

# An Analysis of the Views of Delaware's New Teachers:

**Recruitment & Hiring,  
Mentoring & Professional  
Development, Job  
Satisfaction, and  
Future Plans**

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with the assistance of  
**Marissa Prulello**

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**Delaware Department  
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**July 2005**

**Institute for  
Public Administration**

College of Human Services  
Education & Public Policy

University of Delaware

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## **Preface**

This project could not have been completed without the generous time that over 400 of Delaware's new teachers devoted to completing the survey instrument. They are the individuals who deserve the greatest thanks. We also thank Wayne Barton of the Delaware Department of Education (DOE) for helping to conceptualize this study, develop the questionnaire, and financially and personally support this effort. Adrian Peoples, a DOE consultant from Diamond Technologies, Inc., transformed the questions into a fine web-based instrument and then provided us with the data to conduct the analysis. We thank him for his technical and artistic touch. Jeff Raffel's two previous research assistants, Kelly Scollon and Marissa Prulello, both contributed to this effort, and we appreciate their good work establishing the foundation for this report. The introductory chapter was written with the assistance of Marissa Prulello. We also thank Toni Scott for producing the charts for this report and Mark Deshon and Janna Craig for their editorial assistance.

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**Executive Summary**

The New Teacher Survey was developed to ascertain the reasons behind a teacher's decision to teach in Delaware and assess overall trends in teacher retention. The survey gathered data on teachers' views of the job search and hiring process, satisfaction with current positions, and future plans. All teachers with new contracts in 2003-2004 were given the opportunity to participate by completing the survey online.

**Subgroups**

The 470 participating teachers were categorized by their individual situations. "First-years" are teachers who were teaching for the first time in their careers (227 teachers). "Switchers" were experienced teachers who moved from one Delaware school district to another (63 teachers). "Movers" were teachers who entered the state after having taught elsewhere (110 teachers). Responses vary greatly among these groups.

**Previous Studies**

Since previous studies have examined teacher recruitment and retention on an annual basis, trend data is available that shows that late hiring practices are declining. In 2002-2003, 75.8 percent of new teachers were hired late (August or after) compared with 67.9 percent in 2003-2004, a decrease of about eight percent. The number of temporary contracts has also been reduced slightly, from over 300 in 2002-2003 to 217 in 2003-2004. Both late hiring and temporary contracts are recognized as contributing factors to teacher attrition.

## **Searching and Applying for Positions**

Teachers of all types reported that word-of-mouth was the frequently used search tool when looking for a teaching position. In fact, over half of all new teachers indicated that word-of-mouth was of “great use.” Switchers were especially likely to use word-of-mouth as their preferred job search method. Location was the most important factor in accepting a job offer, favored more heavily than teaching conditions, school climate, or salary and benefits. This attraction to location was explained in large part by “home ties,” the bonds teachers formed with the state as measured by attending high school or college in Delaware. Two-thirds of first-year teachers reported having attended high school and/or college in Delaware. In fact, 20 percent of first-years are teaching in the same district in which they attended high school. Switchers were also likely to have completed high school or college in-state. Data suggest that the more formal education teachers receive in Delaware, the less likely they are to look for positions out-of-state.

## **First Offer**

Overall, teachers were very likely to accept their first job offer. This is true of first-years, of whom one-half (47.8%) were offered only one contract, but it is also true of switchers and movers, who had multiple job options. Two-thirds of movers (61.1%), three-quarters of switchers (71.5%), and one-half of first-years (52.3%) were offered more than one teaching position, and all three subgroups chose their first offer the majority of the time. Even when teachers have multiple options, they tend to gravitate toward their first offer, providing strong evidence that early hiring is the most effective way for districts to hire teachers.

## **Mentoring**

Teachers were questioned about their experiences with mentoring and to whom they turned with concerns. Teachers found individuals at their schools to be the most-helpful resource. Two-thirds (67.5%) of new teachers reported that building administrators were very helpful, more than one-half (57.5%) indicated that teacher cadre/resource teachers were very helpful, and one-half of new teachers (56.4%) reported that personnel services were very helpful. The Delaware Department of Education was ranked as the least-helpful resource.

On the whole, teachers had positive evaluations of the mentoring program. In fact, the more new teachers met with their mentors, the more helpful they said mentoring was for them. Successful mentoring relationships were fostered when mentors were assigned at the start of the year, mentors and new teachers were trained how to work together, and mentors taught in the same subject areas new teachers did. Older teachers were more likely to report that mentoring was “most beneficial” to them.

## **Professional Development**

The most common topics in which teachers expressed professional development interests were classroom management, classroom assessment practices, special-needs students, and Inquiry-Based Learning. Younger teachers were more likely to express an interest in learning about classroom-management techniques.

## **Teacher Satisfaction**

Most new teachers (60 percent) expressed satisfaction with their positions. Three-quarters of new teachers graded their school with an "A" or "B." New teachers were mostly likely to be satisfied with positive mentor relationships, support of colleagues in the school, and the job done by one's immediate supervisor. New teachers were least likely to be satisfied with factors outside of an individual school's control, such as parental support, availability of supplies, and salary. In total, three-quarters of new teachers gave their schools an "A" or "B" rating. If they could go back in time and choose to become a teacher again, 90 percent of teachers said they would do so.

## **Retention**

At the end of their first year, one-third of the 2003-2004 new teachers were unsure of their plans for the following year. Ten percent of survey respondents were no longer in a Delaware teaching position at the start of the 2004-2005 year. One-third of those teachers who left were leaving within their first three years of teaching. In fact, almost ten percent (9.8%) of teachers younger than 26 left teaching in Delaware, and another ten percent (12.1%) of teachers age 26-35 also left. Teachers in critical needs areas, including special education, were twice as likely to leave after their first year as were elementary school teachers.

Factors related to retention were: a teacher's satisfaction with the mentoring program, whether a teacher was employed on a permanent or temporary contract, and a teacher's age, with a greater number of teachers leaving the workforce in their late twenties and mid-to-late fifties. Mentoring was especially correlated with retention. Teachers who reported mentoring as "not beneficial" were twice as likely to leave teaching as those who had had a successful mentoring relationship. Long-term projections show that within five years, one in ten new teachers expects to teach in another state or leave the profession. These statistics vary by subgroup. The survey revealed a difference between teachers' stated intentions and their actions related to retention. For example, only 50 percent of those teachers who stated on the survey that they were not returning actually left teaching in Delaware. Therefore, the use of state payroll data is critical to tracking teacher movement.

### **The Significance of Recruiting and Retaining New Teachers**

In recent years policy makers have increasingly recognized that good teachers are most significant in determining student achievement. Sanders' work in Tennessee showed how students in the classrooms of good teachers scored higher on standardized achievement tests than those who had poor teachers over several years.<sup>1</sup> The federal No Child Left Behind legislation recognizes the significance of teachers by requiring that all classrooms have a qualified teacher by the end of the 2005-2006 academic year. Yet in many geographical areas and in many subject areas finding and retaining qualified teachers remains difficult.

Delaware has addressed its teacher supply needs through actions such as the monitoring of teacher supply, funding the Alternative Routes Teaching Center (ARTC) program, and establishing a statewide teacher-mentoring program. However, the state and its school districts still face teacher supply problems.

It has been assumed that there are not enough qualified teachers to fill classrooms. It is now understood that the teacher shortage is in large part due to problems in retaining qualified teachers.<sup>2</sup> Simply put, the national teacher-retention rate is low and could be increased. The teacher supply problem thus seems to lie with teacher attrition as much as any lack of a substantial pool of qualified teacher candidates.

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<sup>1</sup> For example, see William Sanders and June Rivers. *Cumulative and Residual Effect of Teachers on Future Student Academic Achievement* (Knoxville, TN; University of Tennessee, Value-Added Research and Assessment Center, 1996).

<sup>2</sup> Richard M. Ingersoll. *Is There Really a Teacher Shortage?* Center for the Study of Teaching and Policy, University of Washington. September 2003, p 13.



### Previous Delaware Studies

For the past three years the Institute for Public Administration has conducted surveys of Delaware school district personnel directors concerning teacher supply issues, under the auspices of the Delaware Department of Education (DOE). The most recent survey was conducted on the DOE web-based Delaware Educator Data System (DEEDS) system and was open for responses from November 15, 2003, to January 31, 2004.

The 19 public school districts throughout the state of Delaware hired a total of 922 teachers for the 2003–2004 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, recruitment tools used, and implications of the No Child Left Behind legislation. All completed the survey. In addition to the 19 regular public school districts in Delaware, this year's survey was also distributed to the 13 charter schools in the state. Nine of the 13 charter schools returned the survey. The charter school analysis is reported separate from the regular-school district analysis below.<sup>3</sup>

The latest study found:

- Delaware hires a large proportion of its teachers late in the process (67.9% of teachers in 2003-2004 were hired in August or later).
- Many new teachers who are hired are hired on temporary contracts (217 in the 2003-2004 academic year).
- There are annual shortages of qualified teachers in the critical-needs areas of high school and middle school science and math, technology and special education.

The July 2004 Delaware Teacher Supply Survey Analysis Report reported the results of an analysis of DOE's payroll records for the 16 regular public school districts and three vo-tech districts. Data were also provided for the 13 charter schools.

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<sup>3</sup> Jeffrey A. Raffel and Marissa Prulello. *Delaware Teacher Supply Survey Analysis Report*. Institute for Public Administration, University of Delaware. July 2004, p.1.

The report distinguished between teachers in Delaware who left the teaching profession all together, i.e., “exiters,” and teachers who remained as teachers in Delaware but changed school districts, i.e., “switchers.” The net losses and gains of each school district were examined to determine how exiters and switchers are affecting districts throughout the state. (See Glossary for further definition of terms.)

Exiters: Departing Teachers

According to DOE payroll records, there were 657 teachers who left teaching in Delaware between May 2003 and November 2003. This is about 8.5 percent of the teacher workforce in the state. On average, these individuals leave the teaching profession at 43 years of age with the maximum number leaving at age 55 (N=29) and at age 28 (N=28), respectively. There appear to be peaks in the exodus from the profession by teachers in their late twenties and thirties and then again in their late fifties and sixties. The former can probably be explained by career and location changes and the latter, presumably, by retirement. This is the so-called “U-curve” of teacher retention found in other states.

**The most intriguing characteristic of departing teachers is that an overwhelming number leave with only one year of experience.** Among the 657 teachers who left, 122 teachers exited teaching between the 2002–2003 and 2003–2004 school year in Delaware with one year’s experience. An additional 59 teachers left after two years of experience, and 39 teachers left after three years of experience. **Thus, a third of the teachers who left their teaching positions in Delaware did so within their first three years of teaching.** These statistics indicate that teachers in Delaware tend to

leave the profession very quickly after starting; therefore, it is most important to determine who is leaving and why.

**National data reported in fall 2003 indicated that almost half (46%) of teachers leave the profession within the first five years of teaching<sup>4</sup>.** In Delaware the circumstances are no different. According to the previously-mentioned July 2004 Delaware Teacher Supply Survey Analysis Report, 47.9% of teachers leave the teaching profession after only five years of teaching. Therefore, the significant policy questions are “What leads to a satisfying experience for new teachers?” and “What is necessary to retain them in the Delaware teaching force?”

#### Switchers: Intrastate Migration

While the analysis indicated little movement across country or district lines, **there is a significant correlation between the wealth of a regular school district and the net gain/loss of teachers in a district.** For example, the third-poorest district, according to the District Wealth Index provided by the Delaware Department of Education, has an index of 0.43 (the larger the index, the wealthier the district) and is located in Kent County. This district also experienced the largest net loss of teachers (-10). The state's three poorest districts, with wealth indices of .39, .43, and .43, respectively, all experienced losses. Although two districts only lost one teacher each, the third lost ten teachers.

The wealthier districts, defined as those with an index level greater than 1.0, all experienced a net gain, with the exception of the largest school district. This district experienced a net loss of nine teachers. Alarming, the only loss larger than this was in

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<sup>4</sup> Richard M. Ingersoll. *Is There Really a Teacher Shortage?* Center for the Study of Teaching and Policy, University of Washington. September 2003.

the previously mentioned third-poorest district. The wealthiest district in the state had a very large gain of 16 and the largest net gain of 13 teachers. Overall, wealthy districts gained a total of nine teachers, and poorer districts in the state lost a total of 14 teachers.

Many teachers from regular and vo-tech schools transferred to charter schools throughout the state. In fact, charter schools received 31 teachers this past year from regular and vo-tech schools. The largest gains came from the two largest districts in the state.

Thus a policy question arises. Why do some Delaware teachers leave their teaching position in one Delaware school district and switch to another? To what extent do salary, location near home, or other factors play a role in this decision?

#### Retention Factors

Given the need to retain younger and less-experienced teachers, attention should be given to studying factors that affect retention. Research indicates that these may include negative practices such as late hiring and temporary contracts or positive practices such as teacher-mentoring programs and the quality of salary and working conditions. As noted above, in Delaware two-thirds of teachers were hired late (August or later) for the 2003-2004 academic year<sup>5</sup>. While this is an improvement from late hiring in the previous two years (77.9% in 2001-2002, 75.8% in 2002-2003), over two-thirds of the state's newly contracted teachers are being hired late. In 2003-2004 the most frequently reported month for hiring was August (384 hires), followed by July (151 hires), and September (127 hires).

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<sup>5</sup> Jeffrey A. Raffel and Marissa Prullelo. *Delaware Teacher Supply Survey Analysis Report*. Institute for Public Administration, University of Delaware, July 2004.

Public school districts in Delaware also reported hiring 217 teachers on temporary contracts for 2003-2004. This was 100 fewer than in the previous year. More than one-half (63.2%) of the districts indicated that a major reason for extending temporary contracts was a “life event” such as pregnancy, illness, sabbatical, etc. Teacher credential issues were another major reason for extending temporary contracts, as indicated by 57.9% of public school districts.

Low salaries are often considered to be a factor in teacher attrition, but the role of salaries in attrition is not simple. Teachers are paid on a uniform salary scale based on years of experience. They witness the rapid promotions and large pay raises being offered to their peers in some other professions. Having noted this though, the cliché, “money isn’t everything,” does play a part in the decision of individuals to make careers out of teaching the nation’s children. According to a recent article in the *Harvard Education Letter*, “. . . new teachers actually feel more fulfilled than college graduates of the same age working in other jobs.”<sup>6</sup> Only one-fifth of public school districts in Delaware reported that low starting salaries were a major problem in 2003-2004. Low salaries for experienced teachers were reported as a major problem for one-quarter of districts.

A teacher’s work environment also plays a role in a teacher’s decision to leave the teaching profession. A school’s location (e.g., city vs. suburban), socioeconomic standards, class size, student ability, the physical classroom, and the level of support available from the administration, parents, and co-teachers all contribute to a teacher’s working conditions. Most teachers say that they would sacrifice significantly higher

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<sup>6</sup> Reino Makkonen. *Taking Care of Novice Teachers*. Harvard Education Letter. Vol 20, No. 3 (May/June 2004), p.1.

salaries for more favorable working conditions.<sup>7</sup> Working conditions and the learning environment may actually affect teaching effectiveness more than individual teacher quality. Thus, to retain the already hired, qualified teachers in Delaware, attention needs to be given to perceived school atmosphere.

An analysis conducted in the Texas public school system helps to provide suggestions as to what factors to examine in Delaware public school teacher retention.<sup>8</sup> The report concludes that salary is only a modest reason for teachers to leave their schools. The study concluded that teachers left schools to escape unfavorable working conditions. Many teachers left schools that served “academically disadvantaged students” and had low student achievement. These same schools also tended to have high minority enrollments and were in urban settings. On average, teachers would realize a significant salary increase by transferring school districts. This Texas study indicates that teacher concerns and working conditions may play a major role in teacher retention.

#### Delaware New Teacher Survey

Given the results of the preceding studies and research from the Delaware Teacher Supply Survey Analysis Report, the New Teacher Survey has been developed to ascertain why teachers accepted a teaching position in Delaware and their views of the hiring process, whether newly hired teachers in Delaware are satisfied or dissatisfied with a variety of job and career components after their first year teaching in the classroom, and these teachers’ future plans. The extensive questionnaire was designed from national surveys, previous work on teacher supply research in Delaware and 1980s work in

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<sup>7</sup> Steve Farkas, Jean Johnson & Tony Foleno. *A Sense of Calling, Who Teaches and Why*. Public Agenda. 2000, p.33.

<sup>8</sup> Eric A. Hanushek, John F. Kain and Steven G. Rivkin. “Why Public Schools Lose Teachers.” *Journal of Human Resources*, 39 (2), 326-354.

Delaware by the senior author for the state Teacher Recruitment and Retention Committee in existence at that time. The survey was conducted over the web-based DEEDS system, and all teachers with new contracts in 2003-2004, including those new to the profession, new to a particular district, and new to Delaware, were asked to complete it. Three types or categories of “new” teachers are thus specified as first-year teachers, switchers, and movers, respectively. The survey was initiated and placed on the DOE website on March 1, 2004, and closed on June 30, 2004. This timeframe allowed new teachers to fully experience their teaching environment before taking the survey. Upon the survey’s close, 470 responses were counted, including some partially completed surveys.<sup>9</sup>

The survey instrument was divided into eight sections, each addressing different aspects of a teacher’s position. The first section, Section A, consisted of questions pertaining to an individual’s search for a teaching position. Questions were developed to help determine the resources used, the hiring process experienced, and what contributed to the final decision about the job. Section B was designed to determine the level of professional support available to the new teacher. Professional development was addressed in Section C. Data with reference to the new teachers’ grade level, content area, and district were collected in Section D. The questions in Section E dealt with the level of satisfaction the new teacher has with his/her position, and Section F focused on a teacher’s future plans for the upcoming year. Sections G and H both dealt with the participants’ background information, with Section G focusing on previous experience, if

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<sup>9</sup> Between twenty to twenty-five of the respondents did not complete the majority of the questionnaire and upwards of fifty respondents did not answer sections of the end of the questionnaire. We have included all responses where possible; operationally the total N varies from 420 to 470. The Ns for any specific table are available from the author.

any, and section H requesting information on the teacher's demographic data (e.g., age, gender). The survey instrument is included in this report as Appendix 1.

