

Delaware Teacher and Administrator Supply and Demand Survey Analysis

REPORT

July 2009

Jeffrey A. Raffel
Kristen E. Eaton



serving the public good, shaping tomorrow's leaders

www.ipa.udel.edu

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

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

**Delaware Teacher and Administrator
Supply and Demand Survey Analysis
for 2008-2009**

July 2009

Jeffrey A. Raffel and Kristen E. Eaton

sponsored by the
Institute for Public Administration
College of Education & Public Policy
University of Delaware

in cooperation with the
Delaware Department of Education

Preface

As the Director of the Institute for Public Administration at the University of Delaware, I am pleased to provide this report, *Delaware Teacher and Administrator Supply and Demand Survey Analysis*. Funded by the Delaware Department of Education (DOE), this report is the seventh in a series of analyses of teacher and, more lately, administrator demand and supply in Delaware. It reports the analysis of a survey of all 19 school district personnel directors and responses from several charter school personnel directors as well as an analysis of data from the Delaware payroll system.

This report charts the trends of teacher and administrator hiring, difficult-to-fill positions, late hiring, perceptions of the quality of new teachers, and other factors important to the success of the state's public schools. As the significance of the role of teachers and administrative leaders becomes more apparent in Delaware, the importance of this series of studies increases. The Institute for Public Administration, part of UD's College of Education & Public Policy, addresses the policy, planning, and management needs of its partners through the integration of applied research, professional development, and the education of tomorrow's leaders. This study is an important part of this effort, as public education accounts for one-third of the state budget and is of great significance to the state economy and public.

Jerome R. Lewis, Ph.D.

Director, Institute for Public Administration

Foreword

First and foremost, the authors of this report would like to thank Dr. Wayne Barton, Delaware Department of Education (DOE), Director of Professional Accountability, who helped conceptualize and support this work. We also thank Adrian Peoples, DOE, Education Associate, for providing us with the DOE payroll data and Stu Markham, DOE, DEEDS Analyst, for placing the survey on the DEEDS system on the Web and providing us with the resulting data. We thank the 19 school district and 11 charter school personnel directors for retrieving data from their organizations and completing the survey form. We also thank IPA's Assistant Policy Scientist Mark Deshon for his extensive graphic design and editorial work. We received input on the survey from many individuals and support in the collection of data from charter schools from Julia Webster of DOE, Delaware Charter Schools Network Director, Suzie Harris, and Vice President of the Innovative Schools Development Corporation, Deborah Dooren. We thank all those who assisted us. In short, this report was the result of the efforts and contributions of many individuals who care about the quality of the public school teaching force.

Jeffrey A. Raffel, Charles P. Messick Professor of Public Administration

Kristen E. Eaton, IPA Research Assistant

Table of Contents

Executive Summary	1
Introduction	6
School District Personnel Director Survey Results	8
Charter School Personnel Director Survey Results	30
DOE Payroll Data Results	36
Conclusions	41
Appendix A: Tables	45
Appendix B: Survey Instrument	50

Executive Summary

The 19 school districts in the state of Delaware reported hiring a total of 1,056 teachers for the 2008-09 school year. Personnel directors from each district were asked to complete an online survey asking for information on the number of new teacher hires, when personnel directors were notified of vacancies, when teachers were offered contracts, which teaching and non-teaching positions were difficult to fill, and the recruitment tools used. In addition to the 19 school districts in Delaware, this year's survey was also distributed to the 18 charter schools in the state. All 19 school districts and 11 charter schools responded to the survey. To supplement the personnel director survey, payroll-record data on teacher characteristics and mobility were provided by the Delaware Department of Education (DOE).

In 2008-09, late hiring of teachers was more prevalent than it had been during the past two years. This year, 61 percent of the teachers hired were hired in August or later. Last year, 50.8 percent were hired late, compared to 44.8 percent two years ago. Thus, there has been a substantial increase of late teacher hiring over the past three years, edging toward the level of 69 percent in 2004-2005. Of the new hires, 376 were on temporary contracts this year. This is an increase from 290 last year (2007-08) and 309 two years ago. A further sign of late hiring for the 2008-09 school year was the precipitous drop in early letters of intent to hire—from 219 to 70, one-third of last year's number.

