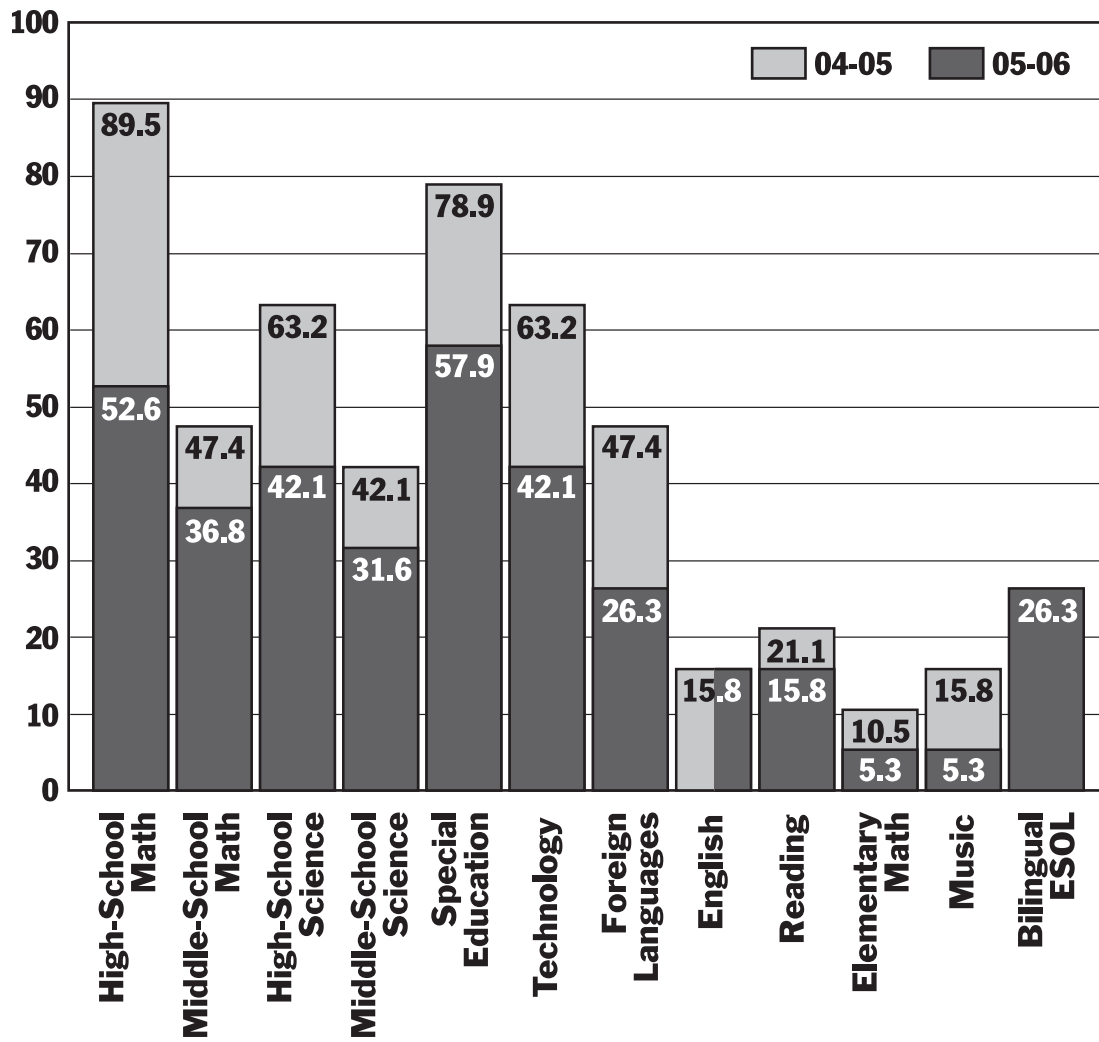
In conclusion, there were three positive trends in teacher hiring this year—earlier hiring, a greater number of letters of intent, and fewer temporary contracts than the previous year.

Teacher Shortages

Teacher shortages continued to exist in several areas. These areas are consistent with the difficulties reported by personnel directors in the past (see Figure 2). A lower percentage of districts than last year reported a major difficulty in filling positions in all highly cited areas.

While difficulty in filling special education positions has decreased from last year, special education positions remain the most difficult to fill. This year, 11 out of 19 districts (57.9%) reported that this area was the most difficult to hire, even though it has decreased from the 15 out of 19 (78.9%) districts reported in 2004–2005 (Table 2). Other subjects that personnel directors reported having difficulty hiring for were high school math, high school science and technology. Ten out of 19 districts (52.6%) reported difficulty with finding high school math teachers, which was the hardest position

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



to fill in 2004–2005 (89.5%). High school science and technology were equally difficult to fill, with 8 out of 19 districts (42.1%) reporting these subject positions as very difficult to fill, down from 62.2% in 2004–2005.

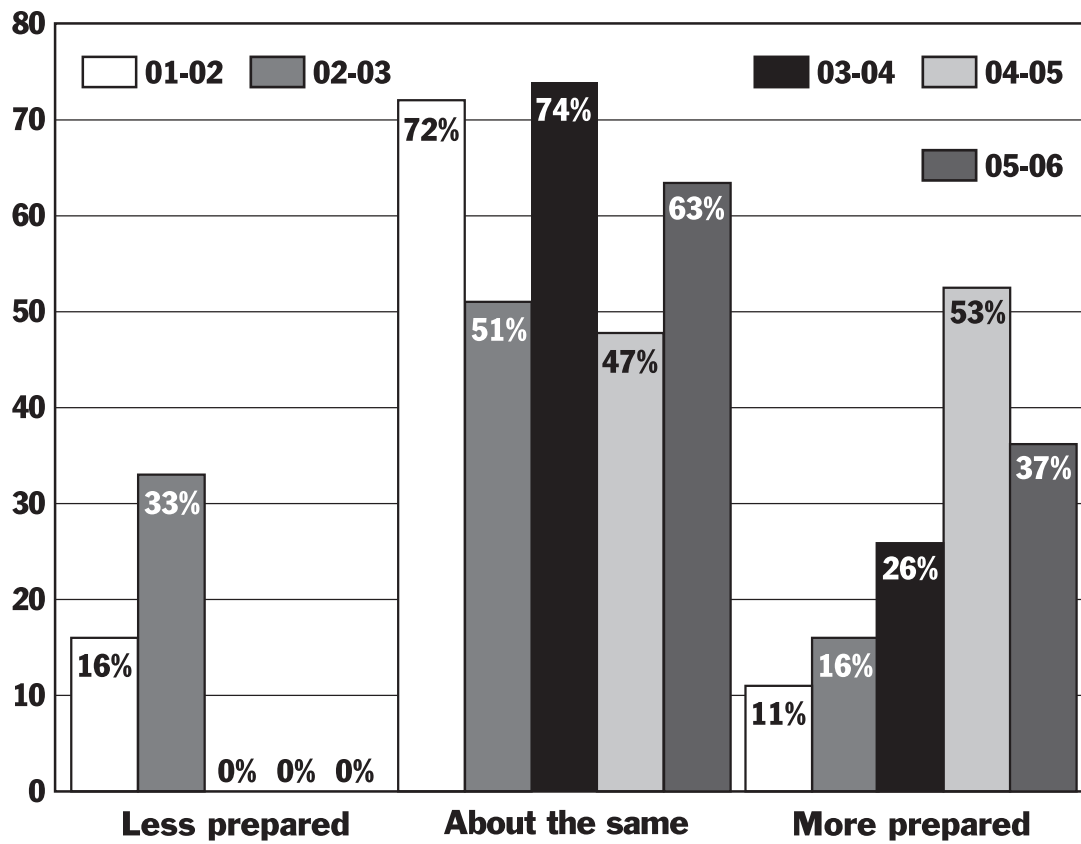
On the opposite side of the spectrum, districts reported ease in hiring elementary, physical education, social science and English teachers. Data from all of these areas were similar to those of 2004–2005 except for English, which took the place of art from last year. Fifteen out of 19 districts (78.9%) reported no difficulty in hiring elementary teachers. Physical education and social-science teachers were also not difficult to hire, with 13 out of 19 districts (68.4%) reporting these positions as not difficult to fill. Similarly, English teachers were not difficult to hire, with 9 out of 19 districts (47.4%) reporting these teachers as not difficult to hire.

In summary, as in past years, special education, high school math, technology and high school science positions were difficult to fill; social science, physical education, elementary and English were not difficult to fill. All districts reported a decrease in major difficulties for all subject areas this year compared to previous years.

Teacher Preparation

All personnel directors reported their new teachers were *as prepared* as in the past or teachers were *better prepared* than they had been in the past. Overall, 12 personnel directors (63.2%) reported that teachers were as prepared as they had been in prior years, and seven districts (36.8%) reported that teachers were better prepared than in prior years (Table 3). **None of the districts felt that teachers were less prepared than in past years (see Figure 3).** Gauging the perceived, absolute quality of new teachers, one

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



personnel director (5.5%) reported that teachers were *all* highly prepared. Thirteen other personal directors (68.4%) reported that *almost all* were highly prepared.

While still positive about new teachers, personnel directors were not as positive this year as last year. In the 2004–2005 school year, about half (47.4%) of the personnel directors felt that teachers were *as prepared* as in the past, and half (52.6%) felt that teachers were *better prepared* than in the past. On the absolute measure, 26.3 percent of the personnel directors reported that *all* teachers were highly prepared; while 52.6 percent reported new teachers were *almost all* highly prepared. This year and last, none of the personnel directors felt that teachers were *less prepared* than in previous years.