#### SURVEY DOMAINS

Survey Section	Description
Section A	Finding this Teaching Position
Section B	Support for your Work
Section C	Professional Development
Section D	Current Position
Section E	Satisfaction with Current Position
Section F	Future Plans
Section G	Previous Experience
Section H	Demographic Data

DOE provided data on which teachers hired for the 2003-2004 school year had left the state's teaching force by the next year (fall 2004). These data were utilized to determine which teachers actually left and why.

Comparing the survey respondents' demographics to DOE data, the percentage of both female and white respondents was within two percent of the DOE data. Blacks are somewhat underrepresented in the respondents, but "other" is not a category in the DOE system and may account for the difference. The percentage of secondary schools teachers in the sample was almost identical to that in the DOE data. The New Teacher Survey had few charter school respondents, in comparison to charter school hires recorded by DOE in 2003-2004. It is quite possible that many new charter school teachers did not feel a part of the public education system and chose not to participate in the survey.



The analysis below addresses four basic questions:

1. What attracted new teachers to Delaware and to their particular school district?
2. How do new teachers describe the intake or induction process, including the mentoring program?
3. How satisfied are new teachers with their current situation?
4. What factors are related to new teachers' intentions and plans to remain or not remain in their current positions?

### **Profile of Delaware's New Teachers**

Nine hundred thirty-two new teachers were eligible to answer the New Teacher Survey, that is, they were hired on contracts for the 2003-2004 school year and were still on contracts in April 2004. Of the eligible population, 470 (50.4%) new teachers answered the survey. The analysis below is based on this sample of new teachers. The surveyed population was also divided into subgroups, to gain a better understanding of the views and reported experiences of various types of teachers. These groups were first-year teachers, referred to below as "first-years," teachers that had already been teaching in Delaware and switched districts, referred to as "switchers," and teachers who had come from out of state, the "movers."<sup>10</sup>

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<sup>10</sup> First-years were identified through the use of the question, "Is this your first teaching position?" Switchers and movers were identified through the use of the question, "If no, where have you worked before?" This question asked about previous work experience in Delaware and in other states, allowing determination of switcher or mover status for almost all respondents. Problems were experienced when respondents did not answer these questions or when they responded that they had worked in Delaware and in other states before, which led to the creation of mixed and missing categories for the new teachers. Given the small number in these categories, 22 and 48, respectively, these categories are not used in the analysis. Thus the total N for new teachers does not equal the sum of the subcategories in the tables below.

A majority of new teachers fit a modal demographic pattern of female, white, and young (Table 1 and Figure 1). However, Delaware's new teachers represented a range of backgrounds. Well over three-quarters of new teachers (85.9%) were Caucasian, and the remainder (14.1%) were of another ethnicity. Less than one-half of the new teacher population was younger than 26 years old (41.3%), one-third were between 26 and 35 years old (31.5%), but significant numbers were between 36-45 (13.8%), 45-54 (11.0%), and even 55-64 (2.4%). Upwards of 90 percent of the respondents teach in traditional K-12 public schools rather than vo-tech or charter schools.

### **Profile of New Teachers**

<b>Table 1</b>				
	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>Gender</b>				
Female	<b>77.4%</b>	<b>78.1%</b>	<b>80.3%</b>	<b>78.5%</b>
Male	<b>22.6%</b>	<b>21.9%</b>	<b>19.7%</b>	<b>21.5%</b>
<b>Age</b>				
Younger than 26 years old	<b>41.3%</b>	<b>64.4%</b>	<b>27.9%</b>	<b>8.4%</b>
26-35	<b>31.5%</b>	<b>20.3%</b>	<b>42.6%</b>	<b>44.9%</b>
36-44	<b>13.8%</b>	<b>8.6%</b>	<b>23.0%</b>	<b>15.0%</b>
45-54	<b>11.0%</b>	<b>6.3%</b>	<b>4.9%</b>	<b>25.2%</b>
55-64	<b>2.4%</b>	<b>.5%</b>	<b>1.6%</b>	<b>6.5%</b>
65 years old or older	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Race</b>				
White	<b>85.9%</b>	<b>89.7%</b>	<b>83.3%</b>	<b>78.1%</b>
Black	<b>8.4%</b>	<b>6.7%</b>	<b>8.3%</b>	<b>13.3%</b>
Hispanic	<b>1.7%</b>	<b>0.0%</b>	<b>3.3%</b>	<b>3.8%</b>
American Indian	<b>.2%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.0%</b>
Asian American	<b>.7%</b>	<b>.9%</b>	<b>1.7%</b>	<b>0.0%</b>
Other	<b>3.1%</b>	<b>2.7%</b>	<b>3.3%</b>	<b>3.8%</b>

	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>Current Position</b>				
K-12 public school	<b>92.9%</b>	<b>94.7%</b>	<b>91.9%</b>	<b>89.8%</b>
Vocational district	<b>4.6%</b>	<b>2.6%</b>	<b>4.8%</b>	<b>8.3%</b>
Charter school	<b>1.6%</b>	<b>1.8%</b>	<b>3.2%</b>	<b>.9%</b>
Special assignment	<b>.9%</b>	<b>.9%</b>	<b>0.0%</b>	<b>.9%</b>
<b>Grade Level</b>				
Pre-K and others	<b>4.6%</b>	<b>5.3%</b>	<b>3.3%</b>	<b>3.7%</b>
Elementary school	<b>49.4%</b>	<b>52.7%</b>	<b>45.9%</b>	<b>46.3%</b>
Middle school	<b>20.8%</b>	<b>19.5%</b>	<b>24.6%</b>	<b>21.3%</b>
High school	<b>25.2%</b>	<b>22.6%</b>	<b>26.2%</b>	<b>28.7%</b>
<b>Content Areas</b>				
Critical Needs Areas	<b>25.2%</b>	<b>24.7%</b>	<b>29.5%</b>	<b>22.2%</b>
Elementary	<b>25.6%</b>	<b>25.6%</b>	<b>26.2%</b>	<b>26.9%</b>
Special Education	<b>18.9%</b>	<b>21.5%</b>	<b>21.3%</b>	<b>11.1%</b>
Others	<b>30.3%</b>	<b>28.3%</b>	<b>23.0%</b>	<b>39.8%</b>
<b>Type of Contract</b>				
Permanent	<b>62.8%</b>	<b>64.2%</b>	<b>68.3%</b>	<b>57.9%</b>
Temporary	<b>37.2%</b>	<b>35.8%</b>	<b>31.7%</b>	<b>42.1%</b>
<b>Home Ties</b>				
Attended high school in Delaware	<b>9.4%</b>	<b>10.6%</b>	<b>15.9%</b>	<b>7.3%</b>

	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
Attended high school and college in Delaware	<b>30.0%</b>	<b>40.5%</b>	<b>46.0%</b>	<b>10.0%</b>
Attended college in Delaware	<b>10.6%</b>	<b>15.9%</b>	<b>11.1%</b>	<b>2.7%</b>
Did not attend high school or college in Delaware	<b>37.0%</b>	<b>28.6%</b>	<b>25.4%</b>	<b>73.6%</b>
Missing	<b>13.0%</b>	<b>4.4%</b>	<b>1.6%</b>	<b>6.4%</b>
<b>How did you train to become a teacher?</b>				
As part of a bachelor's degree program	<b>65.4%</b>	<b>67.4%</b>	<b>53.2%</b>	<b>67.9%</b>
As part of a master's degree program	<b>3.1%</b>	<b>.9%</b>	<b>1.6%</b>	<b>7.3%</b>
As part of a "5 <sup>th</sup> " year program	<b>22.5%</b>	<b>23.2%</b>	<b>27.4%</b>	<b>18.3%</b>
As part of an alternative route to certification (ARTC)	<b>9.0%</b>	<b>8.5%</b>	<b>17.7%</b>	<b>6.4%</b>

**Figure 1**

**New Teacher Survey  
Respondents**

	<b>Age</b>	<b>Race</b>	<b>Critical Needs</b>	<b>Delaware Ties</b>
<b>First Years</b>	Young	Few Blacks	Average	High
<b>Switchers</b>	Older	Average Blacks	Most	High
<b>Movers</b>	Oldest	More Blacks	Few	Low

About half teach at the elementary-school level and half at the secondary-school level. Delaware's new teachers are distributed across a variety of content areas. More than one-third (37.2%) of the new teachers are on temporary contracts. One-half reported they had attended high school, college, or both in Delaware.

Two hundred twenty-seven, or about one-half (48.3%), of the new teachers were categorized as first-years, i.e., teachers who had no previous teaching experience. Over three-quarters of first-years (78.1%) were female, and almost one-quarter (21.9%) were male. This subgroup was almost all white (89.7%). Not surprisingly, first-years were younger on average than the mean age of all new teachers. First-years were mostly concentrated in the younger-than-26 age range (64.4%) and had significantly fewer teachers in any of the older age ranges than did switchers and movers. **Two-thirds of first-years reported having attended high school and/or college in Delaware (67.0%).**

There were 63 teachers (13.4%) categorized as switchers, that is, those who had changed Delaware school districts. Eight in ten (80.3%) were female, and less than one-quarter (19.7%) were male. Well over three-quarters (83.3%) of switchers were white, and the rest (16.6%) were minority. Switchers were in the middle of the age distribution—older than first-years but younger than movers. There were fewer switchers in the younger-than-26 age category than first-years and more in the older age ranges. Three-quarters of switchers had attended high school and/or college in Delaware.

One hundred ten teachers (23.4%) were placed into the movers category. Three-quarters of movers (78.5%) were female, and one-quarter (21.5%) were male. Over three-quarters (78.1%) were white, and the rest (21.9%) were minorities. Movers were the

oldest subgroup of teachers, with the fewest number in the younger-than-26 age category and the most in the older age categories. Movers were the least likely to have attended high school and/or college in Delaware. Only 20 percent report having received any formal education in Delaware.

These demographic profiles of the new teachers indicate that first-years are younger, less diverse in race and gender, and more likely to have educational links to Delaware than switchers and movers. Switchers shared the ties to Delaware but fell in the next age categories, and movers were the most racially diverse subgroup of teachers, were older, and had the fewest ties to the state.

### **Decision to Teach in Delaware: Recruitment and Hiring**

Results from the New Teacher Survey provide information on why teachers made the conscious decision to teach in Delaware. Questions included how teachers found out about their current teaching position, how many teaching contracts the teachers were offered, why they accepted the offer, whether they were teaching at their preferred grade level, where they wanted to teach, and how much of a preference new teachers had for a Delaware position during their application process. Teachers' home ties to Delaware were also examined. Were teachers employed in the same district where they attended high school? Did they student-teach in Delaware? Where did they complete their undergraduate degree?

#### Searching for Positions

The first part of attracting a teacher to Delaware is the recruitment process. Knowing the most popular methods prospective teachers use to learn about potential jobs and the most effective methods to learn about their current job would enable Delaware schools to be able to concentrate their advertising and recruitment on new teachers' most-utilized means. Focusing on the most-utilized recruitment tools would increase applications and enable schools to attract a better-qualified applicant pool.

There were multiple avenues that prospective teachers could employ in their job search. The means that were used the most by those teachers hired in Delaware in 2003-2004 were word-of-mouth, a friend in the area, the Teach Delaware website, and student teaching (Table 2). One-half (51.6%) of new teachers reported having used word-of-mouth, one-third a friend in the area (37.4%), one-quarter (26.8%) the Teach Delaware



website, and another one-quarter (25.2%) contacts and information linked to their student teaching.

**To what extent did you use any of the following to search for a teaching position?  
(Percent indicating “great use”; multiple responses possible)**

<b>Table 2</b>				
	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>Word of mouth</b>	<b>51.6%</b>	<b>50.9%</b>	<b>70.7%</b>	<b>41.9%</b>
<b>Friend in area</b>	<b>37.4%</b>	<b>34.1%</b>	<b>54.7%</b>	<b>34.8%</b>
<b>Teach Delaware website</b>	<b>26.8%</b>	<b>25.2%</b>	<b>29.8%</b>	<b>30.9%</b>
<b>Student teaching</b>	<b>25.2%</b>	<b>34.9%</b>	<b>23.2%</b>	<b>7.5%</b>
<b>Principal</b>	<b>23.9%</b>	<b>24.9%</b>	<b>28.1%</b>	<b>20.0%</b>
<b>Print advertisements</b>	<b>17.2%</b>	<b>13.0%</b>	<b>29.1%</b>	<b>16.9%</b>
<b>UD Recruitment Fair</b>	<b>16.8%</b>	<b>24.6%</b>	<b>11.3%</b>	<b>8.8%</b>
<b>Other</b>	<b>19.1%</b>	<b>13.6%</b>	<b>22.9%</b>	<b>23.0%</b>
<b>Your college</b>	<b>15.4%</b>	<b>22.5%</b>	<b>11.3%</b>	<b>7.5%</b>
<b>Recruitment trips/fairs in neighboring states</b>	<b>9.2%</b>	<b>12.4%</b>	<b>4.0%</b>	<b>3.8%</b>
<b>Recruitment trips/fairs in other states</b>	<b>3.1%</b>	<b>3.4%</b>	<b>2.0%</b>	<b>3.8%</b>
<b>Children at school</b>	<b>3.1%</b>	<b>3.5%</b>	<b>3.9%</b>	<b>3.8%</b>
<b>DSU Recruitment Fair</b>	<b>2.1%</b>	<b>2.5%</b>	<b>2.0%</b>	<b>2.4%</b>
<b>Teach America</b>	<b>1.6%</b>	<b>1.0%</b>	<b>2.0%</b>	<b>2.6%</b>

There were differences in search behaviors among the subgroups of teachers. Two-thirds of switchers (70.7%), compared to one-half of first-years (50.9%) and four in ten movers (41.9%), used word-of-mouth to search for a teaching position. One-half (54.7%) of switchers used a friend in the area to search for another job compared to one-third each of first-years (34.1%) and movers (34.8%). The great use of word-of-mouth by those changing teaching positions in Delaware makes sense, because switchers have spent the most amount of time teaching in Delaware's schools and living in the area; presumably they have the most contacts to build upon when searching for another teaching position. One-quarter (24.6%) of first-years used the University of Delaware Recruitment Fair a great deal, compared to one in ten switchers (11.3%) and movers (8.8%). Not surprisingly, one-third (34.9%) of first-years used student teaching, compared to two in ten switchers (23.2%) and less than one in ten (7.5%) movers. This is understandable, because many first-year teachers, as recent college graduates, just finished student teaching and so were able to use this as a resource, whereas switchers and movers are further removed from their student teaching experience and not able to use this as readily as a point of information. Overall, though, while first-years were likely to use student teaching, switchers a friend in the area, and movers the Teach Delaware website, **the most used search tools for all subgroups was word-of-mouth** (Figure 2).

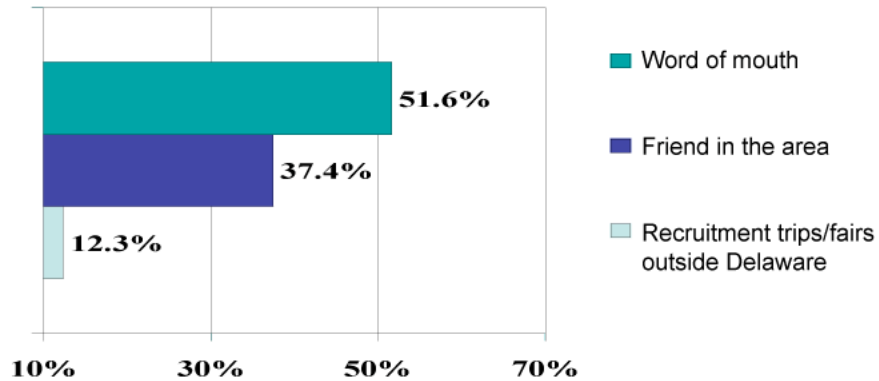
The methods that new teachers used to find out about their current jobs were different than the methods that were employed the most in their job search (Table 3). Two in ten (20.5%) of new teachers found out about their current job from the principal,

**Figure 2**

## **New teachers depended most on word of mouth to search for a position.**

(Percent Reporting "Great Use")

Note: Recruitment tool uses differ for Personnel Directors and New Teachers



Source: New Teacher Survey

## Means by Which Learned About Teaching Position

How did you learn about this teaching position?