As in previous years, retirements accounted for only about one-quarter (28.1%) of reasons for teacher vacancies; the remaining three-quarters of the vacancies reported were due to many reasons, including taking a position in another Delaware school district or one outside the state, relocating with family, and a few because of dismissal, position elimination or "reduction in force" (RIF), or illness or death. Last year one-third of the vacancies were reported as being due to retirement.

In comparison to last year, there was a decrease in the percentage of districts reporting a major difficulty in filling teacher positions in all subject areas but one—high school science. This year, the most difficult positions to fill were high school math, high school science, and foreign languages. According to district respondents, this year the main reason for teacher shortages was a lack of number of teacher candidates in particular areas. Responses indicate a slightly more positive view of teacher preparation this year than last. Last year three personnel directors (15.8%) reported teachers were better prepared, 14 (73.7%) reported teachers were as prepared, and two (10.5%) felt teachers were less prepared than in previous years. This year five personnel directors (26.3%) reported that teachers were better prepared than in prior years, 13 (68.4%) reported that teachers were as prepared as they had been in prior years, and no one reported teachers were less prepared than previously. (One did not respond, since the district did not hire any teachers.)

District personnel directors reported that 49 Alternative Routes to Certification (ARTC) teachers were hired this year, almost an identical number to last year and eight more than two years ago.

The recruitment tool with greatest use among school districts were district websites, with 14 of 19 districts (73.7%) utilizing this tool. This year, however, districts reported a decrease in the usage of many recruitment tools that had been popular in previous years. The second most widely used recruitment tool was UD Project Search (68.4%); last year 84.2 percent of districts utilized this tool, and 89.5 percent of districts used it two years ago. One recruitment tool—participating in recruitment trips and fairs to neighboring states—went from being reported by almost half (47.4%) the districts as being greatly used to a single district reporting it so this year.

Despite 11 districts having early-notification-incentive programs, this year witnessed later notification of teacher vacancies than last year. Last year districts received notification in

August resulting in 121 vacancies, while this year August notification resulted in 205 vacancies. While the instances of teachers renegeing on acceptances of job offers decreased this year (21 this year and 36 last year), the number of districts reporting contractual hindrances that delayed teacher hiring increased from 52.6 percent to 63.2 percent. Nine of these 12 districts reported having attempted to address contract issues during their latest negotiations.

Many districts have reported changes in their teacher recruitment and hiring policies and experiences over past year due to the impact of the economy. Sixteen of the 19 districts (84.2%) have curtailed out-of-state teacher-recruitment efforts. Fifteen of the 19 districts (78.9%) report that their teacher applicant pool is expanding and that experienced teachers are delaying their notification of retirement. More than half of all districts reported having given no or limited local salary increases and that they are hiring teachers later in the year because of September 30 count concerns. More than one-third of the districts (36.8%) RIF'd teachers this past year. However, few districts (26.3%) have curtailed offering contracts at UD Project Search.

For a third year, the survey included questions regarding administrator demand and supply to gauge Delaware's ability to fill administrative positions. The data indicate that much activity in the state is focused on school-administrator recruitment, retention, and preparation. Districts had five times more qualified applicants than vacancies and did not report major problems in filling 57 administrator positions. However, only four administrators were newly hired from out of state. Half of the reasons for administrator vacancies were reported as being due to retirement. As in the previous several years, almost three-quarters of the districts reported major difficulty in hiring speech pathologists.

Given the financial turmoil in the past year, it was expected that districts would face challenges that could well change their recruitment-and-retention circumstances and actions. Indeed, the analysis of the survey results above indicate many changes in teacher and

administrator recruitment and retention this year, including indicators of late hiring (more teachers hired in August or later), more temporary contracts (often for those hired after the first day of school), and fewer early letters of intent (especially early in the hiring process). Districts also reported fewer hiring difficulties, and there was a small increase in their positive view of new teacher preparation. Districts also noted later notification of teacher vacancies and less contract jumping by new teacher hires. And districts clearly changed their level and type of activity in recruitment strategies; for example, only one district reported much use of attending recruitment events out of state this year.

The 11 charter school representatives who responded presented a relatively positive picture of their hiring for the 2008-2009 school year. They were positive about the preparation of the new teachers they hired, had few unfilled positions, and report less impacts of the difficult economy than their school-district counterparts. However, charters still faced problems. They hired teachers late, had to deal with new teachers breaking their commitments late in the hiring process, and judged finding qualified speech pathologists as problematic. Unlike school districts, charters are likely to create their own teacher vacancies by dismissing teachers, view low salaries as their major recruitment obstacle, and use traditional print-recruitment means rather than rely as much on the Web or out-of-state recruitment trips. In the end, through, they agree with their school-district peers on how to upgrade teacher recruitment and retention.