While personnel directors were very positive about those who began teaching for their districts in the fall of 2005, they were somewhat less positive than last year. The percent of personnel directors reporting *teachers being better prepared than previous years* decreased. Personnel directors reporting all new teachers as *highly prepared* decreased as well.

Reasons for Teacher Shortages

According to the district respondents, the main reason for teacher shortages was a lack of qualified teacher candidates. Ten out of 19 districts (52.6%) reported that a lack of qualified applicants was the main reason for teacher shortages (Table 4). This has significantly decreased from 2004–2005; 16 out of 19 districts (84.2%) selected this reason last year. The second most common reason was teachers moving from one’s own district to another district. Four out of 19 districts (21.1%) indicated that teacher shortages were due to interdistrict movement.

One reason that was not considered an issue relating to teacher shortages by any personal director was low *starting* salaries. Sixteen out of 19 districts (84.2%) reported no difficulty in teacher shortages based on *experienced* teachers' salary levels. Furthermore, the reasons for problems that are related to teacher shortages have decreased in all categories (see Figure 4). The majority of responses were listed as not a problem with regard to teacher shortages.

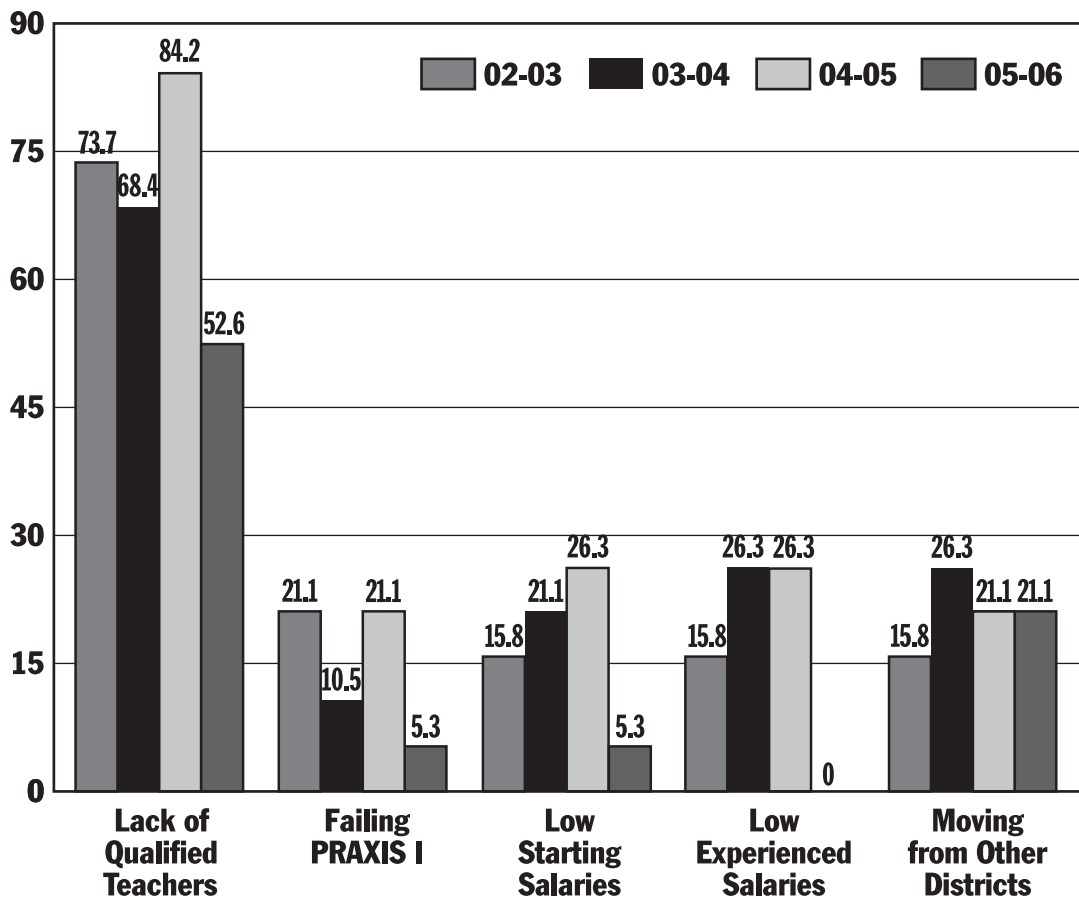
Summer School Hires

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

Fourteen districts responded to this survey question. Three of the districts that did not respond were the vo-tech districts. They did not have students at the eighth grade level or lower. Eight of the 14 districts reported difficulty in hiring eighth grade math teachers. Eighth grade reading was a problem for two out of 14 districts. Hiring third and fifth grade reading teachers was a problem for one of the 14 districts.

Personnel directors reported that 87 percent of the summer school hires were certified to teach. This is a decline from the previous upward trend being reported for summer-school teachers with teaching experience in the teaching area (89.5%). Two years ago 93.2 percent of teachers were certified to teach in the area in which they were hired, and last year 95 percent were certified. Last year all third grade, fifth grade, and eighth grade reading teachers were certified, and 18 out of 23 eighth grade math teachers

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



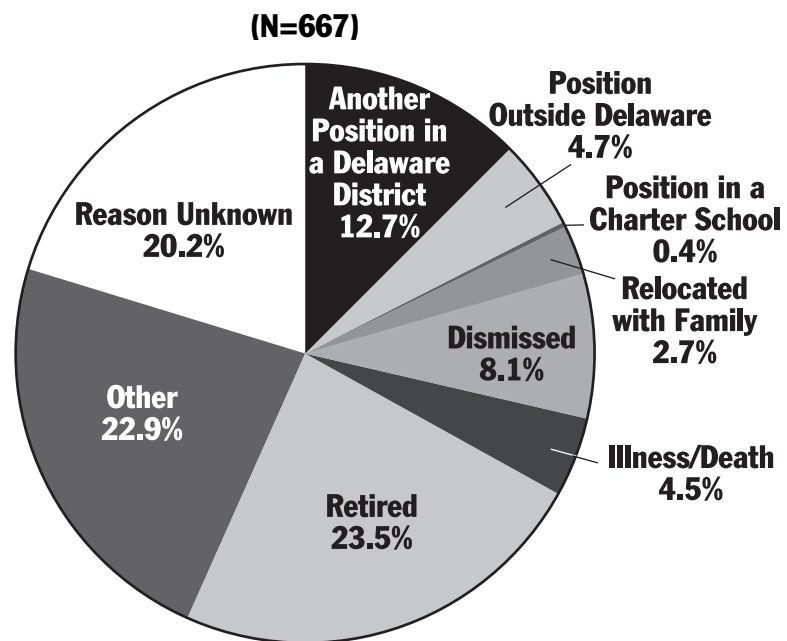
(78.3%) were certified. In 2005–2006, 62 out of 70 third grade reading hires (88.6%) were certified, 34 out of 39 (87.2%) fifth grade reading hires were certified, and 39 out of 43 eighth grade hires (90.7%) were certified. Among eighth grade math hires, 39 out of 48 hires were certified. The number of summer-school hires for the 2005–2006 school year was significantly less than that reported for the 2004–2005 school year. The reasons for the decline in summer school teacher qualifications were not ascertained but are issues that need to be addressed.

Vacancies

The reasons teachers left districts this year, as reported by personnel directors, were specified for 677 out of 788 vacancies reported (84.6%), compared to last year's 510 out of 922 vacancies reported (55.3% – Table 5). Of the 667 reported reasons for teachers leaving, responses were varied. For example, according to the district personnel directors, 23.5 percent of the teachers left their positions because they were retiring (Figure 5). About the same percentage (22.9%) left for *other* reasons. Additional reasons for teachers leaving that were not reported as a frequent problem were as follows:

- left to take a position in another Delaware school district (N=85)
- left to take a position in another district outside of Delaware (N=32)
- left because they were dismissed (N=54)
- left to relocate with family (N=18)
- left to take a position at a charter school (N=3)
- left because of illness/death (N=30)
- unknown (N=135)

Figure 5.
Reasons for Teachers Leaving



Two trends are evident in the reasons for teachers leaving in the 2005–2006 school year. More teachers are reported as leaving because of dismissals, illness, or death than in previous years. The number of teachers reported as switching Delaware districts has remained under 100. This number is far less than the district switches reported in the DOE data discussed below. When we also consider that over 1,133 teachers were hired for the fall of 2005 and fewer than 677 out of the 788 vacancies reported were explained, we can see that personnel directors do not have a complete understanding as to why teachers in their district left teaching positions.

In order to help understand the reasons for vacancies, and to determine the gap between finding out about vacancies and hiring, personnel directors were asked to indicate when they learned about the vacancies. They were asked to provide the number of vacancies learned about within a given time period, starting with October 2004 or earlier and continuing month-by-month until September 2005. This provided information on when vacancies were reported for the 788 vacancies in the 2005–2006 academic year (Table 6). Only 34.5 percent of teaching vacancies were reported by April 2004 or earlier. The other teacher vacancies (65.5%) were reported from May 2004 to October 2005. The largest number of vacancies, 144, was reported in July 2005, followed by June 2005 (116). Personnel directors indicated that the median month that they learned about teacher vacancies was June and that the median month during which they filled teacher vacancies was July. There is a one month lag period between vacancies and hires. This suggests that, on the average, teaching positions are quickly filled and that late hiring is a function of late notification as well as limited ability to project vacancies.