<b>Table 3</b>				
	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>Principal</b>	<b>20.5%</b>	<b>21.9%</b>	<b>17.5%</b>	<b>20.4%</b>
<b>Other</b>	<b>19.7%</b>	<b>16.5%</b>	<b>20.6%</b>	<b>19.4%</b>
<b>Word-of-mouth</b>	<b>16.8%</b>	<b>15.2%</b>	<b>22.2%</b>	<b>16.7%</b>
<b>Friend in area</b>	<b>11.8%</b>	<b>9.4%</b>	<b>17.5%</b>	<b>13.0%</b>
<b>Teach Delaware</b>	<b>8.3%</b>	<b>8.5%</b>	<b>3.2%</b>	<b>13.0%</b>
<b>Print advertisements</b>	<b>6.6%</b>	<b>4.0%</b>	<b>11.1%</b>	<b>9.3%</b>
<b>Student teacher</b>	<b>6.1%</b>	<b>9.4%</b>	<b>6.3%</b>	<b>0.0%</b>
<b>UD Recruitment Fair</b>	<b>4.1%</b>	<b>6.7%</b>	<b>1.6%</b>	<b>2.8%</b>
<b>Recruitment trips to NJ, MD, PA</b>	<b>3.1%</b>	<b>4.5%</b>	<b>0.0%</b>	<b>1.9%</b>
<b>Your college</b>	<b>1.7%</b>	<b>2.2%</b>	<b>0.0%</b>	<b>1.9%</b>
<b>Recruitment trips to other states</b>	<b>.7%</b>	<b>.9%</b>	<b>0.0%</b>	<b>.9%</b>
<b>DSU Recruitment Fair</b>	<b>.4%</b>	<b>.9%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Teach America</b>	<b>.2%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>.9%</b>
<b>Children at the school</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>

and another two in ten (19.7%) found out about their current job from a method not on the questionnaire. Less than two in ten found out about their job through word-of-mouth

(16.8%) and a friend in the area (11.8%), respectively. Few (4.1%) learned about their current position at UD Project Search. There were no major differences among the subgroups in how they learned about their teaching position. All subgroups used multiple methods to find out about their current position.

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. Even with technology available, the teachers recruited to teach in Delaware utilized various individual contacts in the hiring process. Of course, this finding may also reflect the nature of the hiring decisions by Delaware's school districts, i.e., a tendency to hire those teachers they know personally as opposed to those recruited over the web or through print media.

#### Applying for Positions

New teachers strongly preferred Delaware during their application process. Six in ten (59.6%) only applied to schools in Delaware. One-third (31.1%) of new teachers applied to one other state besides Delaware. The number of teachers among the respondents applying to two or more states besides Delaware is very low, with less than ten percent (9.4%) applying to two, three, or four other states.

The subgroups of teachers display varying levels of interest in teaching in Delaware. Over one-half each of first-years (55.1%) and movers (53.6%) applied only to Delaware school districts. One-third each of first-years (34.4%) and movers (38.2%) applied to one other state besides Delaware. Switchers demonstrated an even stronger preference to teach in Delaware. Three-quarters (73.0%) only applied to teach in Delaware, and less than one-quarter (19.0%) applied to teach in another state (Table 4).

First-years are an unsettled population. They are searching for the first job in their new teaching career and, while exhibiting a preference for Delaware, are more likely to search outside of Delaware. Movers—teachers that came to Delaware from another state—are exhibiting a preference for a teaching position in Delaware but are also looking in at least one other state. Switchers are teachers who have already taught at least one year in Delaware, making them different in this respect from first-years and movers. It can be assumed that switchers are already established in Delaware, having knowledge of the area and possibly family in the state, and this is why their preference to teach in another Delaware district is so strong.

New teachers were provided with a list of reasons for accepting their job offer and asked to select which ones applied (Table 5 and Figure 3). A majority of Delaware's new teachers accepted their job offers because of location, teaching conditions, and school climate. Sixty percent of new teachers (60.4%) accepted their job based on location; almost one-half indicated teaching conditions (48.1%) or school climate (45.7%). Less than half of new teachers (41.7%) accepted their job based on salary and benefits, one-third (32.3%) because it was their first contract offered, and just over ten percent (14.3%) accepted their job for other reasons, such as having attended school in the district, their comfort with the administration, or because they had student taught in the school. While a majority of all three subgroups cited location as a reason they accepted the Delaware teacher position, a majority of switchers also selected teaching conditions (58.7%) and school climate (63.5%) as a reason, while first-years were the most likely to report accepting their position because it was the first contract they received (42.3%).

### **New Teachers and their Preference of Where to Teach**

<b>Table 4</b>				
	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>Only applied in DE</b>	<b>59.6%</b>	<b>55.1%</b>	<b>73.0%</b>	<b>53.6%</b>
<b>Applied to DE and one other state</b>	<b>31.1%</b>	<b>34.4%</b>	<b>19.0%</b>	<b>38.2%</b>
<b>Applied to DE and more than one other state</b>	<b>9.4%</b>	<b>10.5%</b>	<b>7.9%</b>	<b>8.2%</b>

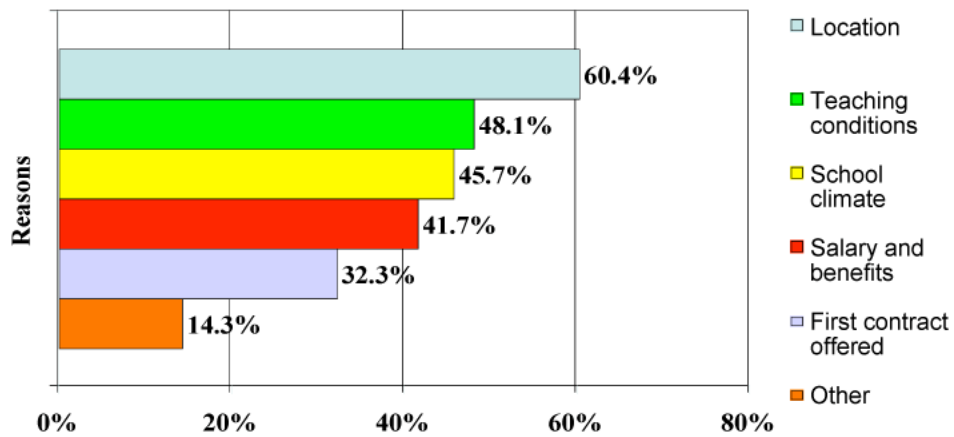
### **Characteristics of Job Offer(s)**

**Why did you accept this offer?**

<b>Table 5</b>				
	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>Location</b>	<b>60.4%</b>	<b>60.4%</b>	<b>60.3%</b>	<b>60.0%</b>
<b>Teaching Conditions</b>	<b>48.1%</b>	<b>48.0%</b>	<b>58.7%</b>	<b>41.8%</b>
<b>School climate</b>	<b>45.7%</b>	<b>41.9%</b>	<b>63.5%</b>	<b>44.5%</b>
<b>Salary and benefits</b>	<b>41.7%</b>	<b>40.5%</b>	<b>44.4%</b>	<b>47.3%</b>
<b>First contract offered</b>	<b>32.3%</b>	<b>42.3%</b>	<b>28.6%</b>	<b>20.9%</b>
<b>Other</b>	<b>14.3%</b>	<b>15.4%</b>	<b>7.9%</b>	<b>14.5%</b>

**Figure 3**

**A majority of Delaware's new teachers  
report accepting their position  
because of location.**



Source: New Teacher Survey



Given its stated significance by new teachers, the meaning of location was explored. Did new teachers have strong “home ties” to the state, e.g., did they attend high school or college in Delaware? Home ties were clearly significant in explaining why teachers chose to teach in Delaware. Almost half of new teachers (45.3%) had attended high school in Delaware (Table 6). Half of new teachers (45.7%) had earned their undergraduate degree from a Delaware college (Table 7 and Figure 4 and 5).<sup>11</sup> **Half of new teachers (46.6%) had done their student teaching in Delaware (Table 8).**

**Home ties to Delaware were an important reason new teachers chose to remain in Delaware, and these home ties are especially strong among first-years and switchers.** About one-fifth of first-years (20.2%) and switchers (19.0%) are teaching in the same school district in which they attended high school, compared to just over five percent (6.5%) of movers. Over one-half of first-years (57.9%) and switchers (58.0%) had earned their undergraduate degree in Delaware, compared to less than a one-quarter (13.8%) of movers. Over one-half of first-years (53.9%) and switchers (61.8%) had attended high school in Delaware, whereas only one-quarter of movers (18.2%) had attended high school in Delaware. Similarly, two-thirds of first-years (62.1%) and switchers (71.4%) had done their student teaching in Delaware, compared to less than one-quarter (18.2%) of movers.

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<sup>11</sup> Note that a majority of new teachers with college degrees from a Delaware college or university received a UD degree. One-quarter (24.1%) of new teachers report receiving their undergraduate degree from a Pennsylvania college or university.

**Where did you attend high school?**

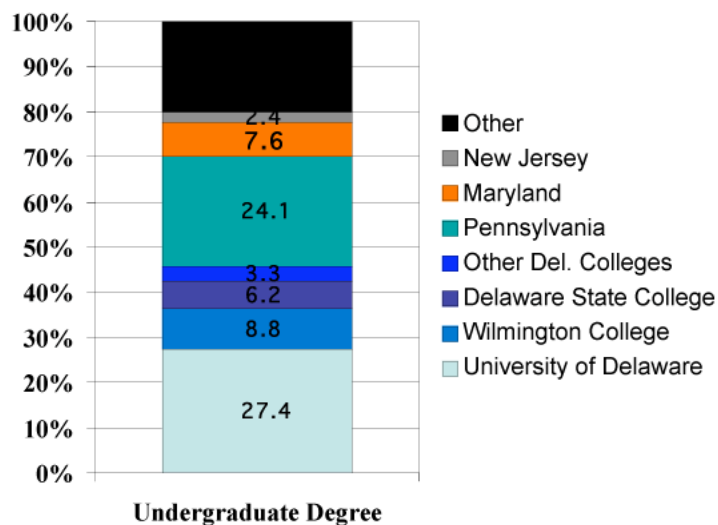
<b>Table 6</b>				
	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>Delaware (total)</b>	45.3%	53.9%	61.8%	18.2%
New Castle County	21.1%	24.7%	31.7%	6.7%
Kent	12.9%	13.5%	23.8%	6.7%
Sussex	11.3%	15.7%	6.3%	4.8%
<b>Pennsylvania</b>	20.6%	20.6%	9.5%	26.0%
<b>New Jersey</b>	10.1%	9.0%	9.5%	13.5%
<b>Maryland</b>	5.8%	5.4%	4.8%	8.7%
<b>Other</b>	18.2%	11.2%	14.3%	33.7%

**Where did you complete your undergraduate degree?**

<b>Table 7</b>				
	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>Delaware (total)</b>	45.7%	57.9%	58.0%	13.8%
University of Delaware	27.4%	35.7%	30.6%	9.2%
Wilmington College	8.8%	11.3%	14.5%	.9%
Delaware State University	6.2%	5.9%	9.7%	3.7%
Other DE college	3.3%	5.0%	3.2%	0.0%
<b>Pennsylvania</b>	24.1%	24.0%	14.5%	30.3%
<b>Maryland</b>	7.6%	5.0%	6.5%	12.8%
<b>New Jersey</b>	2.4%	1.8%	1.6%	4.6%
<b>Other state</b>	20.0%	11.3%	19.4%	38.5%

**Figure 4**

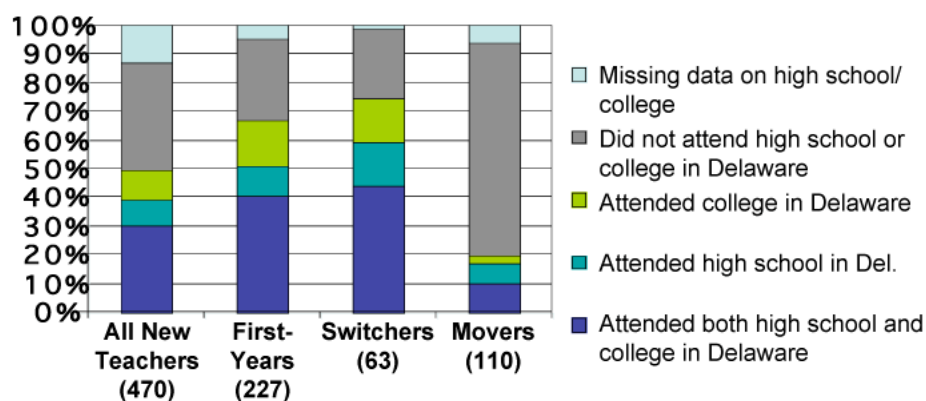
## Delaware hires half its new teachers from Delaware and half from outside Delaware.



Source: New Teacher Survey

**Figure 5**

## Most new teachers attended high school or college in Delaware.



Source: New Teacher Survey

## Home Ties

<b>Table 8</b>				
	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>Are you teaching in the same district you attended high school in?</b>	<b>15.7%</b>	<b>20.2%</b>	<b>19.0%</b>	<b>6.5%</b>
<b>Did you student teach in DE?</b>	<b>46.6%</b>	<b>62.1%</b>	<b>71.4%</b>	<b>18.2%</b>

Thus, new teachers indicated location was important in their accepting a position in Delaware, and home ties are common among Delaware's new teachers. But when new teachers indicate accepting the position in Delaware because of "location," do they only mean home ties are important?

Location is not necessarily synonymous with ties to Delaware but could indicate other motivations of new teachers as well. While six in ten (60.4%) new teachers chose location as a reason they came to teach in Delaware, one-third (33.1%) of new teachers who held no "home ties" to Delaware, as defined in terms of education in Delaware, still chose location as a reason they came to teach in Delaware. It is clear that location means more to many teachers than merely education in Delaware. Further research will need to be conducted to determine other reasons why location draws new teachers to Delaware. These pulls may include home or job ties for their spouse, its location near other states, or the amenities of the state, e.g., beaches, tax-free shopping.

It is also clear that some new teachers with strong “home ties” to Delaware show a preference for teaching in Delaware because this is the only state in which they are applying for teaching jobs. The fewer home ties that new teachers had to Delaware, the more likely they were to apply to teach in other states (Table 9). Only one in five (19.9%) new teachers who had attended high school and college in Delaware, and so had the strongest home ties, applied to teach in another state besides Delaware. On the other hand, one-half (54.6%) of new teachers who had not attended high school or college in Delaware, and so had the fewest home ties to Delaware, applied to teach in another state. Six in ten (60.0%) new teachers who had not attended high school but did attend college in Delaware applied out-of-state. This is further evidence of the importance a connection to Delaware has on influencing a teacher’s decision to come to or remain in Delaware.

### **Percent Applying for Teaching Positions Outside of Delaware**

<b>Table 9</b>					
	<b>Attended HS and college in DE</b>	<b>Attended HS in DE</b>	<b>Attended college in Delaware</b>	<b>Did not attend HS or college in Delaware</b>	<b>Total</b>
<b>First-years</b>	<b>20.7% (92)</b>	<b>37.5% (24)</b>	<b>72.2% (36)</b>	<b>69.2% (65)</b>	<b>217</b>
<b>Switchers</b>	<b>13.8% (29)</b>	<b>40.0% (10)</b>	<b>14.3% (7)</b>	<b>50.0% (16)</b>	<b>62</b>
<b>Movers</b>	<b>27.3% (11)</b>	<b>62.5% (8)</b>	<b>33.3% (3)</b>	<b>46.9% (81)</b>	<b>103</b>
<b>Mixed</b>	<b>28.6% (7)</b>	<b>0% (2)</b>	<b>33.3% (3)</b>	<b>30.0% (10)</b>	<b>22</b>
<b>Total</b>	<b>19.9% (149)</b>	<b>40.9% (44)</b>	<b>60.0% (49)</b>	<b>54.6% (172)</b>	<b>414</b>

Among first-years, those with the strongest home ties to Delaware, those who had attended high school and college in Delaware, are indeed, very unlikely to have applied for an out-of-state teaching position, with only two in ten (20.7%) searching outside the

state. First-years with no home ties to Delaware, having not attended high school or college in Delaware, were very likely to have applied for a position outside of Delaware (69.2%). Significantly, first-years who had attended high school in Delaware were nearly twice as likely to apply outside of Delaware (37.5%) than those who had attended high school and college (20.7%). But those with a college degree from a Delaware school (72.2%) were just as likely to apply for a position outside of Delaware as those without home ties (69.2%). In our sample of new teachers, the data indicate that attending a Delaware college or university does not limit a first-year's job search to Delaware. In comparison, switchers who had attended college in Delaware (14.3%), while very few (N=7), were very unlikely to look outside the state. Evidently, they have made a commitment to Delaware.

Thus, examining just those cells with at least ten respondents, those most likely to have looked for jobs outside Delaware are those without any home ties to Delaware and first-years who only attended college in the state. Those with the least inclination to look outside of Delaware are those with the strongest home ties, i.e., those who went to high school and college in Delaware.

It is clear that home ties are most significant in attracting teachers to Delaware. However, graduates of Delaware colleges who are from out of state are likely to search for positions outside of Delaware. Delaware is competing with multiple states for teachers who have attended college in the state.

### First Offer

More than one-half of new teachers (58.5%) were offered more than one teaching position, a majority of whom accepted their first job offer (Table 10 and Figure 6).

Overall, teachers were very likely to accept their first job offer. This is true of first-years, of whom one-half (47.8%) were offered only one contract, but it is also true of switchers and movers, who had multiple job options. Two-thirds of movers (61.1%), three-quarters of switchers (71.5%), and one-half of first-years (52.3%) were offered more than one teaching position, and all three subgroups chose their first offer the majority of the time. This is strong evidence to suggest that early hiring is the most effective way for districts to hire teachers, because, even when teachers have multiple options, they still had a strong tendency to gravitate toward their first offer.<sup>12</sup>

### First-years, Switchers, and Movers

The survey results thus indicate some major differences among the three subgroups of Delaware's new teachers—first-years, switchers, and movers.