This year's survey included a new question based upon Governor Jack Markell's inaugural speech. In his 2009 inaugural speech, Governor Markell stated, "We will retain, recruit, and train the best teachers in America...." Districts were presented with a list of actions and were asked to indicate how helpful toward Governor Markell's goal for Delaware they think each action would be. Fifteen of the 19 school districts (78.9%) feel that expanding teacher-education programs at Delaware universities in critical needs areas would be very helpful toward

accomplishing this goal. Eleven of 19 districts (57.9%) believe that refocusing school leadership on instructional quality and high-quality teaching and learning conditions would be very helpful towards accomplishing this goal. Ten of the 19 districts (52.6%) feel that improving the teacher-licensing system by giving school districts more flexibility to decide what classes teachers need to take to earn and renew their licenses would be very helpful.

Analysis of the DOE payroll data indicates that teachers at the lowest level of experience continue to leave the state teaching force, but this trend abated to some degree this year. Thus, 27.3 percent of teachers who left in the past year did so with five or fewer years of experience in Delaware. This percentage is lower than last year's 40.8 percent and is slightly lower than two years ago (33.8%). The reasons for this decrease are unclear. Overall teacher attrition increased from 9.9 percent last year to 10.5 percent this year.

Introduction

For the 2008-09 school year, the 19 public school districts throughout the state of Delaware reported hiring a total of 1,056 teachers. 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 teachers were offered contracts, which teaching and non-teaching positions were difficult to fill, and recruitment tools used. All of the districts completed the survey. In addition to the 19 school districts in the state, this year's survey was also distributed to the 18 charter schools in Delaware. Of the 18 charters, 11 responded to the survey. For a third year, the survey also included questions concerning administrator supply to gauge Delaware's personnel directors' ability to fill administrative positions.

This year's survey, the seventh in an annual series, was administered through the Delaware Department of Education DEEDS website. The project was conducted through the Institute for Public Administration (IPA) within the College of Education & Public Policy at the University of Delaware. The Teacher and Administrator Supply Survey from 2007-08 was analyzed and redesigned in conjunction with Dr. Wayne Barton, Director of Professional Accountability at the Delaware Department of Education (DOE), as well as consultation with various DOE, school district, charter school representatives, and University of Delaware personnel knowledgeable about teacher recruitment and retention. The survey was posted on the DEEDS website from March 25, 2009, to May 22, 2009.

The reader should note that this report is based upon subjective and objective data. The DOE payroll data are relatively objective and accurate. While there are some issues with reporting teaching experience for new teachers, generally the personnel records are valid. The survey responses from the district and charter personnel directors include some objective

information, such as the number of new teachers hired for fall 2008, but also include more subjective responses, such as the personnel director's view of the preparation of new teachers and the utility of various recruitment activities. Admittedly, sometimes it is difficult to ascertain to what extent changes in responses from year to year are due to changes in directors (two new school district personnel directors completed the form this year), local circumstances, and statewide trends. When possible, we report five-year trends on major indicators and focus on changes from the previous year throughout the report.

School District Personnel Director Survey Results

The analysis of the results of the survey of the 19 personnel directors reflect the findings about teacher hiring, critical-needs areas, non-teacher hiring, and recruitment strategies over the past five years. The first section of the report contains the results of the Teacher and Administrator Supply Survey. The data in the text and tables are reported as the percentage of districts answering a question in a particular way. For example, if 12 of the 19 district personnel directors reported a response was a “major problem” related to teacher shortages in their district, the percentage of districts offering this response is indicated as 63.2 percent.

Teacher Hiring

Personnel directors report that a total of 1,056 teachers were hired by the 19 school districts for the 2008-09 academic year, including 680 teachers on regular and 376 hires on temporary contracts. This includes 214 teachers changing districts within the state, as reported in the DOE Payroll Data Results section below. The hiring dates of 620 of the 680 new teachers on regular contracts were reported (Figure 1a and Table 1).

Late hiring of teachers is higher than the past two years. This year, 61 percent of the teachers hired were hired in August or later (Figure 1b). Last year, 50.8 percent were hired late, compared to 44.8 percent two years ago. Thus, there has been a substantial increase in late teacher hiring over the past three years.