Most districts have established incentive strategies for teachers and other professionals to encourage early notification of plans to retire. This is to help districts learn of and, hopefully, fill vacancies earlier. This year, 12 districts continued to offer incentives for early notification of plans to retire. Two districts either added incentives for the first time or added an additional incentive to what they offered in 2004–2005. An updated list of incentive strategies from five of the 12 school districts are as follows:

- \$1000 by January 1, \$500 by March 1 notification, and \$50 for every year of service with district
- \$500 by January 15 and \$200 by March 1 notification
- \$600 by January 30 notification
- Cash incentive is not new but was increased and set at an earlier date
- Local share of sick leave

There were two districts that implemented early retirement incentives in the 2005–2006 school year. Another district will implement them in the 2006–2007 school year.

Teacher-Hiring Problems

This year 47.4 percent of school districts reported contractual barriers or hindrances that delayed them from offering a contract to a teacher. This is an increase from last year, when 31.6 percent of the districts reported facing difficulties related to this issue. Contractual barriers or hindrances that delayed contract offerings are as follows:

- All current employees have opportunities to transfer into positions before new contracts are offered.
- All transfer requests must be honored with an interview.

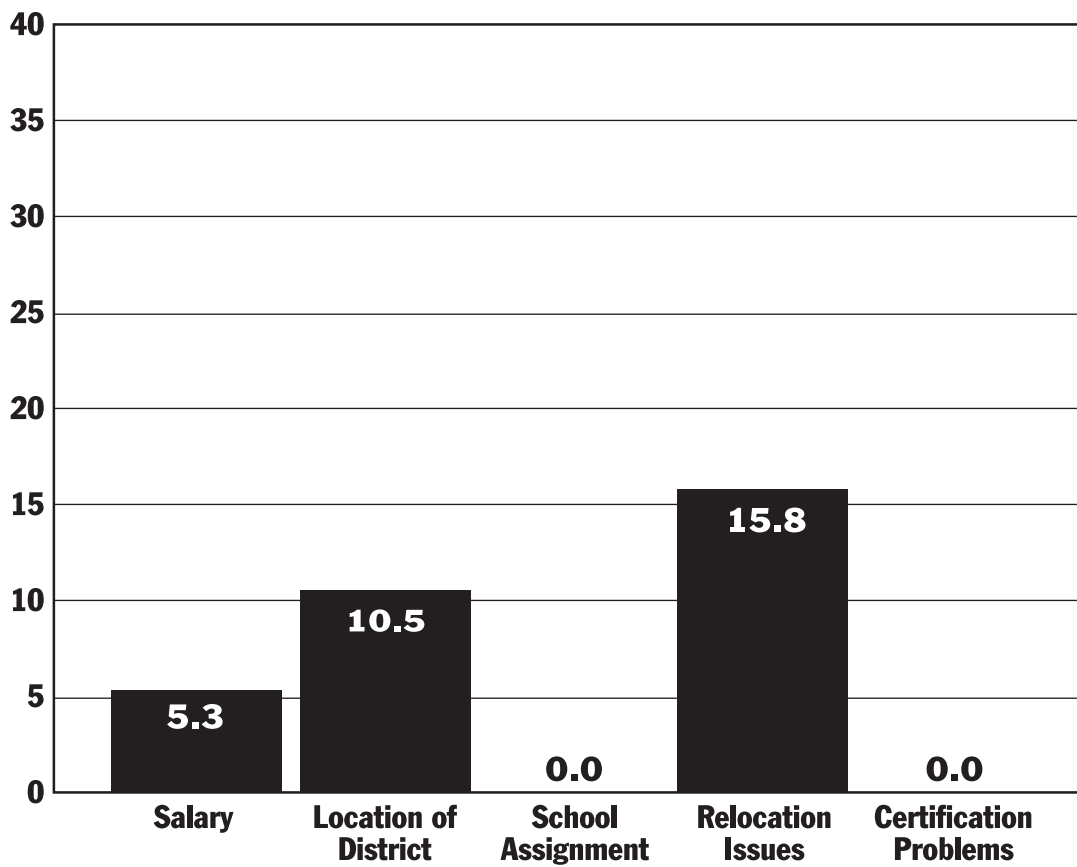
- Transfers may continue through July 30.
- Contract language does not correspond to recruiting season.
- Transfers can rearrange a whole department.
- Getting teachers to commit to our district
- Reviewing seniority list and getting teachers released from another in-state district
- Transfer issues—the domino effect to ultimately determine the vacancy
- Transfer language in collective-bargaining agreement
- Trying during summer to reach current employees who had requested transfers
- Voluntary-transfer period
- Voluntary transfers

It is not clear if contracts have changed to increase barriers, or if the consciousness of personnel directors to such barriers has increased, but it is clear that contractual barriers are viewed as a hindrance to earlier hiring for nearly half the state’s school districts.

Personnel directors are understandably frustrated when teachers agree to a contract and then leave for another district or position. In 2005–2006, 46 teachers who were offered and accepted a position later chose to take a position in another Delaware school district; 12 teachers chose to take an out-of-state teaching position; and two teachers decided not to teach. The districts lacked information on 15 teachers.

Four district personnel directors said that relocation issues were a major reason why teachers changed their minds. Two districts said that location of districts was a major problem, and one district selected salary as the major problem. School assignment and certification were not viewed as a major problem (see Figure 6 and Table 7).

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



Non-Teaching Position Shortages

The non-teaching position viewed as hardest to fill by personnel directors for the 2005–2006 school year was that of speech therapist (see Figure 7), the same finding as in the 2003–2004 and the 2004–2005 school years. Thirteen out of 19 districts (68.4%) indicated speech therapists as the most difficult non-teaching position to hire (Table 8). Six out of 19 districts (31.6%) indicated that psychology positions were the next hardest to fill. Of the 19 districts, four (21.1%) indicated that librarians, two districts (10.5%) indicated that secondary-school administrators, and one (5.3%) indicated that central office administrators were very difficult to hire. There were no major difficulties reported in hiring elementary-school administrators, nurses, or guidance counselors.

Personnel directors expected similar problems to persist in their hiring for the upcoming school year. The most common concern centered on finding speech pathologists, with one director stating that there is a shortage of people who major in that area in college, and, for those who do, many tend to go into the private sector where they can demand much higher salaries. Other concerns were a constant need for school psychologists and the lack of certified applicants.

Recruitment Tools

In order to find good teachers, it is necessary for personnel directors to use effective recruitment tools. Personnel directors were asked what tools they used and the effectiveness of each tool (see Figure 8). The recruitment tools that had the greatest use among school districts were the University of Delaware recruitment fair (Project Search),