First-years, a majority of whom have home ties to Delaware, are anxious to be hired and are the most likely to accept the first offer they receive. They are not likely to look out-of-state for other positions; they are the most likely to be teaching in the same school district in which they went to high school.

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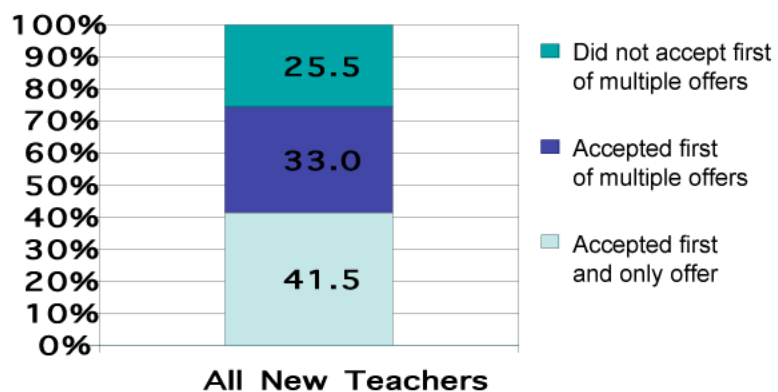
<sup>12</sup> The questionnaire did not request information on the number of job offers each teacher received. Of course, among those with only two job offers, there would be a 50-50 chance of choosing the first offer. We are assuming that some new teachers had more than two offers but the number remains to be determined.

**Was the position you hold your:  
(multiple responses possible)**

<b>Table 10</b>				
	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>First and only offer</b>	41.5%	47.8%	28.6%	38.9%
<b>First of more than one offer</b>	33.0%	28.8%	41.3%	32.4%
<b>Not the first of more than one offer</b>	25.5%	23.5%	30.2%	28.7%

**Figure 6**

**Three-quarters of Delaware's new teachers accepted their first job offer.**



*Source: New Teacher Survey*



More than one-half of switchers reported they had accepted their job based on teaching conditions, compared to less than one-half of first-years and movers. Switchers are the teachers with the most experience teaching in Delaware, and they appear to have changed positions to work in a better teaching environment.

Movers differed from first-years and switchers in their reasons for accepting a new teaching position in Delaware. Movers focused more on accepting their job based on salary and benefits, putting this response in their three most-selected reasons, whereas it was not cited as prominently by first-years and switchers. Movers also did not have home ties that it appears the other groups of teachers had. Few movers are teaching in the same district in which they attended high school, well below the percentage of first-years and switchers. Movers were also the least likely to have attended high school in Delaware, compared to one-half of first-years and switchers. While movers cited location at the same rate as the other subgroups as their reason for accepting a Delaware position, the particular aspects of location that attracted them are unclear. Clearly, movers had other reasons for choosing to teach in Delaware than first-years and switchers did.

### **Induction, Mentoring, and Professional Development**

One of the subjects the New Teacher Survey addressed was how new teachers viewed the hiring, mentoring, and professional-development process. This information could be used to determine what changes could be made to attract and hire teachers more effectively.

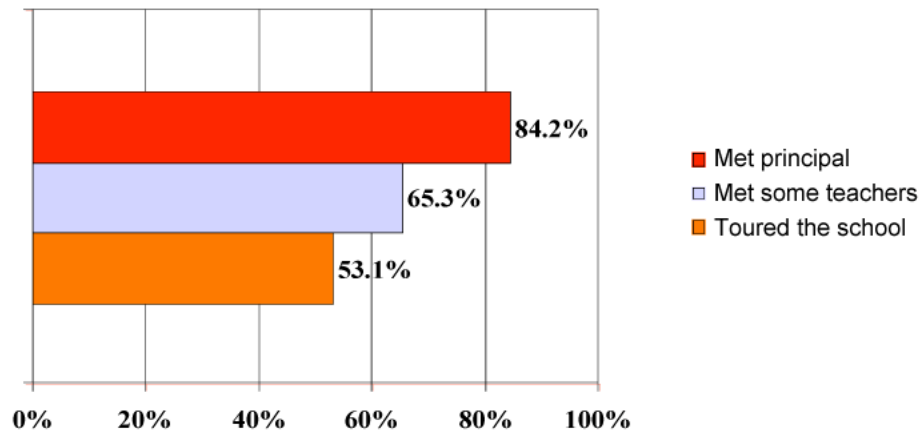
Before being hired, almost all new teachers (84.2%) had met the principal, two-thirds met some teachers at the school (65.3%), and one-half had toured the school (53.1%). For most new teachers these initial meetings gave them a positive view of the induction process (Figure 7).

#### **Help in the Hiring and Induction Process**

Teachers were asked how helpful various staff and departments were as they applied to, were hired by, and began teaching in their district. Building administrators, teacher cadre/resource teachers, and personnel services were seen as the most helpful to new teachers during the hiring process (Table 11). Two-thirds (67.5%) of new teachers reported that building administrators were very helpful, more than one-half (57.5%) indicated that teacher cadre/resource teachers were very helpful, and one-half of new teachers (56.4%) reported that personnel services were very helpful. Business services, instructional services, student services and the Delaware Department of Education rated lower in their helpfulness as perceived by new teachers. One-third (33.0%) of new teachers rated business services and instructional services as very helpful. The least helpful departments to new teachers during their application process were student services and the Delaware Department of Education. Only one in five rated student services (20.9%) and the Delaware Department of Education (20.0%) as very helpful.

**Figure 7**

**Many Delaware teachers are hired having had limited contact with their new school.**



Source: New Teacher Survey

## **Helpfulness of Departments in Application, Hiring, and Induction Process**

**How helpful were staff in these departments as you applied to, were hired by, and began teaching in your district?**

**All New Teachers (N=470)**

<b>Table 11</b>					
	<b>Very Helpful</b>	<b>Somewhat Helpful</b>	<b>Somewhat Not Helpful</b>	<b>Not Helpful</b>	<b>Not sure I had contact</b>
<b>Building Administrators</b>	<b>67.5%</b>	<b>24.9%</b>	<b>4.1%</b>	<b>2.2%</b>	<b>1.3%</b>
<b>Teacher Cadre/Resource Teacher</b>	<b>57.5%</b>	<b>27.9%</b>	<b>3.9%</b>	<b>1.5%</b>	<b>9.3%</b>
<b>Personnel Services</b>	<b>56.4%</b>	<b>32.8%</b>	<b>6.0%</b>	<b>1.9%</b>	<b>2.8%</b>
<b>Business Services</b>	<b>33.0%</b>	<b>31.3%</b>	<b>3.5%</b>	<b>2.2%</b>	<b>30.0%</b>
<b>Instructional Services</b>	<b>33.0%</b>	<b>38.9%</b>	<b>5.2%</b>	<b>2.2%</b>	<b>20.7%</b>
<b>Student Services</b>	<b>20.9%</b>	<b>33.8%</b>	<b>6.2%</b>	<b>1.8%</b>	<b>37.3%</b>
<b>Delaware Department of Education</b>	<b>20.0%</b>	<b>44.6%</b>	<b>12.6%</b>	<b>10.4%</b>	<b>12.4%</b>
<b>Average</b>	<b>41.2%</b>	<b>33.5%</b>	<b>5.9%</b>	<b>3.2%</b>	<b>16.3%</b>

Not all new teachers had or could recall having had contacts with all offices. For example, ten percent (9.3%) of new teachers said that they were not sure they had had any contact with teacher cadre/resource teachers. One-third (30.0%) of new teachers said they were not sure if they had had contact with business services, and one-fifth (20.7%) said they were not sure they had had contact with instructional services. Also, one-third (37.3%) of new teachers said they were not sure if they had had contact with student services and just over ten percent (12.4%) of new teachers said they were not sure if they had had contact with the Delaware Department of Education.

Given the significant numbers of new teachers who did not have contacts with various offices, it is important to note how only those teachers who had contact with departments felt about their helpfulness. The respondents who had no contact with departments were eliminated for this analysis. Of teachers who had contact with the departments involved in the hiring process, building administrators, teacher cadre/resource teachers, personnel services, and businesses services were the departments chosen as the most helpful (Table 12 and Figure 8). Two-thirds (68.4%) of new teachers who had had contacts thought that building administrators and teacher cadre/resource teachers (63.3%) were the most helpful. Over one-half (58.0%) of new teachers thought that personnel services were very helpful; four in ten (47.2%) new teachers thought that business services were very helpful.

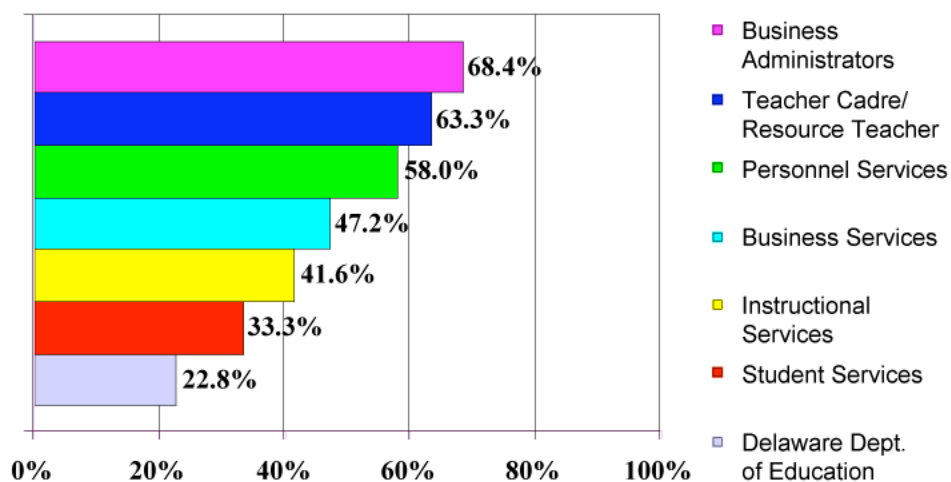
**How helpful were staff in these departments as you applied to, were hired by, and began teaching in your district? (Excluded “Not sure I had contact”)**

**New Teachers (N=470)**

<b>Table 12</b>				
	<b>Very Helpful</b>	<b>Somewhat Helpful</b>	<b>Somewhat Not Helpful</b>	<b>Not Helpful</b>
<b>Building Administrators</b>	<b>68.4%</b>	<b>25.3%</b>	<b>4.2%</b>	<b>2.2%</b>
<b>Teacher Cadre/Resource Teacher</b>	<b>63.3%</b>	<b>30.7%</b>	<b>4.3%</b>	<b>1.7%</b>
<b>Personnel Services</b>	<b>58.0%</b>	<b>33.8%</b>	<b>6.2%</b>	<b>2.0%</b>
<b>Business Services</b>	<b>47.2%</b>	<b>44.7%</b>	<b>5.0%</b>	<b>3.1%</b>
<b>Instructional Services</b>	<b>41.6%</b>	<b>49.0%</b>	<b>6.6%</b>	<b>2.8%</b>
<b>Student Services</b>	<b>33.3%</b>	<b>53.9%</b>	<b>9.9%</b>	<b>2.8%</b>
<b>Delaware Department of Education</b>	<b>22.8%</b>	<b>50.9%</b>	<b>14.4%</b>	<b>11.9%</b>
<b>Average</b>	<b>47.8%</b>	<b>41.2%</b>	<b>7.2%</b>	<b>3.8%</b>

**Figure 8**

**Individuals in their schools are viewed as the most helpful in the application, hiring, and induction processes.**



Source: New Teacher Survey

**Reporting Departments as “Very Helpful” By New Teacher Categories**

<b>Table 13</b>				
	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>Building Administrators</b>	<b>67.5%</b>	<b>70.5%</b>	<b>71.0%</b>	<b>61.3%</b>
<b>Teacher Cadre/Resource Teacher</b>	<b>57.5%</b>	<b>58.8%</b>	<b>68.3%</b>	<b>53.7%</b>
<b>Personnel Services</b>	<b>56.4%</b>	<b>52.0%</b>	<b>65.1%</b>	<b>62.0%</b>
<b>Business Services</b>	<b>33.0%</b>	<b>26.1%</b>	<b>50.8%</b>	<b>35.8%</b>
<b>Instructional Services</b>	<b>33.0%</b>	<b>30.2%</b>	<b>47.5%</b>	<b>33.6%</b>
<b>Student Services</b>	<b>20.9%</b>	<b>20.8%</b>	<b>36.1%</b>	<b>17.1%</b>
<b>Delaware Department of Education</b>	<b>20.0%</b>	<b>16.4%</b>	<b>20.6%</b>	<b>25.7%</b>
<b>Average</b>	<b>41.2%</b>	<b>39.3%</b>	<b>51.3%</b>	<b>41.3%</b>



There are some differences in responses on helpfulness among the subgroups of teachers. One-quarter of first-years (26.1%), one-half of switchers (50.8%) and one-third of movers (35.8%) viewed business services as very helpful (Table 13). Instructional services were also evaluated differently, with a little less than one-half of switchers (47.5%) rating this office as very helpful and one-third of first-years (30.2%) and movers (33.6%) rating them as very helpful. Student services were also evaluated differently among subgroups; less than one-fifth of movers (17.1%) rated this department as very helpful, but more than one-fifth of first-years (20.8%) and one-third of switchers (36.1%) judged this office as very helpful. The Delaware Department of Education also was evaluated differently; one-fifth of switchers (20.6%) and one-quarter of movers (25.7%) viewed DOE as very helpful; however, only one in six first-years (16.4%) viewed DOE as very helpful.

The average helpfulness of the various offices was calculated for each subcategory of teachers. One-half of switchers (51.3%) reported the helpfulness of departments involved in the application process as very helpful. This is a higher percentage than first-years (39.3%) and movers (41.3%). The major differences in the percentages between the switchers and movers are in the categories of business services, instructional services and student services. Switchers are more pleased with the helpfulness of these departments. One would predict that these differences should be smaller, because switchers and movers are both categorized as employed teachers who chose to change their teaching job, but, as noted above, they had other reasons for accepting a new teaching position in Delaware.

The data indicate that the individuals and departments that are physically located in the school and the departments most involved in interacting with new teachers during the hiring process were evaluated by new teachers as the most helpful. The departments with which teachers reported less contact, such as student services and the Department of Education, are those that would not necessarily be involved in the hiring process. The departments that play a pivotal role in the hiring process were given the highest scores by teachers as being helpful.

New teachers were asked how they viewed a variety of departments and people in the orientation process. These results show that another teacher, their mentors, or an administrator at their school were perceived as the most helpful in dealing with teachers' biggest concerns. More than two-thirds of new teachers (71.6%) said that another teacher was the most helpful to them as they dealt with their biggest concern. Almost two-thirds of new teachers (62.2%) said that mentors were very helpful to them, and one-half of new teachers (51.5%) said that administrators at their schools were very helpful (Table 14).

Some new teachers reported that their department chair/team leader (9.4%), teacher cadre/resource teacher (20.7%), and specialists (29.4%) were not involved in dealing with their biggest concerns. Among those involved but not viewed as helpful, faculty meetings were viewed most negatively. Twenty percent of new teachers (21.1%) viewed the meetings as somewhat not helpful or not helpful.

**These results indicate that the people most helpful to new teachers when they had concerns were individuals with whom new teachers could personally interact at their school (Figure 9).** This enabled them to ask and get specific information from someone already familiar with the school. These include other teachers, mentors, and

administrators in their schools. The items that were ranked as least helpful were group-based, such as teacher workshops and faculty meetings.