The month with the most reported hires remains August (272 hires), followed by July (122 hires) and June (75 hires). This year, 45 teachers were hired in May or earlier. This year’s monthly hiring pattern mimics last year’s. Last year, the month with the most reported hires was also August (199 hires), followed by July (107 hires) and June (77 hires). Last year, 113 teachers were hired in May or earlier, over twice as many as this year.

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

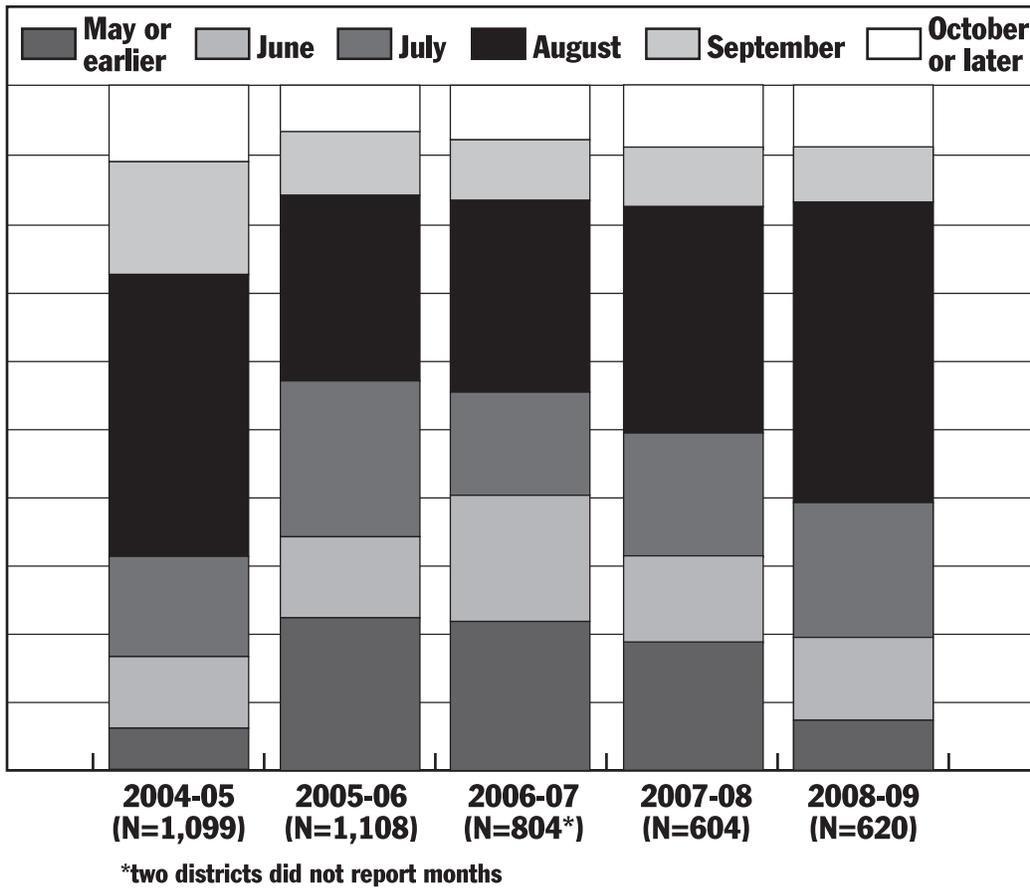
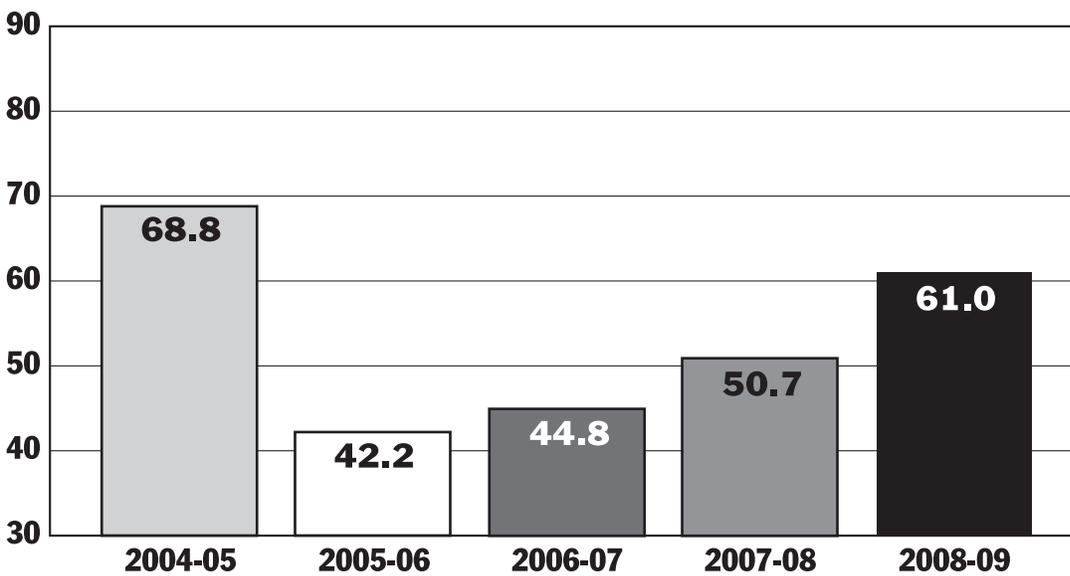