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

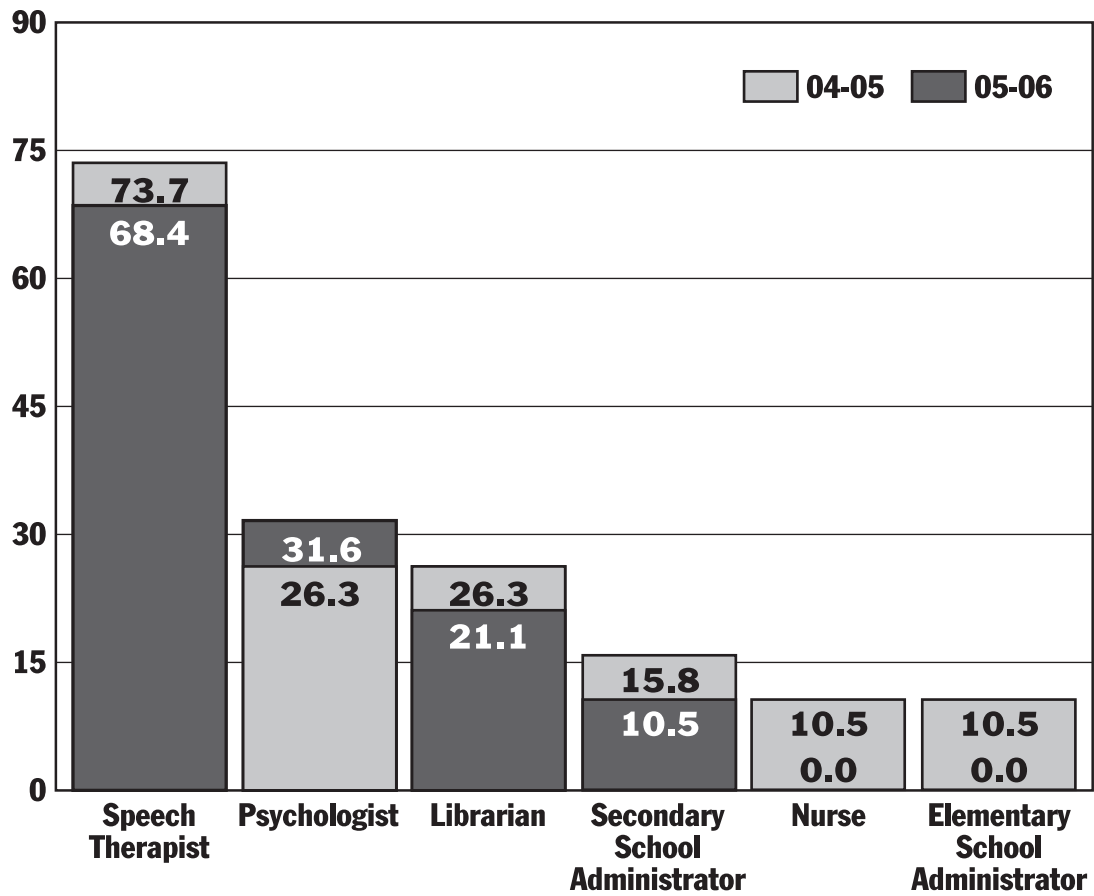
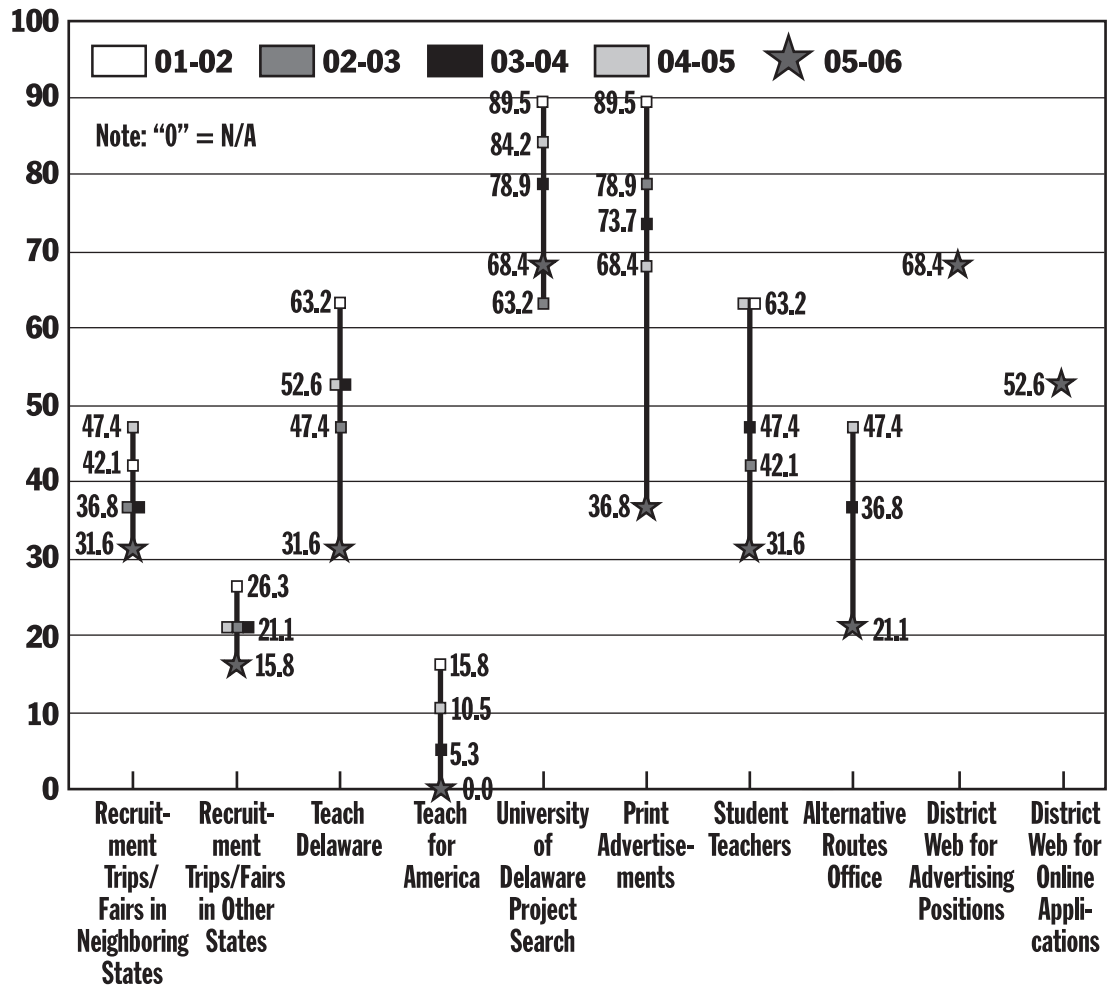


Figure 8.
Percent of Districts Reporting Great Use of Recruitment Tools: Five-Year Comparison



the district's website for advertising purposes (68.4%), and using a website for online applications (52.6%) (Table 9).

There was almost no use found for the Teach-for-America program (89.5%). In addition, half of the districts (52.6%) said that recruitment trips/fairs in other states were of no use. Personnel directors were able to write in other methods that helped them recruit. Eight of the 19 districts reported that other methods were helpful to them, but only four gave specific responses. Methods listed were as follows:

- Growth in paraprofessionals and substitutes
- Teachers-teachers.com website
- Vacancy announcements in the printed press for hard-to-fill positions
- Visitations to the district by a select group of recruits

One recruitment tool that was of some use to the districts was the Delaware Alternative Routes to Certification Program (68.4%). Others included the Teach Delaware website (63.2%) and print advertisements (52.6%).

This year several trends in the use of various recruitment tools were evident. First, the use of print advertisements continued to steadily decline, dropping from great use within 90 percent of the districts in 2003–2004 to 68.4 percent in 2004–2005 to just 36.8 percent this year. UD Project Search showed a decreasing trend as well, from 84.2 percent in 2004–2005 to 68.5 percent in 2005–2006. Indeed, fewer personnel directors reported using all recruitment tools this year. Two tools not listed in the data last year were used by many personnel directors—using the district's website for advertising positions and for online applications.

Resources for Personnel Recruitment

The importance of recruitment and retention was a high priority for 13 of the 19 school districts (68.4%). Six out of 19 school districts (31.6%) found it to be the highest priority for their district at this time. No personnel director selected the moderate-, low-, or no-priority category option.

Because recruitment is a substantial part of the personnel director's position, a specific recruitment budget may be allocated to help with organization and support. Approximately three-quarters (73.7%) of the districts denoted having a budget set aside specifically for the purpose of recruitment efforts. Among the 13 districts providing an amount, there was great variation in the size of the budget.

- One district — \$500
- One district — \$2,000
- Two districts — \$2,500
- One district — \$3,000
- One district — \$4,000
- Three districts — \$5,000
- One district — \$15,000
- One district — \$19,500
- One district — \$20,000
- One district — \$22,000
- One district — \$25,000

Four districts reported having no specific recruitment budget, the same as was reported last year.

Another aspect of the position of personnel director might involve participation in the teacher-mentoring program. The personnel director was the site coordinator of the teacher-mentoring program in nearly a third (31.6%) of the districts. There were five districts in which the director was involved as support staff, and two districts indicated no involvement in the program. Five districts indicated that its personnel director was involved in another way that was not specifically asked in this question.

It is clear that there was a great deal of variation across the 19 school districts regarding the role of the personnel director, the director's relationship to the mentoring program, and the resources at their disposal.

Proactive Recruiting

A new measure was developed this year to determine the number of teaching recruitment tools used (an index of proactive recruiting) to better understand school-district recruitment activities. We added up the number of the ten recruitment tools that personnel directors reported they used a great deal. Thus, each district could have used as few as none to ten at the highest level of proactive recruiting. The most active districts used six to eight recruitment tools. The percentage of districts that used six to eight recruitment tools was highly related to the overall priority that teacher recruitment and retention had in a particular district. Of the five school districts that frequently used at least six different types of recruitment tools, 60 percent (N=3) felt that teacher recruitment and retention was the highest priority in their school district. Among the 14 school districts that used fewer recruitment tools, only three (or fewer than 20 percent) reported that teacher recruitment and retention was the highest priority in their school.

Proactive districts were also more likely to have a recruitment budget than non-proactive districts.

Proactive recruiting was highly related to location. Half of the New Castle County school districts used six to eight tools; one-third of Kent County districts, and no Sussex County districts were using six to eight recruitment tools. Enrollment size was also related, but not as strongly, with larger school districts being more likely to be proactive than smaller districts.

County Variations

School district size is related to county population in Delaware. New Castle County has six school districts, Kent County has six, and Sussex County has seven. School districts that have more than 10,000 students were all located in New Castle County. These districts include the largest district in the state, Christina (19,236 students), followed by Red Clay Consolidated (15,729 students), Brandywine (10,577 students) and Colonial (10,476 students).³ School districts that had enrollment sizes of 5,000–9,000 students were located in all three counties. In New Castle County, Appoquinimink had 7,296 students enrolled. In Kent County, Caesar Rodney had 6,319 students and Capital had 5,983 students enrolled. In Sussex County Indian River had 7,884 students enrolled. There were 11 school districts from all three counties that had enrollment sized under 5,000 students.

We compared the 2005–2006 hiring practices of the three counties by analyzing the late hiring of teachers (August or later) to the early hiring of teachers (prior to August). New Castle County school districts reported 583 contracts; of

³ Department of Education. “Elementary Enrollment 2005: District Summary.” http://www.doe.k12.de.us/files/pdf/dedoe_pubenrolldst2005.pdf

those teachers, 40.7 percent were hired in August or later. In Kent County 42.5 percent of teachers were hired late. In Sussex County 230 contracts were reported, and almost one-half (49.1%) of these were late hires. In the 2004–2005 school year, the larger and more northern the district, the more likely the teachers were hired late. This year, however, late hiring occurred more frequently in Sussex County.