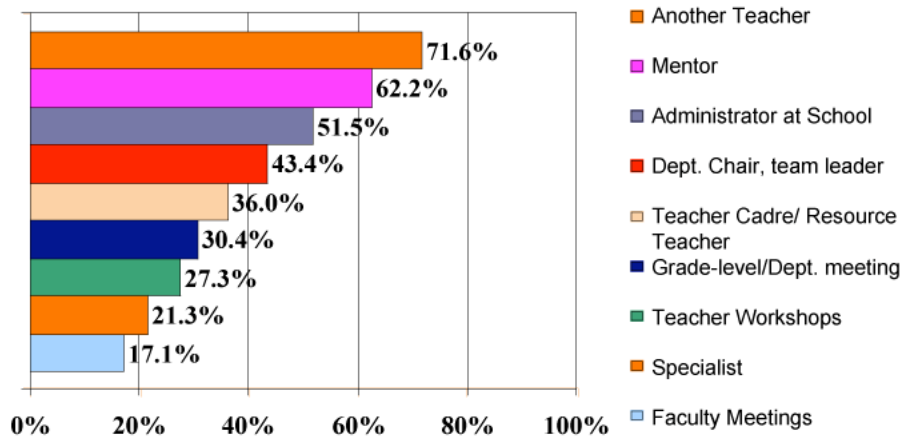
### **Helpfulness of Departments and Individuals in Dealing with Biggest Concern**

**Please indicate how helpful each item was as you dealt with your biggest concern.  
New Teachers (N=470)**

<b>Table 14</b>					
	<b>Very Helpful</b>	<b>Somewhat Helpful</b>	<b>Somewhat Not Helpful</b>	<b>Not Helpful</b>	<b>Didn't attend/doesn't apply</b>
<b>Another teacher</b>	<b>71.6%</b>	<b>25.1%</b>	<b>.9%</b>	<b>1.1%</b>	<b>1.4%</b>
<b>Mentor</b>	<b>62.2%</b>	<b>24.2%</b>	<b>6.7%</b>	<b>4.5%</b>	<b>2.5%</b>
<b>Administrator at my school</b>	<b>51.5%</b>	<b>38.3%</b>	<b>5.0%</b>	<b>3.6%</b>	<b>1.6%</b>
<b>Department chair/team leader</b>	<b>43.4%</b>	<b>33.7%</b>	<b>8.5%</b>	<b>4.9%</b>	<b>9.4%</b>
<b>Teacher cadre/Resource teacher</b>	<b>36.0%</b>	<b>34.8%</b>	<b>5.4%</b>	<b>3.1%</b>	<b>20.7%</b>
<b>Grade level/department meetings</b>	<b>30.4%</b>	<b>46.4%</b>	<b>9.0%</b>	<b>6.8%</b>	<b>7.4%</b>
<b>Teacher workshops</b>	<b>27.3%</b>	<b>53.0%</b>	<b>8.7%</b>	<b>6.9%</b>	<b>4.0%</b>
<b>Specialist</b>	<b>21.3%</b>	<b>36.4%</b>	<b>7.9%</b>	<b>5.0%</b>	<b>29.4%</b>
<b>Faculty meetings</b>	<b>17.1%</b>	<b>58.4%</b>	<b>11.9%</b>	<b>9.2%</b>	<b>3.4%</b>
<b>Average</b>	<b>40.1%</b>	<b>38.9%</b>	<b>7.1%</b>	<b>5.0%</b>	<b>8.9%</b>

**Figure 9**

**New teachers find their colleagues, mentors, and administrators very helpful.**



*Source: New Teacher Survey*

Analysis did not reveal any major differences among subgroups as to which was the most effective group in alleviating any new teacher concerns (Table 15). Overall, two-thirds of each subgroup of teachers reported that another teacher and a mentor had been the most helpful in alleviating their biggest concerns, and one-half of each subgroup of teachers reported that an administrator at their school had been the most helpful to them in dealing with any concerns they had.

New teachers have multiple concerns and multiple avenues through which their concerns can be addressed. Inevitably, some of the resources available to new teachers are more helpful with certain concerns than with other potential resources. Another teacher, a mentor, an administrator at their school, and their teacher cadre/resource teacher were evaluated by new teachers as the most helpful to them in dealing with their biggest concern. Among new teachers who said that teaching load/extra duties was among their biggest concerns, six out of seven (85.7%) said that another teacher had been the most helpful to them, over one-half (57.1%) said that a mentor and an administrator at their school was the most helpful to them, and one-half (50.0%) said that a teacher cadre/resource teacher had been very helpful to them. Among new teachers who said that understanding expectations/learning district policies and procedures was their biggest concern, three-quarters (75.9%) said another teacher had been the most helpful to them, two-thirds (64.6%) said that a mentor and an administrator at their school (62.2%) had been the most helpful to them and four in ten (41.6%) said that their teacher cadre/resource teacher was the most helpful to them. Of new teachers who said their biggest concern was how to help students meet expectations, three-quarters (74.6%) said that another teacher had been the most helpful to them, two-thirds (67.2%) said that a

mentor had been the most helpful to them, one-half (51.5%) said that an administrator at their school had been the most helpful, and more than four in ten (44.8%) said that their teacher cadre/resource teacher had been the most helpful (Table 16).

### Reporting Departments as “Very Helpful” By New Teacher Categories

<b>Table 15</b>				
	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>Another teacher</b>	<b>71.6%</b>	<b>73.0%</b>	<b>71.0%</b>	<b>70.4%</b>
<b>Mentor</b>	<b>62.2%</b>	<b>64.3%</b>	<b>63.5%</b>	<b>61.8%</b>
<b>Administrator at my school</b>	<b>51.5%</b>	<b>51.8%</b>	<b>55.6%</b>	<b>49.1%</b>
<b>Department chair/team leader</b>	<b>43.4%</b>	<b>46.0%</b>	<b>44.4%</b>	<b>41.3%</b>
<b>Teacher Cadre/Resource Teacher</b>	<b>36.0%</b>	<b>33.6%</b>	<b>33.3%</b>	<b>41.3%</b>
<b>Grade level/department meetings</b>	<b>30.4%</b>	<b>29.1%</b>	<b>34.9%</b>	<b>28.0%</b>
<b>Specialist</b>	<b>21.3%</b>	<b>20.4%</b>	<b>24.2%</b>	<b>25.0%</b>
<b>Teacher Workshops</b>	<b>27.3%</b>	<b>26.4%</b>	<b>30.2%</b>	<b>30.9%</b>
<b>Faculty meetings</b>	<b>17.1%</b>	<b>14.6%</b>	<b>15.9%</b>	<b>20.2%</b>
<b>Average</b>	<b>40.1%</b>	<b>39.9%</b>	<b>41.4%</b>	<b>40.9%</b>

Certain departments and resources were helpful to new teachers across the board. Specifically, another teacher and a mentor were the most helpful. This conclusion is supported by other data below that indicate new teachers find that the more they meet with their mentor the more helpful they are, and that individual contact with teachers is the most helpful resource.

**Percentage of New Teachers Evaluation Different Departments as “Very Helpful” by their Biggest Concern**

Table 16 Biggest Concern	Another teacher	Mentor	Administrator at my school	Teacher Cadre/Resource Teacher	My department chair/team leader	Grade level/department meetings	Teacher Workshops	Specialist	Faculty Meetings
Teaching load/extra duties	85.7% (14)	57.1% (14)	57.1% (14)	50.0% (14)	42.9% (14)	35.7% (14)	28.6% (14)	14.3% (14)	14.3% (14)
Understanding expectation/learning district policies and procedures	75.9% (112)	64.6% (113)	62.2% (111)	41.6% (113)	54.0% (113)	40.7% (113)	30.1% (113)	20.7% (111)	20.4% (113)
How to help students meet those expectations	74.6% (67)	67.2% (67)	51.5% (66)	44.8% (67)	39.4% (66)	31.3% (67)	28.4% (67)	27.3% (66)	23.9% (67)
What students are expected to learn this year	73.8% (65)	54.5% (66)	60.9% (64)	40.9% (66)	39.4% (66)	26.6% (64)	28.8% (66)	31.8% (66)	18.2% (66)
How to keep control of the class	71.4% (63)	65.1% (63)	46.0% (63)	25.4% (63)	42.9% (63)	22.2% (63)	28.6% (63)	16.1% (62)	11.1% (63)
Other	65.5% (29)	51.7% (29)	44.8% (29)	20.7% (29)	37.9% (29)	20.7% (29)	20.7% (29)	13.8% (29)	10.3% (29)
What instructional materials I would be using	64.3% (70)	63.9% (72)	39.4% (71)	27.1% (70)	32.4% (71)	28.2% (71)	23.6% (72)	20.8% (72)	15.7% (70)
How to set up my classroom	59.1% (22)	59.1% (22)	31.8% (22)	36.4% (22)	59.1% (22)	27.3% (22)	18.2% (22)	4.8% (21)	9.1% (22)

## Mentoring

Overall, new teachers had positive evaluations of the mentoring program. Four in ten (42.8%) found mentoring to be very helpful, and an equivalent percentage found the program to be somewhat helpful (45.5%). Only one in ten (11.7%) found mentoring not helpful at all.<sup>13</sup>

There are certain characteristics of mentoring that new teachers responded to as being the most beneficial. According to a 1999 New Teacher Mentoring literature survey conducted by the Delaware Education Research and Development Center, the most successful elements of a mentoring program are reflective practice and dialogue, classroom proximity, and matching of the mentor with the mentee.<sup>14</sup> Respondents to the New Teacher Survey confirmed that these same elements made their mentoring experience positive.

The new teachers who found mentoring most beneficial were the ones who had had the most contact with their mentor in varying ways. The more a new teacher met with their mentor, the more helpful they said mentoring was for them. Eight in ten new teachers who said they had never met their mentor said that mentoring had not been at all beneficial to them, and none said it had been very helpful to them (Table 17). More than one-half of new teachers (56.5%) who said they met with their mentor once a month or more said that mentoring had been somewhat helpful to them, and one-third of new teachers (36.5%) who met with their mentors once a month or more said they had found mentoring very helpful to them. The conclusion that mentoring frequency is related to

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<sup>13</sup> In 2004-2005 the Delaware Mentoring Program was changed to a statewide program with specific substantive components. The results reported in this report refer to the previous program.

<sup>14</sup> Audrey J. Noble, Kevin Laughlin, and Will Letts. *New Teacher Mentoring Review of Research & Delaware Programs*. Delaware Education Research and Development Center, University of Delaware, June 1999.



perceived helpfulness of mentoring becomes even stronger when looking at teachers who met with their mentor once a week or more. Four in ten (42.7%) new teachers found the mentoring program somewhat beneficial, and one-half (50.5%) found the mentoring program very beneficial. This group included 307 of the new teachers who responded to the survey out of the 470 respondents.

Generally, the more frequent the mentor-mentee contact for whatever purpose, the more new teachers viewed the mentoring program as positive. Of new teachers who never or hardly ever met with their mentor, only a handful found mentoring very beneficial. This percentage increases to 36.5 percent for those who met monthly and 50.5 percent for those who met weekly with their mentors. While this suggests that more mentoring is more beneficial than less mentoring, it could be that those who feel positive about their mentors seek more contact and advice.

The subgroups of teachers differed on whether how often they had met with their mentor altered their view of how beneficial they found mentoring. One-third of switchers (35.3%) reported mentoring as very beneficial if they had met with their mentor once a month or more, compared to one-quarter (27.5%) of first-years and one-half (55.0%) of movers. One-half of all subgroups of teachers found mentoring very beneficial if they had met with their mentor once a week or more.

**Percentage of New Teachers Viewing the Mentoring Program as “Very Beneficial” by Frequency of Meetings with Mentor**

<b>Table 17</b>				
	<b>New Teachers (N=436)</b>	<b>First-years (N=225)</b>	<b>Switchers (N=62)</b>	<b>Movers (N=107)</b>
<b>You and your mentor met:</b>				
<b>Never</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Few times</b>	<b>2.9%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>8.3%</b>
<b>Once a month or more</b>	<b>36.5%</b>	<b>27.5%</b>	<b>35.3%</b>	<b>55.0%</b>
<b>Once a week or more</b>	<b>50.5%</b>	<b>54.8%</b>	<b>50.0%</b>	<b>48.6%</b>

Other aspects of the mentoring program that new teachers found successful were if their mentor was assigned at the start of the year, if they were trained in how to work together as partners in the coaching process, or if their mentor taught in the same subject area as they did. Over four in ten (44.7%) teachers who were assigned a mentor at the start of the year found mentoring to be “very much” beneficial, compared to 12 percent who were not assigned a mentor at the start of the year (Table 18). One-half (49.3%) of new teachers who were trained to work together as partners in the coaching process with their mentor found mentoring very beneficial, compared to 38 percent who did not report such training. Those who reported their mentors were in the same building, subject area, or grade level were also more likely to see the mentoring program as very beneficial.

At the heart of the induction program, as reported by new teachers, are mentors meeting with protégés and the discussion of classroom techniques and procedures. There is little emphasis placed on observing new teachers in the classroom by veteran observers or school administrators. Specifically, seven in ten (70.4%) new teachers met with their mentor once a week or more, and another one-quarter (19.5%) met with their mentor once a month or more (Table 19). Six in ten (63.3%) new teachers discussed classroom instruction with their mentor once a week or more, and nearly one-quarter (19.6%) discussed this with their mentor once a month or more. One-half (50.8%) of new teachers had the opportunity to discuss content or teaching strategies at faculty, department, or grade-level meetings once a week or more, and another one-quarter (27.5%) had the opportunity to do this once a month or more.

## **Evaluation of Mentoring Program by Positive Mentoring Factors**

Percentage indicating mentoring program was “very much” beneficial

<b>Table 18</b>		
	<b>No</b>	<b>Yes</b>
<b>Assigned mentor at start of the year</b>	<b>12.0%</b>	<b>44.7%</b>
<b>You and your mentor trained in how to work together as partners in the coaching process</b>	<b>38.0%</b>	<b>49.3%</b>
<b>Mentor in the same building</b>	<b>37.5%</b>	<b>45.0%</b>
<b>Mentor in your subject area</b>	<b>29.9%</b>	<b>48.3%</b>
<b>Mentor teaches at your grade level</b>	<b>37.1%</b>	<b>48.2%</b>

## Frequency of Contact with Support Personnel

Please indicate how frequently the following has occurred in your first year at this school.

**New Teachers (N=470)**

<b>Table 19</b>					
	<b>Never</b>	<b>Once</b>	<b>Few times</b>	<b>Once a month or more</b>	<b>Once a week or more</b>
<b>Colleague other than mentor observed you in the classroom</b>	<b>31.0%</b>	<b>12.8%</b>	<b>42.4%</b>	<b>7.3%</b>	<b>6.6%</b>
<b>Mentor observed you teaching in the classroom</b>	<b>10.8%</b>	<b>9.4%</b>	<b>54.1%</b>	<b>15.6%</b>	<b>10.1%</b>
<b>You observed veteran teachers</b>	<b>7.3%</b>	<b>8.2%</b>	<b>66.8%</b>	<b>9.2%</b>	<b>8.5%</b>
<b>Principal observed you in the classroom</b>	<b>7.0%</b>	<b>8.9%</b>	<b>68.0%</b>	<b>13.6%</b>	<b>2.5%</b>
<b>Discussed content or teaching strategies at faculty, department or grade level meetings</b>	<b>4.6%</b>	<b>1.1%</b>	<b>16.1%</b>	<b>27.5%</b>	<b>50.7%</b>
<b>Discussed classroom instruction</b>	<b>4.1%</b>	<b>.7%</b>	<b>12.2%</b>	<b>19.6%</b>	<b>63.4%</b>
<b>Training workshops related to building your teaching skills were held in your district</b>	<b>3.0%</b>	<b>4.3%</b>	<b>57.9%</b>	<b>32.8%</b>	<b>2.1%</b>
<b>You and your mentor met</b>	<b>2.3%</b>	<b>0.0%</b>	<b>7.8%</b>	<b>19.5%</b>	<b>70.5%</b>

The number of new teachers who had the experience of being observed in the classroom is significantly smaller. One in ten (10.1%) new teachers had their mentor observe them teaching once a week or more, and less than two in ten (15.6%) had the experience of their mentor observing them in the classroom once a month or more. One-half (54.0%) had this experience only a few times. A similar pattern holds when looking at the number of new teachers who had the experience of having their principal observe them in the classroom. Two-thirds (68.0%) of new teachers were observed by the principal in their classroom a few times, but one in ten (13.5%) had this opportunity once a month or more, and only 2.5% had this experience once a week or more. Two-thirds (66.7%) had the opportunity to observe veteran teachers in the classroom a few times, whereas only one in ten (9.2%) had this opportunity once a month or more and another one in ten (8.5%) once a week or more.

More than one-half (58.0%) of new teachers had the opportunity to attend training workshops related to building their teaching skills in their district a few times, one-third (32.6%) had this opportunity once a month or more, and only 2.1% had this opportunity once a week or more.

#### Factors Related to the Positive Evaluation of Mentoring

What factors are related to positive evaluations of the mentoring program? To address this question, Table 20 shows the percentage of the new teachers by various categories who felt most positive about mentoring. By examining differences across categories, the reader can see the factors relating to positive evaluations of the mentoring program.

## Factors Related to the Positive

### Evaluation of Mentoring

Percentage indicating mentoring was  
“very beneficial”

<b>Table 20</b>	
	<b>Very beneficial</b>
<b>Gender</b>	
Female (N=321)	<b>44.9%</b>
Male (N=92)	<b>39.1%</b>
<b>Age</b>	
Younger than 26 years old (N=173)	<b>45.1%</b>
26-35 (N=129)	<b>33.3%</b>
36-44 (N=56)	<b>58.9%</b>
45-54 (N=45)	<b>42.2%</b>
55-64 (N=8)	<b>75.0%</b>
65 years old or older (N=0)	<b>0.0%</b>
<b>Race</b>	
White (N=351)	<b>43.0%</b>
Black (N=34)	<b>50.0%</b>
Hispanic (N=7)	<b>57.1%</b>
Asian American	<b>33.3%</b>

(N=3)	
Other (N=13)	<b>46.2%</b>
<b>Current Position</b>	
K-12 public school teacher (N=402)	<b>43.0%</b>
Vocational district (N=19)	<b>52.6%</b>
Charter school (N=7)	<b>14.3%</b>
Special assignment (N=3)	<b>33.3%</b>
<b>Grade Level</b>	
Pre-K and others (N=19)	<b>63.2%</b>
Elementary school (N=213)	<b>42.3%</b>
Middle school (N=88)	<b>42.0%</b>
High school (N=109)	<b>41.3%</b>

<b>Content Areas</b>	<b>Very beneficial</b>
Critical Needs Areas (N=109)	<b>38.5%</b>
Elementary (N=108)	<b>43.5%</b>
Special Education (N=82)	<b>52.4%</b>
Others (N=126)	<b>39.7%</b>
<b>Type of Contract</b>	
Permanent (N=270)	<b>36.7%</b>
Temporary (N=160)	<b>53.1%</b>
<b>Home Ties</b>	
Attended high school in Delaware (N=43)	<b>25.6%</b>
Attended high school and college in Delaware (N=140)	<b>49.3%</b>
Attended college in Delaware (N=49)	<b>38.8%</b>
Did not attend high school or college in Delaware (N=169)	<b>43.8%</b>
<b>How did you train to become a teacher?</b>	
As part of a bachelor's degree program (N=270)	<b>45.9%</b>
As part of a master's degree program (N=13)	<b>38.5%</b>

As part of a "5 <sup>th</sup> " year program (N=94)	<b>41.5%</b>
Alternative route to certification program (ARTC) (N=37)	<b>40.5%</b>
<b>Number of Positive Mentoring Factors</b>	
0 (N=22)	<b>4.5%</b>
1 (N=15)	<b>26.7%</b>
2 (N=31)	<b>25.8%</b>
3 (N=75)	<b>44.0%</b>
4 (N=156)	<b>43.6%</b>
5 (N=138)	<b>52.9%</b>



A quick way to see which groups were the most positive about mentoring is to find those where a majority of respondents indicated mentoring was very beneficial. For example, one-half (53.1%) of teachers on temporary contracts found mentoring to be very beneficial, compared to one-third (36.7%) of teachers on permanent contracts. Four in ten whites (43.0%) and one-half of blacks (50.0%) found mentoring to be very beneficial.