Figure 1b.
 Percent of Teachers Hired August or Later: Five-Year Comparison



Twelve districts provided letters of intent to some of their recruits before actually issuing contracts, thus notifying these new teachers earlier of their new positions. There were 365 letters of intent issued by these 12 school districts in the year 2008-09. During the months of April, May, and June, however, only 70 letters of intent (19.2%) were issued. By comparison, in 2007-08 there were 219 letters of intent issued by five school districts, of which 37.9 percent of letters were issued in April, May, and June. **Thus, a further sign of late hiring for the 2008-09 school year was the precipitous drop in early letters of intent from 219 to 70—one-third of last year’s number.**

Between March and May, when the survey was distributed and completed, personnel directors reported a total of 20 unfilled teaching positions in the state. Unfilled positions include: elementary (4), science (4), special education (3), math (3), Spanish (2), school psychologist, library media, middle school English language arts, and gifted and talented. The number of reported unfilled positions is three higher than last year. This year the survey also requested information on the type and number of emergency certificates requested. School district personnel directors reported a total of 149 such requests. The most mentioned fields were science (9 districts), special education (8 districts), and math (5 districts).

There were also 49 Alternative Routes to Certification teachers hired for 2008-09. This was two more than were reported last year and is eight more than two years ago.

Of the new hires, 376 were on temporary contracts this year. This is an increase from 290 last year (2007-08) and 309 two years ago. The most common reason indicated for temporary contracts was hiring after the first student day of school; eight of the 19 school districts (42.1%) indicated it as a major reason, and two of the 19 school districts (10.5%) indicated it as a moderate reason. Eight of the 17 districts indicated they used temporary contracts because they hired after the opening of the school year, which accounts for 128

teachers hired on temporary contracts.

Another reason indicated for temporary contracts was temporary needs such as pregnancy, illness, and sabbaticals; four of the 19 school districts (21%) indicated it as a major reason, and seven out of 19 districts (36.8%) indicated it as a moderate reason. Seven of the 19 school districts (36.8%) indicated uncertainty of the September 30 count, and four of the districts indicated that teachers were not yet “highly qualified” or “certified” as reasoning for temporary contracts.