DOE Payroll Data Results

To supplement the survey of personnel directors, data on teacher characteristics and mobility (obtained from payroll records) were provided by the DOE for the 16 regular public school districts and the three vo-tech districts.

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

The DOE data indicate that there were 880 new teachers hired in the 2005–2006 school year, but this does not include teachers switching districts within the state. Results of the survey indicate 1,133 new hires, including 200 switchers identified by DOE data, for a net of 933 teachers new to Delaware. This discrepancy of 53 teachers could be due to a variety of reasons. For example, teachers on temporary contracts may have been hired as permanent staff, or teachers working in a district may have left for a period of time and then returned to the same district. These cases may have been counted by district personnel directors as new teachers but by DOE as returning teachers.

Exiters: Departing Teachers

According to DOE payroll records, there were 1,007 teachers who left teaching in Delaware between May, 2005, and November, 2005. This is 12.9 percent of the teacher workforce in the state, an increase from 11 percent who had left the previous year. The absolute number who left teaching this year was greater than last year—1,007 versus 867.

On average, these individuals left the teaching profession at 42.5 years of age, with the largest numbers leaving at ages 26 and 57, respectively. As seen in Figure 9, there appear to be peaks in the exodus from the profession by teachers in their late twenties and early thirties, and then again in their fifties. The former can probably be explained by career and location changes and the latter, presumably, by retirement. This is the so-called “U-curve” of teacher attrition found in other states.

Of departing teachers, 45.6 percent held a bachelor’s degree and 51.8 percent hold a master’s degree. Among all teachers in the state, 47.1 percent held a bachelor’s degree and 51.2 percent held a master’s degree. Thus, there was no significant difference in educational accomplishment between those teachers who left teaching in Delaware and those who did not.

The most striking characteristic of departing teachers is that a large percentage leave soon after they start teaching in Delaware. Among the 1,007 teachers who left, 113 teachers exited teaching with one year of Delaware teaching experience or less (see Figure 10a). Another 52 teachers left within two years. Thus, 16.4 percent of the teachers who left their teaching positions in Delaware did so within their first two years of teaching in the state (see Figure 10b). In addition, approximately 50 teachers left with each additional year of experience. Thus, almost one-third (30.9%) of teachers who left did so with five years of experience teaching in Delaware or fewer. This percentage is somewhat lower than last year’s 34.9 percent.⁴

⁴ This statistic is slightly different from the one often quoted in national data, the percentage of teachers who leave after one or two years of beginning teaching. The measure we use takes those who left this year and works backward to determine years of experience. The often-quoted national measure begins with a cohort entering the teaching force in a given year and examines the percentage that left teaching after each year of experience. The two measures should be related but are not exactly equal. For example, the percentage of teachers who left after two years of teaching is affected by the number of retirements in a given year; the percentage of a cohort of recently hired teachers who left would not be impacted by retirements of older teachers outside the cohort.

Figure 9.
Age of Teachers Leaving Delaware Teaching Positions

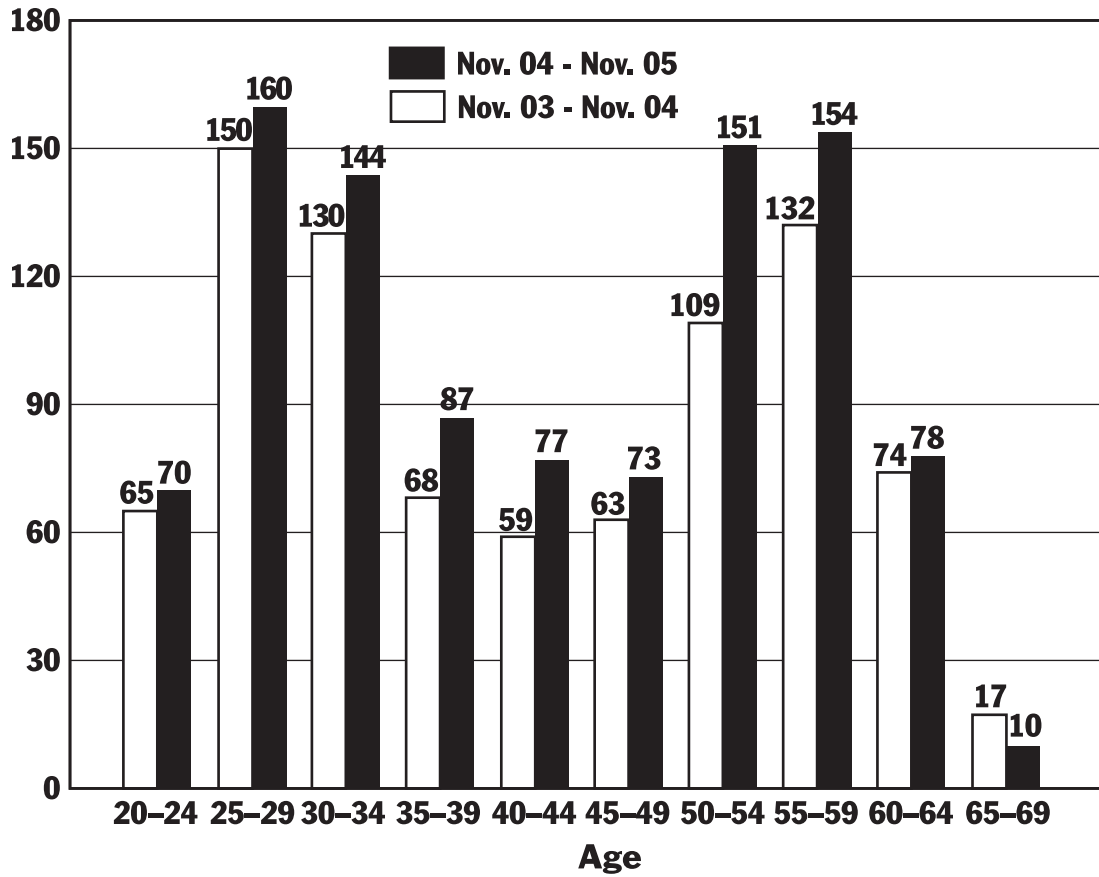


Figure 10a.
Number of Teachers Leaving Delaware Teaching Positions by Years of Experience

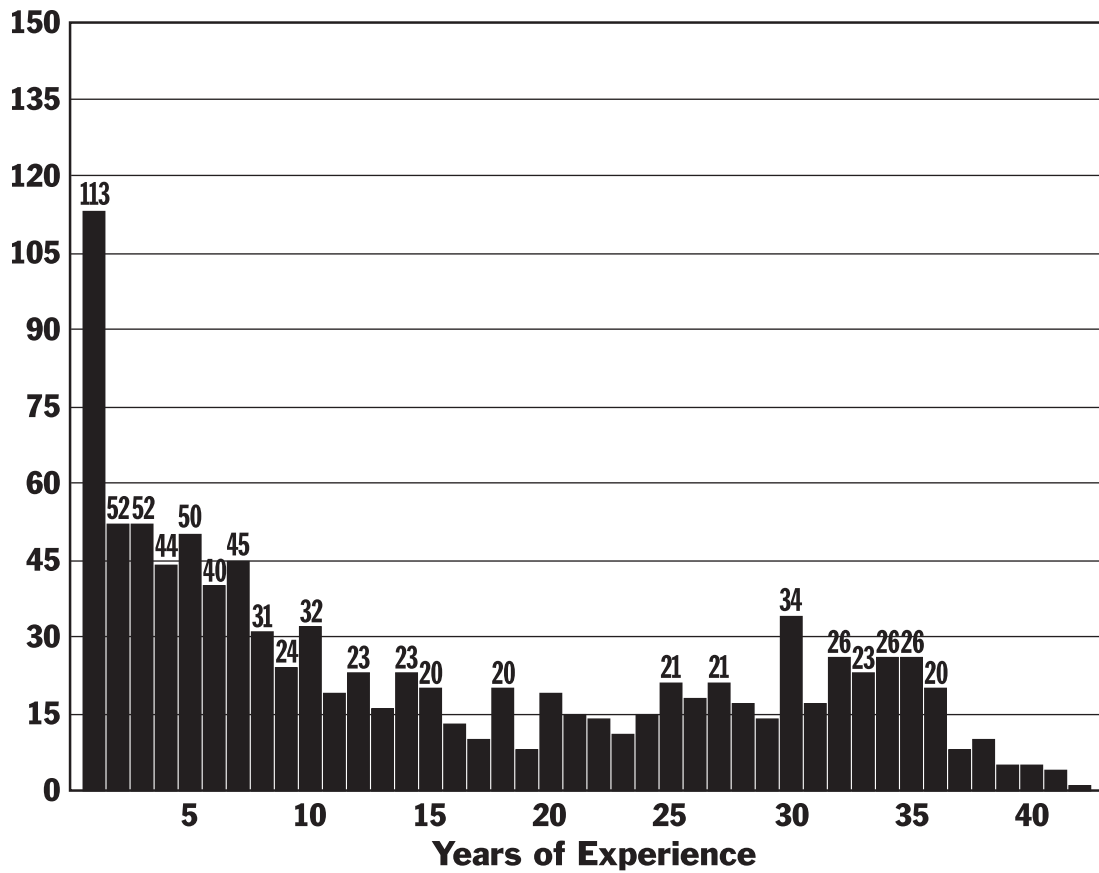
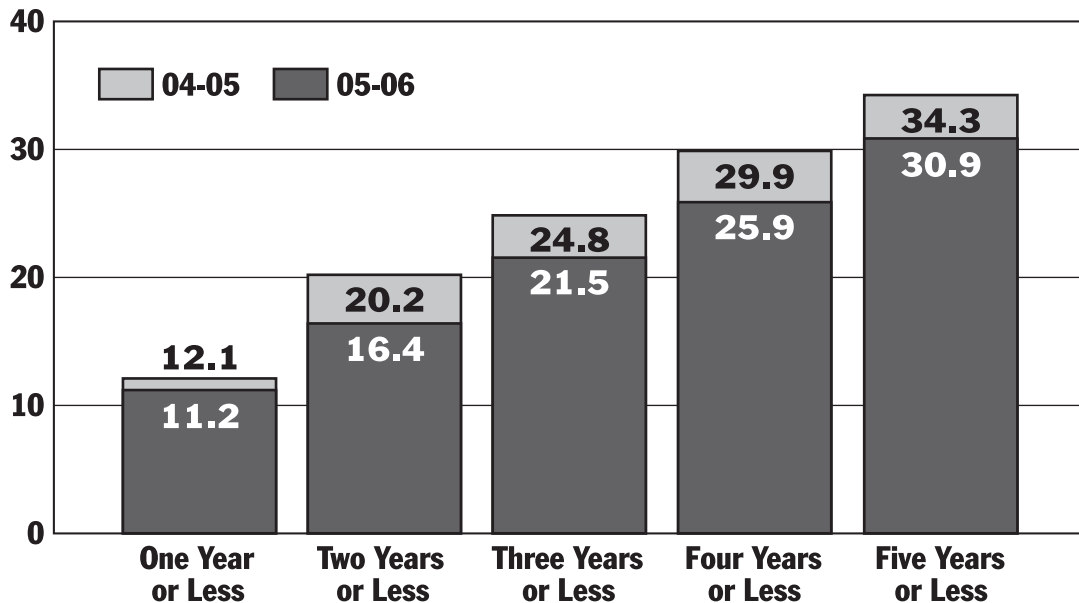