Surprisingly, the older age groups found mentoring to be most beneficial to them. More than one-half (58.9%) of the 36-45 age group and three-fourths (75.0%) of the 55-64 age group found the mentoring program very helpful, compared to just over four in ten (45.1%) of the younger-than-26 and (42.2%) of the 45-54 age groups. Three in ten (33.3%) of the 26-35 age group also found mentoring very helpful. High evaluation of mentoring is also apparent among special education teachers.

Finally, the more positive mentoring factors reported by the new teacher, e.g., mentor in the same school, the greater the percentage of new teachers viewing mentoring as very beneficial (Figure 10).

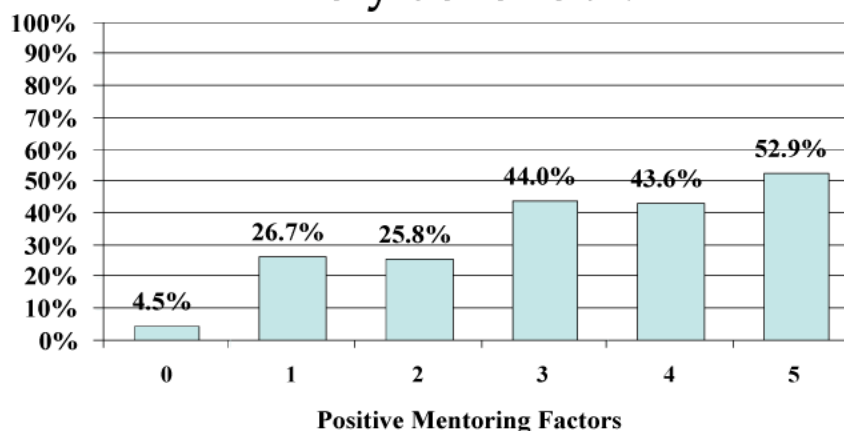
### Professional Development

Professional development is extremely important for new teachers. The survey included questions on the perceived professional development needs of the new teachers. Six in ten (60.7%) new teachers said that collaborative learning opportunities would be very helpful to them, over one-half (54.5%) thought that more time allocated for professional development would be very helpful, and just less than one-half (48.2%) thought that statewide content area/gradespan learning would be very helpful (Table 21).

In addition, new teachers specified what would be the most helpful to them in developing professionally. The most common choices were to be able to have more time to sit down and address specific issues and concerns with other teachers, more information on what is required from DEEDS, and addressing specific issues that various school professionals (e.g., counselors) have. This information is consistent with responses in other areas of the survey where new teachers reported that mentors and other teachers had been the most helpful to them in dealing with their concerns and questions. There is a strong preference for individual face-to-face contact when working through personal and professional concerns or issues.

**Figure 10**

**The more positive mentoring factors  
new teachers reported, the more they  
viewed the mentoring program as  
“very beneficial.”**



Source: New Teacher Survey

Teachers are always being confronted with new challenges in their profession. Consequently, they need additional information to allow them to handle these challenges. Classroom management, classroom assessment practices, special-needs students, and Inquiry Based Learning were the top four subjects that new teachers would be interested in learning about in a workshop (Table 22). More than one-half of new teachers (58.5%) were interested in classroom management, and another one-half (50.0%) were interested in learning about classroom assessment practices. More than four in ten (46.8%) wanted additional information about special-needs students, and another one-third (35.7%) were interested in Inquiry Based Learning.

There are a few differences among the subgroups of teachers in what types of professional development they sought. Significantly more first-years (74.0%) and switchers (61.9%) were interested in learning about classroom management than were movers (41.8%). First-years have much less experience in the classroom than switchers and movers, so this is an area in which they would be reasonably interested. Movers, the oldest and most experienced teachers recently hired in Delaware, were significantly less interested in classroom management. One-quarter (25.4%) of switchers were interested in learning about state standards, compared to over one-third (37.4%) of first-years and movers (39.1%). Since switchers already have had more experience teaching in the state of Delaware, they would also have more familiarity with state standards than first-years and movers, who lack that experience.

## Views on Professional Development

**What would be the most helpful to you in developing your individual professional development plan?**

**New Teachers (N=470)**

<b>Table 21</b>			
	<b>Very Helpful</b>	<b>Somewhat Helpful</b>	<b>Not Helpful</b>
<b>Collaborative learning opportunities in school/district</b>	<b>60.7%</b>	<b>37.7%</b>	<b>1.6%</b>
<b>More time allocated for professional development</b>	<b>54.5%</b>	<b>42.3%</b>	<b>3.2%</b>
<b>Statewide content area/gradespan learning opportunities</b>	<b>48.2%</b>	<b>46.1%</b>	<b>5.8%</b>
<b>Supplemental funding to attend state and regional professional meetings</b>	<b>46.2%</b>	<b>46.9%</b>	<b>6.9%</b>
<b>Teacher Cadre/Resource Teacher</b>	<b>43.4%</b>	<b>48.5%</b>	<b>8.2%</b>
<b>Other</b>	<b>41.7%</b>	<b>18.8%</b>	<b>39.6%</b>

### **Open Ended:**

1. More time allocated to sitting down with other teachers to discuss what works and doesn't.
2. Address specific issues that different types of professionals in the school have (i.e.-counselors have different issues, guidelines than teachers)
3. Information on what positions will be most needed in the future.
4. Formal information of what is required by DEEDS.
5. More organized mentoring program.
6. More freedom to develop their own professional development plan besides the mandates and guidelines.
7. Tuition reimbursement.
8. Knowing their placements earlier.
9. Observing other teachers.
10. All the teachers in the state in a specific area (OTs, TVIs, HPDs) should be scheduled to meet.
11. Grade appropriate meetings in content areas to discuss standards.

## Preferred Topics for Professional Development by New Teacher Category

In a workshop or roundtable setting, which of the following topics would interest you? (multiple responses possible)

Table 22				
	New Teachers (N=470)	First-years (N=227)	Switchers (N=63)	Movers (N=110)
Classroom management	58.5%	74.0%	61.9%	41.8%
Classroom Assessment Practices	50.0%	63.0%	42.9%	43.6%
Special Needs Students	46.8%	51.1%	52.4%	44.5%
Inquiry Based Learning	35.7%	41.9%	36.5%	32.7%
Delaware Student Testing Program	34.5%	37.4%	27.0%	40.9%
Understanding State Standards	33.6%	37.4%	25.4%	39.1%
Language Arts	31.1%	36.6%	33.3%	30.9%
Research Based Instructional Strategies	29.4%	31.3%	25.4%	31.8%
Math	27.4%	30.0%	28.6%	30.9%
Navigating the teacher profession	26.2%	27.3%	30.2%	29.1%
Content Knowledge in other fields	20.4%	19.8%	20.6%	25.5%
Exemplary Curriculum	20.0%	23.3%	19.0%	20.9%
Delaware Performance Appraisal System	16.2%	16.3%	19.0%	20.9%
Other	4.3%	4.4%	4.8%	2.7%

### **Satisfaction with Position and Profession**

The New Teacher Survey included questions on how satisfied teachers are with their position and their profession. Questions were asked about how satisfied teachers are with the control they feel over their workplace and with their co-workers (i.e., the level of autonomy they have, opportunities to make a difference for students and the availability of supplies). The response categories were “very satisfied,” “somewhat satisfied,” “somewhat dissatisfied,” and “very dissatisfied.”

New teachers were quite satisfied with some aspects of their jobs and were dissatisfied with others. Nearly two-thirds of new teachers reported being very satisfied with their opportunities to make a difference for students (66.6%), with their current career (65.7%), and with the amount of challenge (62.2%) in their position (Table 23). Teachers were most satisfied with their relationship with their mentor, the support of colleagues in their school, and the job done by their immediate supervisor (Figure 11). Specifically, three-quarters of all teachers (73.0%) were very satisfied with their relationship with their mentor. Six in ten new teachers (60.1%) were very satisfied with the support of the colleagues in their school, and more than one-half (53.9%) were very satisfied with the job done by their immediate supervisor. The areas that new teachers were most dissatisfied with include the support of parents in the school, the availability of supplies, and the salary they receive (Figure 12). Specifically, less than one-quarter of new teachers (22.7%) were very satisfied with the support of parents in the school, the availability of supplies (17.8%), and their salary (14.4%). Less than a quarter of new teachers were very satisfied with their ability to influence decisions (19.0%), the amount

of time spent on work after hours (16.3%), and with the amount of time spent on record keeping (13.5%).

### **Level of Satisfaction and Dissatisfaction with Aspects of Work**

**Please indicate your level of satisfaction or dissatisfaction with each  
New Teachers (N=470)**

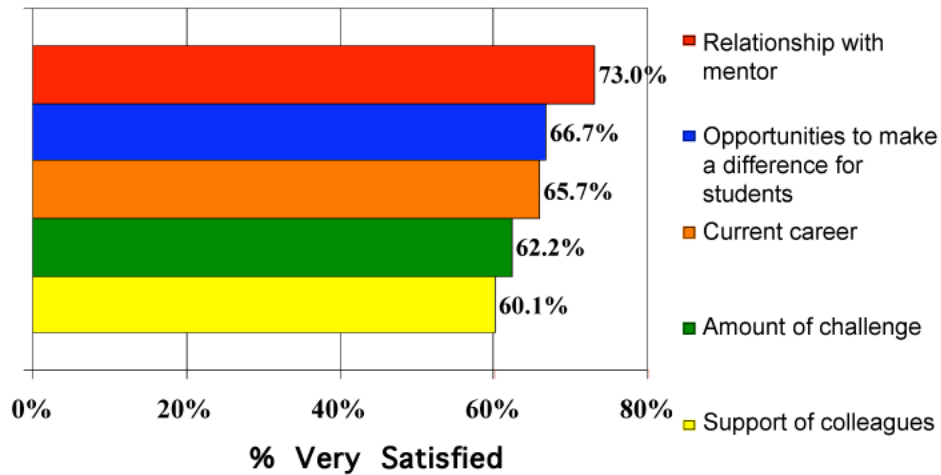
<b>Table 23</b>				
	<b>Very Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Very Dissatisfied</b>
<b>Relationship with mentor</b>	73.0%	17.8%	5.6%	3.5%
<b>Opportunities to make a difference for students</b>	66.6%	27.1%	6.0%	.2%
<b>Your current career</b>	65.7%	29.9%	3.9%	.5%
<b>Amount of challenge</b>	62.2%	33.6%	3.7%	.5%
<b>Support of colleagues within school</b>	60.1%	32.5%	6.0%	1.4%
<b>Job done by your immediate supervisor</b>	53.9%	34.5%	9.0%	2.5%
<b>Number of students in your classes</b>	45.3%	30.5%	16.3%	7.9%
<b>Level of autonomy you have</b>	41.8%	49.9%	7.4%	.9%
<b>School climate</b>	43.6%	41.6%	11.1%	3.7%
<b>Your fringe benefits</b>	41.7%	48.1%	8.6%	1.6%
<b>Your additional duties</b>	36.2%	49.9%	11.8%	2.1%

	<b>Very Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Very Dissatisfied</b>
<b>Disciplinary policy of your school</b>	<b>35.9%</b>	<b>36.3%</b>	<b>20.4%</b>	<b>7.4%</b>
<b>Physical quality of your work site</b>	<b>34.4%</b>	<b>41.2%</b>	<b>19.5%</b>	<b>4.9%</b>
<b>Career advancement opportunities</b>	<b>33.8%</b>	<b>53.4%</b>	<b>10.5%</b>	<b>2.3%</b>
<b>Appreciation and prestige associated with profession</b>	<b>29.6%</b>	<b>50.9%</b>	<b>15.7%</b>	<b>3.7%</b>
<b>Support of parents in the school</b>	<b>22.7%</b>	<b>42.0%</b>	<b>27.1%</b>	<b>8.1%</b>
<b>Ability to influence decisions</b>	<b>19.0%</b>	<b>56.0%</b>	<b>19.7%</b>	<b>5.3%</b>
<b>Availability of supplies</b>	<b>17.8%</b>	<b>42.5%</b>	<b>28.9%</b>	<b>10.8%</b>
<b>Amount of time spent on work after hours</b>	<b>16.3%</b>	<b>35.8%</b>	<b>33.0%</b>	<b>14.9%</b>
<b>The salary you receive</b>	<b>14.4%</b>	<b>57.4%</b>	<b>22.5%</b>	<b>5.8%</b>
<b>Amount of time spent on record keeping and clerical duties</b>	<b>13.5%</b>	<b>40.7%</b>	<b>34.0%</b>	<b>11.9%</b>



**Figure 11**

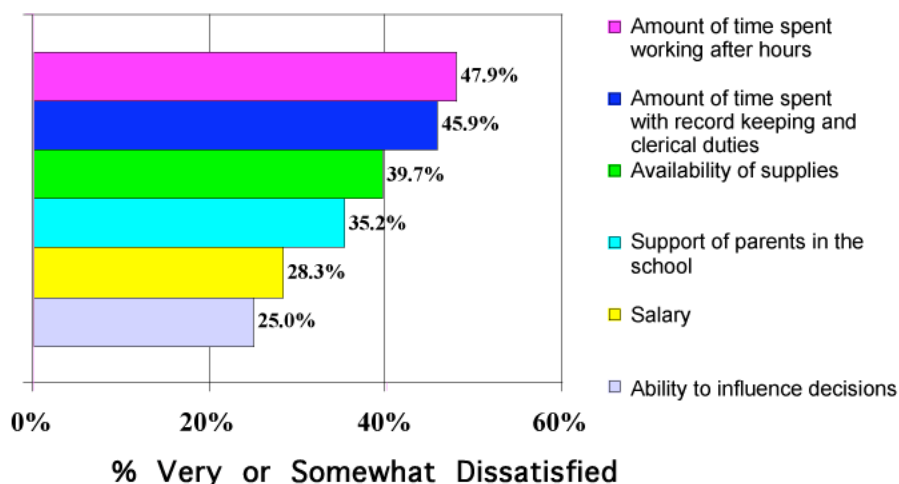
**New Teachers are satisfied with their mentor, effects on students, current career, challenge, and colleagues.**



*Source: New Teacher Survey*

**Figure 12**

**New teachers are relatively dissatisfied with various aspects of their job.**



Source: New Teacher Survey

There were large differences in satisfaction among the sub-categories of teachers (Table 24). One-third of first-years (36.7%) and movers (35.2%) were very satisfied with their career advancement opportunities, but only one in five (20.6%) switchers was very satisfied. Two-thirds of first-years (69.0%) and switchers (65.1%) were very satisfied with their current career; however, only a little over half of movers (56.1%) were very satisfied with their current career. Nearly one-half of first-years (47.1%) and movers (47.7%) were very satisfied with the number of students in their classes; however, only one-third of switchers (30.2%) were satisfied. Half of first-years (46.3%) and more than one-third of switchers (36.5%) were very satisfied with their fringe benefits, while only

one-quarter of movers (28.0%) were satisfied. A third of first-years (33.9%) and switchers (28.6%) were very satisfied with their additional duties, while a little less than one-half of movers (44.9%) were satisfied. One-third of first-years (33.5%) were very satisfied with the disciplinary policy of their school, whereas one-quarter of switchers (23.8%) and one-half of movers (44.9%) were very satisfied with the disciplinary policy of their school. One-third of first-years (38.9%) were very satisfied with the physical quality of their work site, whereas only one-quarter of switchers (27.0%) and one-third of movers (32.1%) were very satisfied in this area. One-quarter of first-years (20.9%) and movers (29.4%) were very satisfied with the support of parents in their school; however, less than one in five switchers (19.0%) was very satisfied.