Figure 10b.
Cumulative Percent of Teachers Departing Within the First Few Years of Service



These statistics indicate that many teachers in Delaware, like those across the nation, tend to leave the profession very quickly after starting. More research needs to be conducted to determine who is leaving and why. The Institute for Public Administration at the University of Delaware published a 2005 study on the results of a survey of 1,133 new teachers. Findings showed that teacher retention is related to a variety of factors, including a teacher's experience with the hiring process, mentoring, and support from colleagues and administrators.⁵

Switchers: Intrastate Migration

The analysis now turns from examining teachers who left Delaware teaching positions to those who changed positions within the state. There were 200 switchers, teachers who switched districts prior to and during the 2005–2006 academic year. Switchers represent 2.6 percent of the total teacher workforce in the state. Intrastate teacher migration is rather evenly spread among counties. Included in these findings are charter schools, since teachers may switch into or out of charters.

This year New Castle County gained 84 switchers, Kent gained 63 and Sussex gained 53. But districts in each county lost teachers to other counties as well. Migration out of Kent County is more common than migration out of the other two counties. Kent lost 71, Sussex lost 49, and New Castle County lost 80 teachers. Overall then, New Castle County gained four switchers, Kent County lost eight switchers, while Sussex County gained four switchers. In 2005–2006, inter-county movement by teachers netted out to near zero.

⁵ Jeffrey A. Raffel and Amanda Beck, "Delaware Teacher Supply Survey Analysis Report." Institute for Public Administration, University of Delaware. September 2005. The report may be accessed at dspace.udel.edu:8080/dspace/handle/19716/1607.

When analyzing migration by district, there was a correlation between district wealth and net gain of teachers. District wealth was measured by the 2004–2005 District Wealth Index provided by the DOE, with higher indices indicating greater wealth. The highest net gains were experienced in the wealthiest districts. For example, the five districts with a wealth index of over 1.0 (excluding vo-tech districts) gained eight teachers, while the five poorest non-vo-tech districts (with wealth indices ranging from .39 to .55) gained only one teacher. The lower number of teachers may be due in part to the fact that the poorer districts are smaller and have fewer teaching positions available. All three vo-tech districts lost teachers to traditional districts, suggesting that, for a few teachers, vo-tech schools are a waiting area until positions open in regular classrooms.

The majority of teachers changing districts were female (71.8 %). This figure is smaller than the overall percentage of females in the state teacher workforce (75.9 %). Thus, women were somewhat less likely to switch districts than men. There was no change in the gender ratio of switchers from the 2004–2005 to 2005–2006 school year.

The average age of switchers was 35.8, with an average of 8.0 years experience. According to the *Delaware Educational Personnel Report* on the DOE website (www.doe.k12.de.us/reporting/0405PersonnelReport/Table1.xls), the typical classroom teacher was 42.1 years old with 13.8 years of experience. Switchers, therefore, were younger and had less experience, on average, than teachers who remained in their positions and/or districts.

Out of the 200 switchers, 86 percent were Caucasian, 13 percent were African American, and two percent were Hispanic. Statewide, Delaware's teachers were 87.1 percent Caucasian, 11.1 percent African American, and 1.8 percent of "other" race.

Therefore, there was no discernible race/ethnicity link to teachers' decisions to switch districts.

Teachers with master's degrees were more likely to remain in their positions, while teachers with terminal bachelor's degrees were more likely to switch districts. Of the migrating teachers, 102 (51.5%) had bachelor's degrees and 97 (48.5%) had master's degrees. Statewide, 47.1 percent of teachers held a bachelor's degree, 51.2 percent hold a master's degree.⁶ The lack of master's degrees among switchers (presumably) was related to the fact that the average switcher was younger than the average teacher remaining in his/her position.

Hires/Losses of Underrepresented Groups

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

Overall, DOE statistics indicate a loss of 26 full-time African American teachers and 58 male teachers from the 2004–2005 to the 2005–2006 school year (*Delaware Educational Personnel Report*). This lowered the percentage of African Americans in the state's teaching force from 11.4 to 11.1 percent, and males from 24.7 to 24.1 percent, respectively.

An analysis of district statistics, using somewhat different assumptions, indicated that only three districts had a net gain of more than two African American teachers and two had lost two or more. Three New Castle County districts each had a net loss of two male teachers, and three districts throughout the state lost six or fewer male teachers.

⁶Department of Education. "Delaware Educational Personnel Report: Executive Summary 2004-2005" Educational Personnel Profile-All Educational Personnel.
www.doe.k12.de.us/reporting/0405PersonnelReport/Table7.xls

There were few Hispanic teachers in the state in 2004–2005 (in districts and charters) and in 2005–2006 (less than two percent).

Critical Needs and Teacher Movement

The positions of switchers and movers were analyzed in order to determine whether critical needs teachers are more likely to leave teaching or change districts. According to the *Delaware Educational Personnel Report*, the critical needs fields of high school science and math comprise 11.7 percent of the state’s teacher workforce. Of the exiters, 4.3 percent were science teachers and 6.6 percent were math teachers. Similarly, special education teachers comprise 19.4 percent of the exiters, while they comprise 13.4 percent of the state teacher workforce. Thus, special education teachers left Delaware teaching at a higher rate than those outside of this critical needs area. Math and science teachers did not.

Of the 200 switchers, math and special education comprise 9 percent and 21.5 percent of the total switchers, respectively. Comparing the percentage in each area of those who switched districts in Delaware to their proportion among all the state’s teachers, as given above, indicates that math and special education teachers were both more likely to switch districts. Special education teachers represented a large number of the teachers switching districts. In fact, more than one-fourth of the switchers (28%) were special education teachers at the elementary, middle, or secondary levels, far more than their representation (13.4%) in the state’s teaching force. Twenty-five elementary special education teachers switched districts (12.5 percent of total switchers); 12 middle school special education teachers and another 19 secondary special education teachers were switchers (both groups collectively representing 15.5 percent of total switchers).

These data suggest that, within the state, special education teachers were a highly mobile population in comparison to other types of teachers.

Conclusions

Late hiring of teachers did not remain as widespread a problem in Delaware in the 2005–2006 school year as it has been previously; hiring teachers on temporary contracts also decreased from the 2004–2005 school year. Unlike the previous year, where two-thirds of new teachers were hired late, this year less than half were hired in August or later. There was also greater use of letters of intent; six school districts provided letters of intent to some or all of their prospective teachers before issuing a contract. A shift occurred in the times that letters of intent were distributed. Last year personnel directors reported that 80 percent of the letters of intent were distributed in April, but in 2005–2006 the letters were spread over April, May, and June. The number of teachers hired on temporary contracts dropped to 224, almost 100 less than in year 2004–2005 (N=315).

While the areas of major difficulty in teacher hiring remained relatively constant, the percentage of districts reporting such difficulties decreased across the board. The greatest difficulties were in special education, high school math, high school science, and technology. Personnel directors reported that the most difficult areas for teacher hiring for the fall, 2005, were special education and high school math.

Personnel directors felt positively about the preparation of those who began teaching for their district. However, they were somewhat less positive than last year. All personnel directors reported the major reason for teacher shortages is a lack of qualified candidates. Although this is still a high percentage, lack of qualified teachers as a major problem decreased from 84 percent in 2004–2005 to 52.6 percent in 2005–2006. Simply put, in the eyes of personnel directors, the teacher candidates they saw remain as prepared as in previous years, but not enough were qualified in the critical-needs areas.

Personnel directors were asked when they learned of teacher vacancies. The median month teacher vacancies were learned about was June, with 11.8 % of vacancies filled by the end of June. In addition, July was noted as the median month for filling vacancies. This one-month lag time suggests teaching positions, on the average, were filled in a timely manner. This also suggests that late hiring is a function of late notification as well as a limited ability to project vacancies. Thus, it is positive to report that two additional districts offered incentives for early notification of plans to retire, bringing the total number of districts taking this action to 14.

The percentage of districts reporting that contractual barriers delayed their offering a contract to teachers based on issues of voluntary transfers increased from one-third to one-half. It is not clear if contracts have changed to increase barriers or if the collective consciousness of personnel directors to such barriers has increased, but it is clear that, for nearly half the state's school districts, contractual barriers are viewed as a hindrance to earlier hiring.

Speech therapist remained the most difficult non-teaching position to fill, with three-quarters of the districts having reported major difficulty in hiring for this position. Last year the same position was a problem. Personnel directors believe this problem will persist.

For the past few years personnel directors have been asked annually about their use of a variety of recruitment tools. This year several trends were evident. First, the use of print advertisements has continued to steadily decline. UD Project Search is showing a decreasing trend as well. Indeed, fewer personnel directors report using all of the recruitment tools this year. Two tools not listed in the data last year are currently used by

many personnel directors—using your district’s website for advertising positions and for online applications.

Thus, it may well be that there has been a shift from traditional recruitment tools to district-level web-based alternatives. This year we measured how proactive districts were in teacher recruiting by counting the number of recruitment tools used. The use of six to eight recruitment tools in a district correlated with personnel directors’ reporting that recruitment and retention was the highest priority in their districts as well as with specified recruitment budgets. Proactive recruiting was related to county. Districts in New Castle County used the most recruiting tools; Kent and Sussex County’s districts were less proactive. Districts with larger enrollments were also more proactive.

The most striking finding from the analysis of DOE payroll data continues to be the high percentage of teachers who leave in or right after their first year teaching in Delaware. Of the 1,007 teachers who left from 2004–2005 to 2005–2006, 113 had a year of experience or less. Fifty-two more teachers left within two years of experience. Thus, 16.4 percent of those who left did so within two years of beginning their teaching in Delaware. The percentage of new teachers who reportedly left within two years is lower than last year’s percentage (20.1%), but the total number who left the Delaware teaching force increased from 867 teachers to 1,007 teachers.

Overall, this year there is more good news than bad news in the hiring of educational personnel in the state. The major positive news is the large shift from late to earlier hiring of teachers. The good news also includes somewhat more letters of intent used by districts before officially contracting with new teachers, the increased use of early-retirement notification incentives, and fewer temporary contracts than were issued

in the previous year. More districts reported a decrease in all categories of major difficulties in hiring than previous years as well.

On a negative note, 140 more teachers left the Delaware teaching force this year than last, and, of these, 16.4 percent of the teachers who left did so before entering their third year of teaching in the state. District personnel indicated that new teachers are just as prepared as previous years; however, the number of teachers qualified and applying for specialized positions, e.g., special education and speech pathology, decreased.

Contractual barriers are also a continuing, if not increasing, issue for school districts.

Teacher hiring and retention are gaining increased visibility as issues, and districts in Delaware are doing more than ever to confront the problem. However, Delaware still needs to address late hires, hiring teachers in critical-needs areas, the effects of contracts on hiring, and the hiring of speech pathologists.

Appendix A: Tables

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

	2003–2004 (N=921)	2004–2005 (N=1099)	2005–2006 (N=1108)
April	n/a	1.0%	10.1%
May	5.6%	5.0%	12.2%
June	10.1%	10.5%	11.8%
July	16.4%	14.6%	22.7%
August	41.7%	41.2%	27.1%
September	13.8%	16.5%	9.3%
October	6.0%	11.2%	6.8%
Other	6.4%	n/a	n/a

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

	Very Difficult	Moderately Difficult	Not Difficult
Art	0%	10.5%	42.1%
Bilingual/ESOL	26.3%	15.8%	10.5%
English	15.8%	31.6%	47.4%
Elementary	0%	0%	78.9%
Foreign Language	26.3%	42.1%	5.3%
Elementary Math	5.3%	5.3%	5.3%
Middle School Math	36.8%	36.8%	5.3%
High School Math	52.6%	31.6%	0%
Music	5.3%	36.8%	42.1%
Physical Education	0%	0%	68.4%
Reading	15.8%	31.6%	21.1%
Elementary Science	0%	10.5%	15.8%
Middle School Science	31.6%	15.8%	15.8%
High School Science	42.1%	31.6%	5.3%
Social Science	5.3%	0%	68.4%
Special Education	57.9%	36.8%	0%
Technology	42.1%	10.5%	21.1%

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

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

More Prepared than in Prior Years	36.8%
About the Same as Prior Years	63.2%
Less Prepared than in Prior Years	0%

Table 4. Extent of Problem Related to Teacher Shortages for Fall 2005 Hiring

	Major Problem	Moderate Problem	Not a Problem
Lack of qualified teacher candidates in particular areas	52.6%	47.4%	0%
Moving from your district to another district	21.1%	36.8%	42.1%
Moving from your district to a district outside Delaware	0%	36.8%	63.2%
Low starting salary	5.3%	15.8%	78.9%
Low experienced salaries	0%	15.8%	84.2%
Good candidates failing PRAXIS I	5.3%	26.3%	68.4%

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

Table 5. Reasons for Teachers Leaving Your District

	2003– 2004 (N=552)	2004– 2005 (N=510)	2005– 2006 (N=667)
Took a position in another Delaware district	11.4%	18.4%	12.7%
Took a position with another district outside Delaware	6.7%	9.0%	4.8%
Took a position at a charter school	2.0%	2.9%	0.4%
Relocated with family	5.6%	7.1%	2.7%
Dismissed	2.2%	7.5%	8.1%
Illness/death	1.1%	2.7%	4.5%
Retired due to No Child Left Behind	0.2%	1.2%	0%
Retired	29.9%	41.6%	23.5%
Other	11.8%	7.3%	22.9%
Do not know	29.2%	2.4%	20.2%

Table 6. Number of Vacancies Learned About by Month

	2003–2004 (N=885)	2004–2005 (N=922)	2005–2006 (N=788)
October (prior school year)	6.2%	0.2%	1.0%
November (prior school year)	0.9%	0.1%	2.0%
December (prior school year)	0.8%	0.1%	4.2%
January (prior school year)	3.6%	1.2%	3.0%
February (prior school year)	1.5%	1.8%	2.8%
March (prior school year)	5.4%	14.1%	13.1%
April (prior school year)	6.4%	7.6%	8.4%
May (prior school year)	4.0%	22.3%	8.2%
June (prior school year)	7.2%	14.0%	14.7%
July (prior school year)	12.8%	12.9%	18.3%
August (prior school year)	27.1%	12.8%	12.3%
September (current school year)	24.1%	9.2%	5.1%
October or later (current school year)	n/a	3.6%	6.7%

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

	Major Problem	Moderate Problem	Not a Problem
Salary	5.3%	31.6%	42.1%
Location of district	10.5%	26.3%	47.4%
School assignment	0%	21.1%	52.6%
Relocation issues	15.8%	26.3%	31.6%
Certification problems	0%	21.1%	52.6%

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

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

	Very Difficult	Moderately Difficult	Not Difficult
Librarian	21.1%	26.3%	10.5%
Psychologist	31.6%	5.3%	15.8%
Guidance Counselor	0%	10.5%	47.4%
Nurse	0%	26.3%	52.6%
Speech Therapist	68.4%	0%	5.3%
Elementary School Administrator	0%	15.8%	42.1%
Secondary School Administrator	10.5%	21.1%	47.4%
Central Office Administrator	5.3%	15.8%	57.9%

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

Table 9. Percent of Districts Indicating Use of Recruitment Tools

	Great Use	Some Use	No Use
Recruitment trips in neighboring states	31.6%	42.1%	21.1%
Recruitment trips in other states	15.8%	26.3%	52.6%
Teach Delaware website	31.6%	63.2%	5.3%
Teach for America	0%	10.5%	89.5%
UD Project Search	68.4%	31.6%	0%
DSU recruitment fair	15.8%	31.6%	47.4%
Print advertisements	36.8%	63.2%	0%
Recruiting your district's student teachers	31.6%	52.6%	15.8%
Delaware Alternative Routes	21.1%	68.4%	10.5%
Your district's website	68.4%	15.8%	15.8%
District website for online applications	52.6%	21.1%	26.5%

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

Appendix B: Survey Instrument

1. How many new teachers did your District/Charter School hire for the 2005-2006 school year? (This number should include teachers moving from temporary to regular contracts.)