## Percentage of Very Satisfied Teachers by New Teacher Category

### Phrases associated with work ("Very satisfied")

<b>Table 24</b>				
	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>Relationship with mentor</b>	73.0%	72.4%	64.5%	79.4%
<b>Opportunities to make a difference for students</b>	66.6%	69.2%	60.3%	63.6%
<b>Your current career</b>	65.7%	69.0%	65.1%	56.1%
<b>Amount of challenge</b>	62.2%	64.3%	57.1%	59.6%
<b>Support of colleagues within school</b>	60.1%	60.4%	55.6%	62.4%
<b>Job done by your immediate supervisor</b>	53.9%	51.5%	48.4%	58.3%
<b>Number of students in your classes</b>	45.3%	47.1%	30.2%	47.7%
<b>School climate</b>	43.6%	44.5%	38.1%	44.0%
<b>Level of autonomy you have</b>	41.8%	40.5%	33.3%	45.8%
<b>Your fringe benefits</b>	41.7%	46.3%	36.5%	28.0%
<b>Your additional duties</b>	36.2%	33.9%	28.6%	44.9%
<b>Disciplinary policy of your school</b>	35.9%	33.5%	23.8%	44.9%

	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>Physical quality of your work site</b>	<b>34.4%</b>	<b>38.9%</b>	<b>27.0%</b>	<b>32.1%</b>
<b>Career advancement opportunities</b>	<b>33.8%</b>	<b>36.7%</b>	<b>20.6%</b>	<b>35.2%</b>
<b>Appreciation and prestige associated with profession</b>	<b>29.6%</b>	<b>30.7%</b>	<b>23.8%</b>	<b>29.4%</b>
<b>Support of parents in the school</b>	<b>22.7%</b>	<b>20.9%</b>	<b>19.0%</b>	<b>29.4%</b>
<b>Ability to influence decisions</b>	<b>19.0%</b>	<b>18.1%</b>	<b>17.7%</b>	<b>20.4%</b>
<b>Availability of supplies</b>	<b>17.8%</b>	<b>19.8%</b>	<b>14.3%</b>	<b>15.9%</b>
<b>Amount of time spent on work after hours</b>	<b>16.3%</b>	<b>15.5%</b>	<b>12.9%</b>	<b>18.5%</b>
<b>The salary you receive</b>	<b>14.4%</b>	<b>15.9%</b>	<b>11.1%</b>	<b>8.4%</b>
<b>Amount of time spent on record keeping and clerical duties</b>	<b>13.5%</b>	<b>11.5%</b>	<b>11.1%</b>	<b>17.0%</b>

The noteworthy differences in responses to satisfaction with one's position are among switchers and movers. It was initially assumed that switchers and movers would report similar percentages in the majority of categories, because it was thought that they were changing jobs for much the same reason. That does not appear to be the case, however. **The data show that movers are relatively pleased with their new positions and switchers are not.**

Movers appear to be very satisfied with the atmosphere in which they work. While they reported lower satisfaction with the physical quality of their work site and fringe benefits, they reported high satisfaction levels relating to the number of students in their classes, the school climate, their additional duties, the disciplinary policy of their school, and the support of parents in the school. One can infer that they moved to Delaware to gain that better work environment and have found it.

The responses of switchers indicate some ambivalence about their new positions, because they report low levels of satisfaction in almost all areas but high levels of satisfaction with their current career. They might have been dissatisfied and switched schools, looking for something better, but found that their new schools did not have what they were looking for either.

An index of new teachers satisfaction was created by summing the responses of new teachers on all satisfaction items except overall career satisfaction. Since there were 20 items, and the satisfaction levels on each item ranged from 1 (very dissatisfied) to 4 (very satisfied), each new teacher answering these items had a satisfaction score from 20 to 80. An index score of 60 or higher was considered as relatively high on this satisfaction measure. Two-thirds of new teachers (64.3%) were relatively satisfied as

measured by this cutoff level. Several other measures of teacher satisfaction were examined as well (Table 25).

### Measures of Teacher Satisfaction

<b>Table 25</b>						
	<b>Definitely no</b>	<b>Probably no</b>	<b>Probably yes</b>	<b>Definitely yes</b>		
<b>Would become a teacher again?</b>	<b>1.4%</b>	<b>8.8%</b>	<b>32.6%</b>	<b>57.3%</b>		
	<b>30-39</b>	<b>40-49</b>	<b>50-59</b>	<b>60-69</b>	<b>70-80</b>	
<b>Satisfaction Index</b>	<b>1.0%</b>	<b>6.9%</b>	<b>27.8%</b>	<b>41.6%</b>	<b>22.7%</b>	
	<b>30-39</b>	<b>40-49</b>	<b>50-59.5</b>	<b>60-69</b>	<b>70-80</b>	
<b>Satisfaction Index (2.5 used for NA)</b>	<b>.9%</b>	<b>6.0%</b>	<b>33.4%</b>	<b>39.4%</b>	<b>20.4%</b>	
	<b>Worse than expected</b>	<b>As expected</b>	<b>Better than expected</b>			
<b>To what extent has this position met your expectations?</b>	<b>8.6%</b>	<b>47.7%</b>	<b>43.8%</b>			
	<b>Don't know</b>	<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>What grade would you give your school?</b>	<b>1.9%</b>	<b>1.4%</b>	<b>4.2%</b>	<b>17.7%</b>	<b>37.7%</b>	<b>37.2%</b>
	<b>Very dissatisfied</b>	<b>Somewhat dissatisfied</b>	<b>Somewhat satisfied</b>	<b>Very satisfied</b>		
<b>How satisfied are you with your teaching career?</b>	<b>.5%</b>	<b>3.9%</b>	<b>29.9%</b>	<b>65.7%</b>		

A majority of Delaware's new teachers indicated they would definitely have become a teacher, had they had to make the decision again. In fact, only ten percent indicated they would definitely or probably not have done so, given the choice again. A second satisfaction index was constructed, assuming that non-respondents on satisfaction items fell between satisfied and dissatisfied. Using this measure, 60 percent of new teachers were relatively satisfied. Almost half of the new teachers (43.8%) indicated that their new position had exceeded their expectations; few (8.6%) responded that their position had failed to meet their expectations. Finally, three-quarters of the new teachers graded their school with an "A" or "B." Thus, overall, new teachers seem relatively satisfied and positive about their position, their school, and their career. These measures of new teacher satisfaction were significantly related.

#### Factors Related to Satisfaction

To better understand what factors were related to new teacher satisfaction, a range of variables were cross-tabulated with high satisfaction-index scores (Table 26).

Perusing the table reveals that those who were most likely to report high satisfaction had attended high school and college in Delaware, were teachers at the elementary level and viewed mentoring as "very beneficial." Those groups where relatively few reported high satisfaction included teachers in the secondary schools, teachers in critical-needs areas, males, and those in the 45-54 age group.



## Satisfaction Scale Factors Table

### Percentage high on job satisfaction index

<b>Table 26</b>	
	<b>70-80</b>
<b>Gender</b>	
Female (N=294)	<b>22.1%</b>
Male (N=86)	<b>26.7%</b>
<b>Age</b>	
Younger than 26 years old (N=161)	<b>24.2%</b>
26-35 (N=121)	<b>22.3%</b>
36-45 (N=52)	<b>26.9%</b>
45-54 (N=36)	<b>16.7%</b>
55-64 (N=8)	<b>25.0%</b>
<b>Race</b>	
White (N=326)	<b>23.3%</b>
Black (N=30)	<b>26.7%</b>
Hispanic (N=6)	<b>33.3%</b>
American Indian (N=1)	<b>0.0%</b>
Asian American (N=3)	<b>33.3%</b>
Other (N=11)	<b>9.1%</b>
<b>Current Position</b>	
K-12 public school teacher (N=363)	<b>20.9%</b>
Vocational district (N=19)	<b>47.4%</b>
Charter school (N=7)	<b>42.9%</b>
Special assignment (N=2)	<b>50.0%</b>
<b>Grade Level</b>	
Pre-K and others (N=18)	<b>44.4%</b>
Elementary school (N=191)	<b>24.6%</b>
Middle school (N=79)	<b>17.7%</b>
High school (N=100)	<b>19.0%</b>
<b>Content Areas</b>	
Critical Needs Areas (N=99)	<b>23.2%</b>
Elementary (N=100)	<b>21.0%</b>
Special Education (N=74)	<b>23.0%</b>
Other (N=111)	<b>24.3%</b>

<b>Type of Contract</b>	
Permanent (N=243)	<b>21.4%</b>
Temporary (N=146)	<b>24.7%</b>
<b>Home Ties</b>	
Attended high school in Delaware (N=41)	<b>24.4%</b>
Attended high school and college in Delaware (N=131)	<b>28.2%</b>
Attended college in Delaware (N=46)	<b>23.9%</b>
Did not attend high school or college in Delaware (N=154)	<b>18.2%</b>
Missing (N=20)	<b>15.0%</b>
<b>How did you train to become a teacher?</b>	
As part of a bachelor's degree program (N=249)	<b>24.5%</b>
As part of a master's degree program (N=13)	<b>23.1%</b>
As part of a "5 <sup>th</sup> " year program (N=85)	<b>18.8%</b>
As part of a alternative route to certification program (ARTC) (N=36)	<b>22.2%</b>
<b>How beneficial did you find mentoring?</b>	
Not at all (N=38)	<b>13.2%</b>
Somewhat (N=182)	<b>16.5%</b>
Very much (N=169)	<b>31.4%</b>

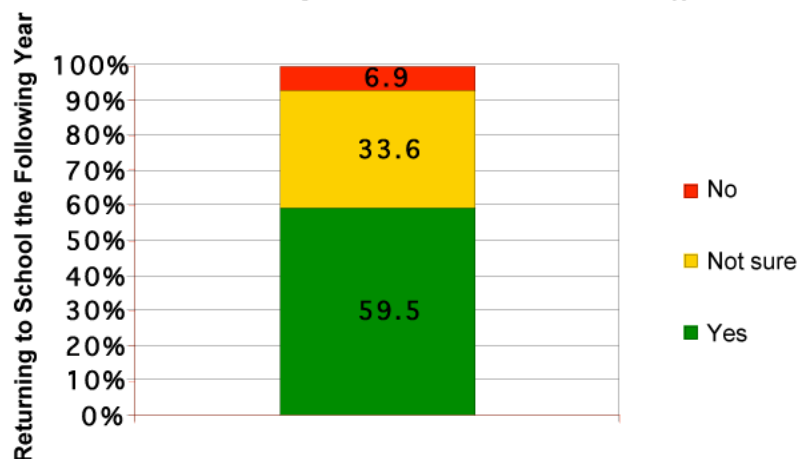
### **Future Plans and Retention**

The New Teacher Survey was designed to determine reasons for the retention of new teachers in Delaware. To gather information associated with these topics, the survey included questions on teachers' future plans, such as whether teachers were planning to stay in their job for the next year and if they were not, what their plans were for the next year. Questions were also asked to project their future plans for five years in advance, to allow for analysis of the long-term retention of teachers.

**Surprisingly, at the end of only their first school year in their new teaching position in Delaware, many new teachers were not sure of whether or not they would return to their current positions (Figure 13).** More than one-half of all new teachers (59.5%) planned to stay in their school for the following year, but 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. Of new teachers not staying in the same school for the following year, nearly three-quarters (71.3%) did expect be teaching in the same district, and one in nine (11.4%) expected to be teaching in another Delaware district (Table 27). If this 82.7 percent retention rate were to continue, in five years almost all new teachers would have left Delaware teaching. More than one-tenth of new teachers (11.4%) were planning to move out of state, and less than five percent were planning to leave the teaching profession (3.6%) or teach in a private school (2.4%), respectively (Table 28 and Figure 14).

**Figure 13**

**At the end of their first year of teaching in Delaware, many new teachers were not sure of returning to their current positions.**



Source: New Teacher Survey

**Are you returning to your school next year?**

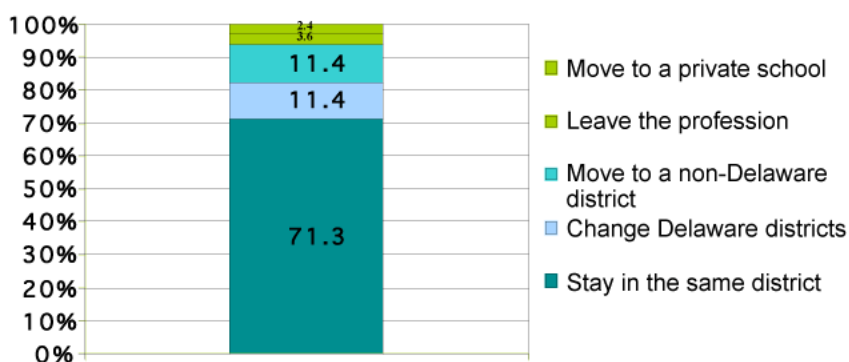
<b>Table 27</b>				
	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>Yes</b>	<b>59.5%</b>	<b>60.2%</b>	<b>64.5%</b>	<b>58.7%</b>
<b>Not sure</b>	<b>33.6%</b>	<b>32.7%</b>	<b>30.6%</b>	<b>33.9%</b>
<b>No</b>	<b>6.9%</b>	<b>7.1%</b>	<b>4.8%</b>	<b>7.3%</b>

**If you are not returning to your school, are you staying in the same district, going to a different school district, or leaving the profession altogether, within the next year?**

<b>Table 28</b>				
	<b>New Teachers (N=167)</b>	<b>First-years (N=98)</b>	<b>Switchers (N=23)</b>	<b>Movers (N=29)</b>
<b>Same district</b>	<b>71.3%</b>	<b>71.4%</b>	<b>78.3%</b>	<b>58.6%</b>
<b>Different DE district</b>	<b>11.4%</b>	<b>11.2%</b>	<b>4.3%</b>	<b>20.7%</b>
<b>Out of state district</b>	<b>11.4%</b>	<b>15.3%</b>	<b>8.7%</b>	<b>3.4%</b>
<b>Leaving Profession</b>	<b>3.6%</b>	<b>1.0%</b>	<b>8.7%</b>	<b>6.9%</b>
<b>Private School</b>	<b>2.4%</b>	<b>1.0%</b>	<b>0.0%</b>	<b>10.3%</b>

**Figure 14**

**Those expecting to leave school after their first year (N=167) expect to stay in teaching.**



*Source: New Teacher Survey*

The retention rate for new teachers, as projected by new teachers, is thus quite modest. According to self-reports, rates projected five years into the future are far lower. More teachers report that they expect to make other choices in the future, such as leaving teaching and working in the private sector. These choices would entail teachers leaving the classroom in Delaware or working in public education outside of the classroom (e.g., becoming a school counselor or administrator). Within five years, about one in ten new teachers expects to teach in another state or looks forward to a school position outside the classroom (Table 29).

For new teachers, motivations to leave their current teaching job vary. Some who leave will be affected by the decisions of others (e.g., the local school districts) and others will be the result of their own decision. A little less than one-half (44.0%) of new teachers planning to leave within the next five years expect to leave their job because of family/personal reasons (Table 30). One-third of new teachers who expect to leave would leave their job for another position with better pay (35.5%) or for a better teaching assignment (29.6%). Less than one-quarter of the mobile new teachers would leave their job for a better location (19.1%). About a tenth of new teachers expecting to leave would leave their job either to pursue another job (11.1%), because they are dissatisfied with their teaching position (10.4%), or to enter school administration (10.2%), while a smaller percentage would leave because they are dissatisfied with teaching (7.2%), for other reasons (7.0%), or to retire (2.3%).

Factors Related to Future Plans

As indicated above, there are differences among the three subgroups of teachers in their likelihood of returning to their school the following year. While the percentages are low, when compared to first-years (1.0%), seven times as many movers (6.9%) and eight times as many switchers (8.7%) are planning to leave the profession. This makes sense when looking at the age distribution of first-years, switchers, and movers.

Switchers and movers are more concentrated in the 45-54 age group and the 55-64 age group than the first-years. Switchers and movers are probably much more likely to retire than are first-years, based on this age distribution. As Table 29 above indicates, movers are ten times as likely to be planning to teach in a private school next year (10.3%) than are first-years (1.0%). No switchers are planning for this change. Switchers are six times as likely to expect to leave the job market because of family responsibilities (6.3%) than are first-years (1.3%) and movers (1.9%). Again, this can be explained by the age distribution. Two-thirds of first-years (69.9%) are planning to return to graduate/professional school in the next five years, compared to one-half of switchers (54.8%) and movers (47.7%). This is most probably because first-years are planning to return to earn their master's in education, whereas many switchers and movers have either already earned their master's degrees, as they have been teaching for a longer period of time, or decided it is too late to attempt such a degree.