2. How many contracts were offered, with intent to hire, in:

 April 2005 or earlier

 May 2005

 June 2005

 July 2005 or earlier

 August 2005

 September 2005

 October 2005 or later

3. Of all your 2005-2006 hires, how many teachers did you hire on TEMPORARY contracts?

4. Of all your 2005-2006 hires, how many teachers did you hire who were on TEMPORARY contracts in 2004-2005?

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

a. Uncertainty of September 30 count ☐ Major Reason ☐ Moderate Reason ☐ Not a Reason

b. Teacher credential issues ☐ Major Reason ☐ Moderate Reason ☐ Not a Reason

c. Temporary needs due to pregnancy, illness, sabbaticals, etc. ☐ Major Reason ☐ Moderate Reason ☐ Not a Reason

d. Other ☐ Major Reason ☐ Moderate Reason ☐ Not a Reason

If "Other", please specify

6. How many Alternative Routes teachers did you hire?

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

- ☐ No
☐ Some
☐ All

8. How many letters of intent were written in:

April 2005 or earlier

May 2005

June 2005

July 2005 or earlier

August 2005

September 2005

October 2005 or later

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

- ☐ Yes ☐ No

If yes, what were they?

10. Overall, how would you rate the preparation of the teachers you hired for 2005-2006?

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

11. Were the teachers you hired for 2005-2006:

- ☐ More prepared than prior years
☐ About the same as prior years
☐ Less prepared than prior years

Please explain your response to Question #11.

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

- | | |
|------------------------------|--|
| a. Art | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| b. Bilingual/ESOL | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| c. English | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| d. Elementary | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| e. Foreign Languages | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| f. Elementary School Math | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| g. Middle School Math | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| h. High School Math | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| i. Music | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| j. Physical Education | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| k. Reading | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| l. Elementary School Science | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| m. Middle School Science | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| n. High School Science | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| o. Social Science | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| p. Special Education | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| q. Technology | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |
| r. Other | <input type="radio"/> Very Difficult <input type="radio"/> Moderately Difficult <input type="radio"/> Not Difficult <input type="radio"/> Not Applicable |

If Other, please specify?

13. Which of the areas listed in QUESTION #12 was the MOST difficult for teacher hiring in your district for Fall 2005?

- | | |
|---|---|
| <input type="radio"/> Art | <input type="radio"/> Bilingual/ESOL |
| <input type="radio"/> English | <input type="radio"/> Elementary |
| <input type="radio"/> Foreign Languages | <input type="radio"/> Elementary Math |
| <input type="radio"/> Middle School Math | <input type="radio"/> High School Math |
| <input type="radio"/> Music | <input type="radio"/> Physical Education |
| <input type="radio"/> Reading | <input type="radio"/> Elementary School Science |
| <input type="radio"/> Middle School Science | <input type="radio"/> High School Science |
| <input type="radio"/> Social Science | <input type="radio"/> Special Education |
| <input type="radio"/> Technology | <input type="radio"/> Other |

14. To what extent was each of the following a problem related to teacher shortages in your district for Fall 2005?

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

If "Other", please specify

15. The following matrix refers to the hiring of Summer School 2005 hires:

	Trouble Hiring?	# Hired	# Certified	# with teaching experience in teaching area
3rd. Grade Reading	<input type="radio"/> Yes <input type="radio"/> No	<input type="text"/>	<input type="text"/>	<input type="text"/>
5th. Grade Reading	<input type="radio"/> Yes <input type="radio"/> No	<input type="text"/>	<input type="text"/>	<input type="text"/>
8th. Grade Reading	<input type="radio"/> Yes <input type="radio"/> No	<input type="text"/>	<input type="text"/>	<input type="text"/>
8th. Grade Math	<input type="radio"/> Yes <input type="radio"/> No	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

<input type="text"/>	<input type="text"/>	<input type="text"/>
Oct. 2004 or earlier	Nov. 2004	Dec. 2004
<input type="text"/>	<input type="text"/>	<input type="text"/>
Jan. 2005	Feb. 2005	Mar. 2005
<input type="text"/>	<input type="text"/>	<input type="text"/>
Apr. 2005	May 2005	Jun. 2005
<input type="text"/>	<input type="text"/>	<input type="text"/>
Jul. 2005	Aug. 2005	Sep. 2005
<input type="text"/>		
Oct. 2005 or later		

17. How many teachers left your district for the following?

<input type="text"/>	Took a position in another DE school district
<input type="text"/>	Took a position in another district outside of DE
<input type="text"/>	Took a position at a Charter School
<input type="text"/>	Relocated with family
<input type="text"/>	Were dismissed
<input type="text"/>	Illness/death
<input type="text"/>	Retired due to additional requirements for "highly qualified"
<input type="text"/>	Retired for other reasons
<input type="text"/>	Other known reasons for leaving
<input type="text"/>	Do not know why teacher left

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

☐ Yes ☐ No

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

<input type="text"/>	Took a position in another DE school district
<input type="text"/>	Took a position in another district outside of DE
<input type="text"/>	Decided not to teach
<input type="text"/>	Other

If other, please specify:

<input type="text"/>

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

- | | | | |
|---------------------------|-------------------------------------|--|-------------------------------------|
| a. Salary | <input type="radio"/> Major Problem | <input type="radio"/> Moderate Problem | <input type="radio"/> Not a Problem |
| b. Location of district | <input type="radio"/> Major Problem | <input type="radio"/> Moderate Problem | <input type="radio"/> Not a Problem |
| c. School assignment | <input type="radio"/> Major Problem | <input type="radio"/> Moderate Problem | <input type="radio"/> Not a Problem |
| d. Relocation issues | <input type="radio"/> Major Problem | <input type="radio"/> Moderate Problem | <input type="radio"/> Not a Problem |
| e. Certification problems | <input type="radio"/> Major Problem | <input type="radio"/> Moderate Problem | <input type="radio"/> Not a Problem |
| f. Other | <input type="radio"/> Major Problem | <input type="radio"/> Moderate Problem | <input type="radio"/> Not a Problem |

If "Other", please specify

21. Does your district continue to offer any incentives for early notification of plans to retire?

- ☐ Yes
- ☐ No
- ☐ Incentives added this year

If new incentives, what are the incentives?

If incentives added, when will the incentive(s) take effect?

Please Select If Applicable

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

- ☐ Yes ☐ No

If yes, how many?

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

23. To what extent did your district experience difficulties in filling each of the following NON-TEACHING POSITIONS for the 2005-2006 school year?

- | | | | | |
|------------------------------------|--------------------------------------|--|-------------------------------------|--------------------------------------|
| a. Librarian | <input type="radio"/> Very Difficult | <input type="radio"/> Moderately Difficult | <input type="radio"/> Not Difficult | <input type="radio"/> Not Applicable |
| b. Psychologist | <input type="radio"/> Very Difficult | <input type="radio"/> Moderately Difficult | <input type="radio"/> Not Difficult | <input type="radio"/> Not Applicable |
| c. Guidance Counselor | <input type="radio"/> Very Difficult | <input type="radio"/> Moderately Difficult | <input type="radio"/> Not Difficult | <input type="radio"/> Not Applicable |
| d. Nurse | <input type="radio"/> Very Difficult | <input type="radio"/> Moderately Difficult | <input type="radio"/> Not Difficult | <input type="radio"/> Not Applicable |
| e. Speech Therapist | <input type="radio"/> Very Difficult | <input type="radio"/> Moderately Difficult | <input type="radio"/> Not Difficult | <input type="radio"/> Not Applicable |
| f. Elementary School Administrator | <input type="radio"/> Very Difficult | <input type="radio"/> Moderately Difficult | <input type="radio"/> Not Difficult | <input type="radio"/> Not Applicable |
| g. Secondary School Administrator | <input type="radio"/> Very Difficult | <input type="radio"/> Moderately Difficult | <input type="radio"/> Not Difficult | <input type="radio"/> Not Applicable |
| h. Central Office Administrator | <input type="radio"/> Very Difficult | <input type="radio"/> Moderately Difficult | <input type="radio"/> Not Difficult | <input type="radio"/> Not Applicable |
| i. Other | <input type="radio"/> Very Difficult | <input type="radio"/> Moderately Difficult | <input type="radio"/> Not Difficult | <input type="radio"/> Not Applicable |

If Other, please specify?

24. Which of the areas listed in QUESTION #23 was the MOST difficult for non-teacher hiring in your district for Fall 2005?

- | | |
|--|---|
| <input type="radio"/> Librarian | <input type="radio"/> Psychologist |
| <input type="radio"/> Guidance Counselor | <input type="radio"/> Nurse |
| <input type="radio"/> Speech Therapist | <input type="radio"/> Elementary School Administrator |
| <input type="radio"/> Secondary School Administrator | <input type="radio"/> Central Office Administrator |
| <input type="radio"/> Other | |

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

26. To what extent did your district use each of the following recruitment tools in teacher recruitment for Fall 2005?

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

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

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

☐ Highest priority ☐ High priority ☐ Moderate priority ☐ Low priority ☐ Not a priority

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

☐ To a great degree
☐ To a moderate degree
☐ To some degree
☐ Not at all

29. Do you have a recruitment budget?

☐ Yes

☐ No

What is the amount budgeted or expected to be spent in 2005-2006 for advertisements, trips, and other out-of-pocket recruitment expenses?

\$

30. Are you involved in the teacher mentoring program?

☐ No

☐ Yes, as support staff

☐ Yes, as site director

☐ Other

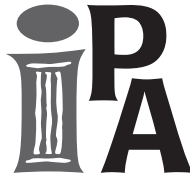
31. Please provide the following background information about yourself (please round to the nearest whole number):

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

a. Years in current position in current school district

b. Years in current school district

c. Years in public education

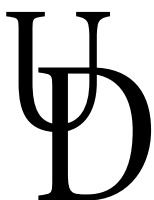


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