### Five Year Plans by New Teacher Category

How likely are you to do the following within the next five years? Percentages based on the “very likely” response. (multiple responses possible)

<b>Table 29</b>				
	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>Return to graduate/professional school</b>	<b>60.0%</b>	<b>69.9%</b>	<b>54.8%</b>	<b>47.7%</b>
<b>Become a public school teacher in another state</b>	<b>11.1%</b>	<b>15.5%</b>	<b>6.3%</b>	<b>5.6%</b>
<b>Become a counselor or administrator</b>	<b>8.6%</b>	<b>5.3%</b>	<b>11.1%</b>	<b>11.2%</b>
<b>Leave the job market because of family responsibilities</b>	<b>2.8%</b>	<b>1.3%</b>	<b>6.3%</b>	<b>1.9%</b>
<b>Become a private school teacher</b>	<b>2.1%</b>	<b>1.8%</b>	<b>0.0%</b>	<b>2.8%</b>
<b>Be employed full-time in government or a non-profit agency</b>	<b>1.4%</b>	<b>.9%</b>	<b>0.0%</b>	<b>2.8%</b>
<b>Become a teacher on special assignment</b>	<b>1.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>2.8%</b>
<b>Be employed full-time in the private sector</b>	<b>.9%</b>	<b>.9%</b>	<b>0.0%</b>	<b>.9%</b>
<b>Retire</b>	<b>.5%</b>	<b>0.0%</b>	<b>1.6%</b>	<b>.9%</b>



## Future Plans by New Teacher Category

What would most likely lead you to leave your current position within the next five years? (multiple responses possible)

<b>Table 30</b>				
	<b>New Teachers (N=470)</b>	<b>First-years (N=227)</b>	<b>Switchers (N=63)</b>	<b>Movers (N=110)</b>
<b>Family/Personal Reasons</b>	44.0%	48.9%	47.6%	43.6%
<b>Better Pay</b>	35.5%	39.6%	34.9%	38.2%
<b>Better Teaching Assignment</b>	29.6%	33.9%	33.3%	31.8%
<b>Better Location</b>	19.1%	22.9%	22.2%	16.4%
<b>Pursue Another Job</b>	11.1%	10.1%	14.3%	13.6%
<b>Dissatisfied with Teaching Position</b>	10.4%	9.3%	12.7%	12.7%
<b>Enter School Administration</b>	10.2%	9.3%	15.9%	13.6%
<b>Dissatisfied with Teaching</b>	7.2%	7.5%	7.9%	9.1%
<b>Other</b>	7.0%	4.8%	9.5%	6.4%
<b>Retire</b>	2.3%	.4%	1.6%	7.3%

Factors related to plans to continue teaching in their current school include age (45-54), race (blacks), not in regular school district (vocational, charter, or special assignment), grade (elementary teachers are the most likely to expect to leave their school), content area (critical-needs areas and others, mainly secondary teachers), type of contract (permanent), home ties (those who received some of their education in Delaware), and type of training (ARTC) (Table 31).

Some of these relations are easily explained. Those in vo-tech districts, charter schools, and secondary schools cannot be moved or have few alternatives within their “systems.” Others are somewhat surprising, e.g., despite their relative skepticism about entering teaching, ARTC teachers are more likely to expect to remain in their schools next year. New teachers whose positions met their expectations and who scored high on the satisfaction index were much more likely to expect to stay in their teaching positions than those who were disappointed or dissatisfied.

## Factors Related to Future Plans

Are you returning to your school next year?

<b>Table 31</b>	
	<b>Yes</b>
<b>Gender</b>	
Female (N=324)	<b>58.3%</b>
Male (N=94)	<b>61.7%</b>
<b>Age</b>	
Younger than 26 years old (N=172)	<b>57.0%</b>
26-35 (N=130)	<b>59.2%</b>
36-44 (N=58)	<b>58.6%</b>
45-54 (N=46)	<b>67.4%</b>
55-64 (N=10)	<b>50.0%</b>
65 years old or older (N=0)	<b>0.0%</b>
<b>Race</b>	
White (N=356)	<b>57.6%</b>
Black (N=35)	<b>65.7%</b>
Hispanic (N=7)	<b>71.4%</b>
American Indian (N=1)	<b>100.0%</b>
Asian American (N=3)	<b>66.7%</b>
Other (N=12)	<b>66.7%</b>
<b>Current Position</b>	
K-12 public school teacher (N=399)	<b>58.6%</b>
Vocational district (N=20)	<b>65.0%</b>
Charter school (N=7)	<b>71.4%</b>
Special assignment (N=4)	<b>75.0%</b>

	<b>Yes</b>
<b>Grade Level</b>	
Pre-K and others (N=20)	<b>75.0%</b>
Elementary school (N=213)	<b>55.4%</b>
Middle school (N=87)	<b>64.4%</b>
High school (N=108)	<b>60.2%</b>
<b>Content Areas</b>	
Critical Needs Areas (N=105)	<b>62.9%</b>
Elementary (N=109)	<b>56.9%</b>
Special Education (N=81)	<b>50.6%</b>
Others (N=129)	<b>63.6%</b>
<b>Type of Contract</b>	
Permanent (N=269)	<b>76.2%</b>
Temporary (N=160)	<b>31.9%</b>
<b>Home Ties</b>	
Attended high school in Delaware (N=43)	<b>58.1%</b>
Attended high school and college in Delaware (N=141)	<b>61.0%</b>
Did not attend high school or college in Delaware (N=173)	<b>54.9%</b>
Missing (N=26)	<b>80.8%</b>

	<b>Yes</b>
<b>How did you train to become a teacher?</b>	
As part of a bachelor's degree program (N=273)	<b>59.0%</b>
As part of a master's degree program (N=13)	<b>53.8%</b>
As part of a "5 <sup>th</sup> " year program (N=95)	<b>56.8%</b>
As part of a alternative route to certification program (ARTC) (N=38)	<b>71.1%</b>
<b>How beneficial was the mentoring program to you?</b>	
Not at all (N=48)	<b>58.3%</b>
Somewhat (N=192)	<b>60.9%</b>
Very much (N=184)	<b>58.2%</b>
<b>To what extent has this position met your expectations?</b>	
Worse than expected (N=37)	<b>29.7%</b>
As expected (N=205)	<b>55.1%</b>
Better than expected (N=188)	<b>69.7%</b>

<b>Satisfaction Index</b>	
30-39 (N=4)	<b>0.0%</b>
40-49 (N=27)	<b>37.0%</b>
50-59 (N=109)	<b>58.7%</b>
60-69 (N=161)	<b>60.2%</b>
70-80 (N=89)	<b>68.5%</b>

### Retention

Forty-six of the 470 new teachers (9.8%) who responded to the New Teacher Survey were determined by the Delaware Department of Education to no longer be in a teaching position in Delaware at the end of the 2003-2004 school year. Thus, reasons for the actual retention of Delaware's new teachers can be analyzed. Indeed, there were several significant differences between the teachers who left teaching in Delaware and teachers who chose to remain. These differences included how beneficial new teachers found mentoring, whether they were teaching on a permanent or temporary contract, whether teachers followed through on their stated intentions, and their age group.

### Factors Related to Retention

Table 32 reports the one-year retention rates in Delaware public schools for various groups of new teachers. Which teachers are likely to have stayed and which have left Delaware public schools? (Switchers are considered retained.)

In the New Teacher Survey teachers were asked their career plans for the following year. Among teachers who said they were not returning to their school next year, one-half (50.0%) of them left teaching in Delaware. Teachers who said they were not sure if they were returning to their school the following year, a little over ten percent (12.4%) left teaching in Delaware, and hardly any (2.7%) who said they were returning to their school for the following year actually left teaching in Delaware. Of teachers who were not returning to their school next year or were not sure of their plans for the next school year, five in six (83.3%) reported they were leaving the profession, one-half (50.0%) reported plans to teach in a private school, and another one-half (52.6%) reported planning to teach in an out-of-state district. This contrasts with the 15.8% who

were planning to teach in another Delaware district and the 8.4% who were going to teach in the same district. This confirms the validity of survey questions about short-term teacher plans, although there is clearly not a perfect correlation between plans and actions.

### Factors Related to Retention

<b>Table 32</b>	
	<b>Left DE public schools</b>
<b>Gender</b>	
Female (N=326)	<b>9.8%</b>
Male (N=95)	<b>7.4%</b>
<b>Age</b>	
Younger than 26 years old (N=173)	<b>9.8%</b>
26-35 years old (N=132)	<b>12.1%</b>
36-45 years old (N=58)	<b>5.2%</b>
45-54 years old (N=46)	<b>6.5%</b>
55-64 years old (N=10)	<b>0.0%</b>
<b>Race</b>	
American Indian (N=1)	<b>0.0%</b>
Asian American (N=3)	<b>0.0%</b>
Black (N=35)	<b>11.4%</b>
Hispanic (N=7)	<b>0.0%</b>
White (N=358)	<b>9.2%</b>
Other (N=13)	<b>7.7%</b>
<b>Current Position</b>	
K-12 public school teacher (N=408)	<b>9.3%</b>
Vocational district (N=20)	<b>5.0%</b>
Charter school (N=7)	<b>14.3%</b>
Special assignment (N=4)	<b>0.0%</b>

	<b>Left DE public schools</b>
<b>Grade Level</b>	
Pre-K and others (N=20)	<b>5.0%</b>
Elementary school (N=216)	<b>8.8%</b>
Middle school (N=91)	<b>8.8%</b>
High school (N=110)	<b>10.9%</b>
<b>Content Areas</b>	
Critical Needs Areas (N=109)	<b>12.8%</b>
Elementary (N=111)	<b>6.3%</b>
Special Education (N=82)	<b>11.0%</b>
Others (N=131)	<b>7.6%</b>
<b>Type of Contract</b>	
Permanent (N=275)	<b>5.1%</b>
Temporary (N=163)	<b>15.3%</b>

<b>Home Ties</b>	
Attended high school in Delaware (N=44)	<b>11.4%</b>
Attended high school and college in Delaware (N=141)	<b>7.1%</b>
Attended college in Delaware (N=50)	<b>6.0%</b>
Did not attend high school or college in Delaware (N=174)	<b>11.5%</b>
Missing (N=61)	<b>13.1%</b>

*An Analysis of the Views of Delaware's New Teachers*

	<b>Left DE public schools</b>
<b>Are you returning to your school next year?</b>	
No (N=30)	<b>50.0%</b>
Not sure (N=145)	<b>12.4%</b>
Yes (N=257)	<b>2.7%</b>

<b>If not, are you staying in the same district, going to a different district, or leaving the profession?</b>	
Leaving Profession (N=6)	<b>83.3%</b>
Same district (N=119)	<b>8.4%</b>
Out of state district (N=19)	<b>52.6%</b>
Different DE district (N=19)	<b>15.8%</b>

<b>Are you teaching a subject that you intended to teach?</b>	
No (N=54)	<b>7.4%</b>
Yes (N=385)	<b>9.4%</b>

<b>How beneficial was the mentoring program to you?</b>	
Not at all (N=51)	<b>15.7%</b>
Somewhat (N=199)	<b>8.5%</b>
Very much (N=187)	<b>8.6%</b>

<b>Suppose you could go back, would you become a teacher?</b>	
Probably yes (N=141)	<b>9.2%</b>
Definitely yes (N=248)	<b>8.9%</b>
Probably no (N=38)	<b>13.2%</b>
Definitely no (N=6)	<b>0.0%</b>

<b>How did you train to become a teacher?</b>	
As part of a bachelor's degree program (N=276)	<b>8.7%</b>
As part of a master's degree program (N=13)	<b>15.4%</b>
As part of a "5 <sup>th</sup> " year program (N=95)	<b>9.5%</b>
As part of a alternative route to certification program (ARTC) (N=38)	<b>13.2%</b>

<b>To what extent has this position met your expectations?</b>	
Worse than expected (N=37)	<b>18.9%</b>
As expected (N=206)	<b>8.7%</b>
Better than expected (N=189)	<b>7.9%</b>
<b>Satisfaction Index</b>	
30-39 (N=4)	<b>75.0%</b>
40-49 (N=27)	<b>11.1%</b>
50-59 (N=109)	<b>10.1%</b>
60-69 (N=163)	<b>8.0%</b>
70-80 (N=89)	<b>10.1%</b>



Teachers who did not find mentoring at all beneficial were twice as likely to leave teaching in Delaware than teachers that derived some benefit from mentoring. Just over fifteen percent (15.7%) of teachers who did not find mentoring at all beneficial left teaching in Delaware, compared to just over eight percent (8.6%) who found mentoring very beneficial.

Teachers on temporary contracts were three times as likely to leave teaching in Delaware, compared to teachers on permanent contracts. Nearly one in six teachers on temporary contracts (15.3%) left teaching in Delaware, compared to about one in 20 teachers who held permanent contracts (5.1%). More extensive analysis indicated that mentoring is related to retention for those on temporary contracts.

Younger teachers were more likely to leave teaching in Delaware than were older teachers. Almost one-tenth (9.8%) of teachers younger than 26 left, and another tenth (12.1%) of those between 26-35 left teaching in Delaware. In comparison, only one in 20 (5.2%) of those between 36 and 45 and one in 15 (6.5%) of those between 45 and 54 left teaching in Delaware. Most significantly, teachers in critical-needs areas, including special education, were twice as likely to leave after their first year as elementary school teachers. This is a major loss to the state.

## **Conclusions**

This first survey of Delaware's new teachers has confirmed many expectations about who decided to teach in Delaware and why, their experiences in the hiring and induction process, their satisfaction with various aspects of their positions and careers, and their future plans. Specifically:

- Most teachers teach in Delaware because of location, and it appears that “location” to the majority, especially those who have secured their first teaching position in Delaware or switched districts in the state, means ties to home and/or college.
- While many new teachers only had one contract offer, of those who had more than one offer, the majority accepted their first offer.
- Satisfaction with mentoring was related to factors that have been identified in other research, including having the mentor in the same school and in the same subject or level.

The analysis of the New Teacher Survey indicates some findings that were not expected and may serve to help shape future teacher recruitment and retention actions in the state.

- Despite the increased use of website and traditional use of print media to inform potential teachers of openings, a large percentage of new teachers searched for a new position and heard about the position they accepted in Delaware through word of mouth from friends, principals, and others.
- Switchers and movers had somewhat different motives for accepting teaching positions in Delaware, with the movers focused somewhat more on the salary and benefits associated with the position and the switchers focused more on teaching conditions.
- Switchers are not as satisfied with teaching in Delaware as are others. There is somewhat of a grass-is-always-greener quality to their response; they switched to find better teaching conditions, but many have not found them.
- New teachers were most positive about the support they received in the hiring process from individuals in their schools—mentors, the principal, and other teachers.
- Generally, the mentoring experiences of new teachers were positive.
- Teachers prepared in an ARTC program were less satisfied with their teaching position but more likely to be returning to their school the following year.

- A substantial percentage of new teachers did not expect to return to their school the following year and many had future plans that would remove them from their school, their district, and teaching.
- A substantial number of teachers hired in 2003-04 left teaching in Delaware by the fall of 2004, and leaving is related to having a temporary contract and having a less satisfying mentoring experience.

The willingness of one-half of the new teachers hired in 2003-2004 to complete a lengthy questionnaire has allowed this analysis to develop a better understanding of new teachers. Several areas of future research remain, however. To what extent are the findings from the 2003-2004 new teachers representative of those over time? For example, will the state's new mentoring program be better received than the previous one and have a more positive impact on retention? How are the findings across the areas of analysis interrelated, e.g., how is satisfaction with mentoring related to general career satisfaction? Do more sophisticated multivariate techniques such as logit/probit analysis indicate different conclusions in predicting retention than the tabular results reported herein? Changes in the questionnaire may also help improve the analysis. For example, a more direct question ascertaining whether a teacher was a first year, mover, or switcher would be helpful, as would a question on the number of job offers received. An indication of the quality of the teacher's college performance, perhaps a self-report of their PRAXIS score, place in their graduating class, or their grade-point average would help in interpreting future results.

One research limitation is that the questionnaire included the voices of only those teachers who did chose to teach in Delaware. Efforts to survey those who did not, whether in-state or out, would be extremely helpful in interpreting these results. The analysis does suggest individual questions that could be included in a survey of all Delaware teaching graduates, for example.

The action implications of these findings need to be sorted out in the context of other national and state-based research, state and district policies, and changing expectations of teachers. Here is but one example of how the results relate to policy and procedure. The survey data indicates that first-years and switchers choose to teach in Delaware for the ties they have already established to the state, through their childhood years or, to a lesser extent, during their undergraduate education, and because Delaware is where they were offered their first job. Movers do not have the same home ties to Delaware, so other aspects attract them to teaching in Delaware. Movers reported relocating to Delaware to teach because of location, the salary and benefits offered, and the teaching conditions. These results give strong weight to the argument that schools in Delaware should recruit undergraduates at Delaware colleges and other Delaware natives to teaching, precisely because they have a strong interest in staying in the state. An important way to do this, given the data on first offers, is to offer teaching positions early, especially for Delaware undergraduates who are likely to consider returning to their home state. The results also strongly suggest that Delaware should recruit teachers from out of state by emphasizing salary and benefits and teaching conditions.

The goal remains to improve the Delaware's ability to attract and retain the very best teachers for the students in the state's schools.

## **Glossary**

**New Teachers:** Teachers who were on contract to teach in a specific Delaware school district in the 2003-2004 school year who were not on contract the year before.

**First-years:** “New teachers” in their first year of their teaching career.

**Switchers:** “New teachers” who had been teaching in a Delaware school district in 2002-2003 and switched to another school district in Delaware for 2003-2004.

**Movers:** “New teachers” who taught previously in a state other than Delaware who are in their first year of teaching in Delaware in 2003-2004.

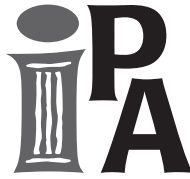
**Home Ties:** An educational tie that a teacher has to Delaware (e.g., attended high school and/or college in Delaware).

**Job Satisfaction Index:** scale developed from responses to the twenty job satisfaction items (4=very satisfied, 3=somewhat satisfied, 2=somewhat dissatisfied, 1=very dissatisfied); sum of responses ranging from 20-80. A lower number signifies a lower level of satisfaction and a higher number signifies a higher level of satisfaction.

**Crosstabulation (Crosstabs):** an analysis of two or more variables that will allow them to be compared for similarities.<sup>15</sup>

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<sup>15</sup> Morgan, George A., Orlando V. Griego, Gene W. Gloeckner. *SPSS for Windows An Introduction to Use and Interpretation in Research*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers, 2001.

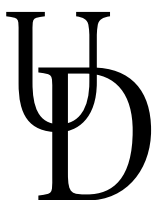


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