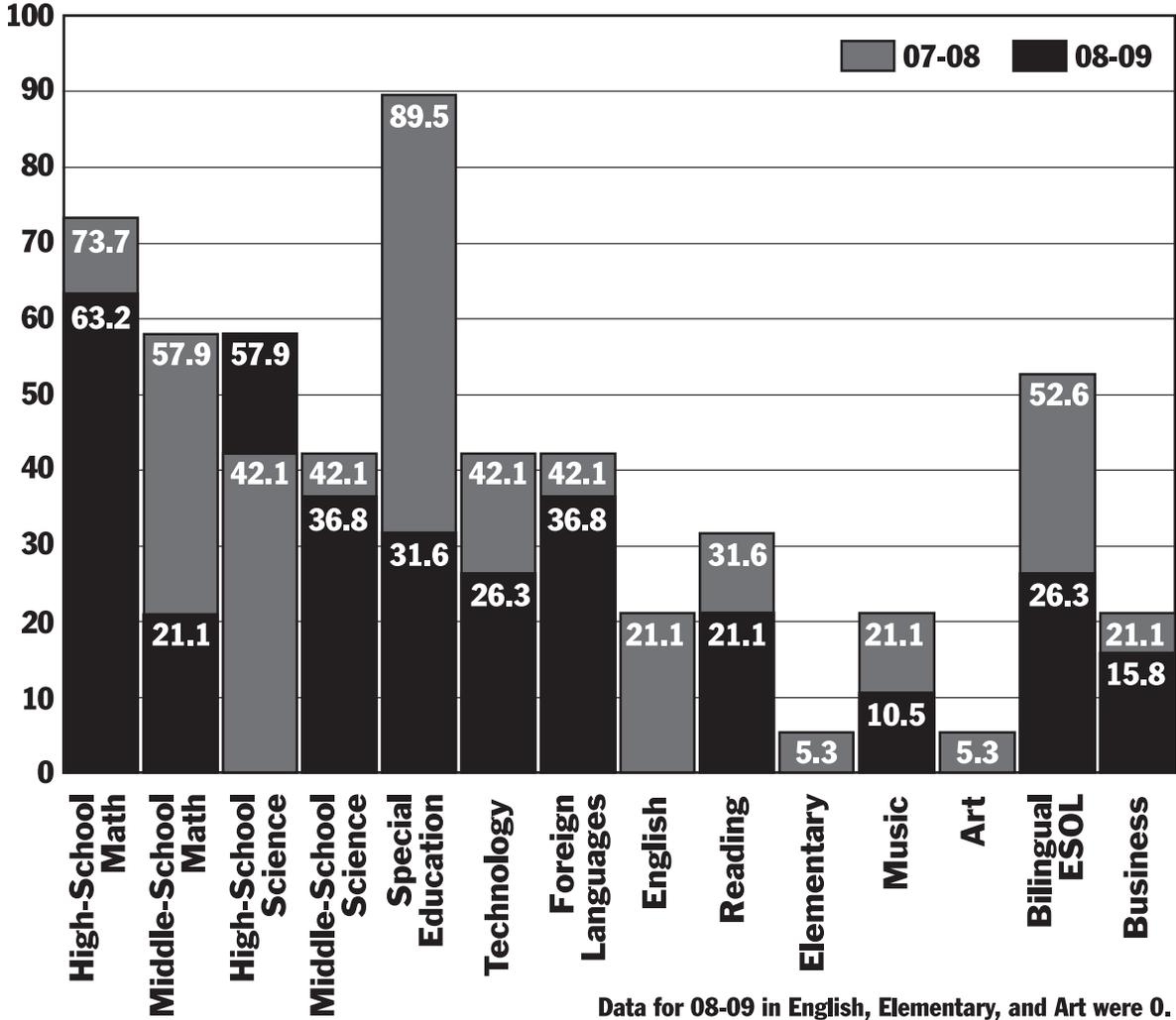
These results, hiring in August or later, fewer letters of intent in April and May, and teachers hired on more temporary contracts, indicate backsliding on efforts to hire teachers early rather than late in the hiring process. The reasons for this will become clear in the results reported below.

Teacher Shortages

Teacher shortages continue to exist in several areas. **In comparison to last year, however, there is a decrease in the percentage of districts reporting a major difficulty in filling all subject areas but one—high school science** (Figure 2 and Table 2). This year, the most difficult positions to fill were high school math, high school science, and foreign languages.

While difficulty in filling high school math positions has decreased from last year, high school math was the most difficult position to fill this year. Twelve out of 19 districts (63.2%) reported that high school math positions were very difficult to fill. Last year, districts reported similar difficulty in high school math; 14 of the 19 districts (73.7%) reported great difficulty. This year personnel directors indicated they had less difficulty filling special-education positions than in prior years. This year, six of the 19 districts (31.6%) reported that teachers in this area were difficult to hire. This was a very significant decrease from 2007-08, where 17 out of 19 districts (89.5%) reported difficulty filling special-education positions.

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



Personnel directors also reported less difficulty in filling Bilingual/ESOL positions. This year, five of the 19 districts (26.3%) reported that Bilingual/ESOL positions were very difficult to fill. Last year, ten of the 19 districts (52.6%) denoted bilingual teaching positions as very difficult to fill, and two years ago seven of the 19 districts (47.4%) indicated that Bilingual/ESOL teaching positions were difficult to fill.

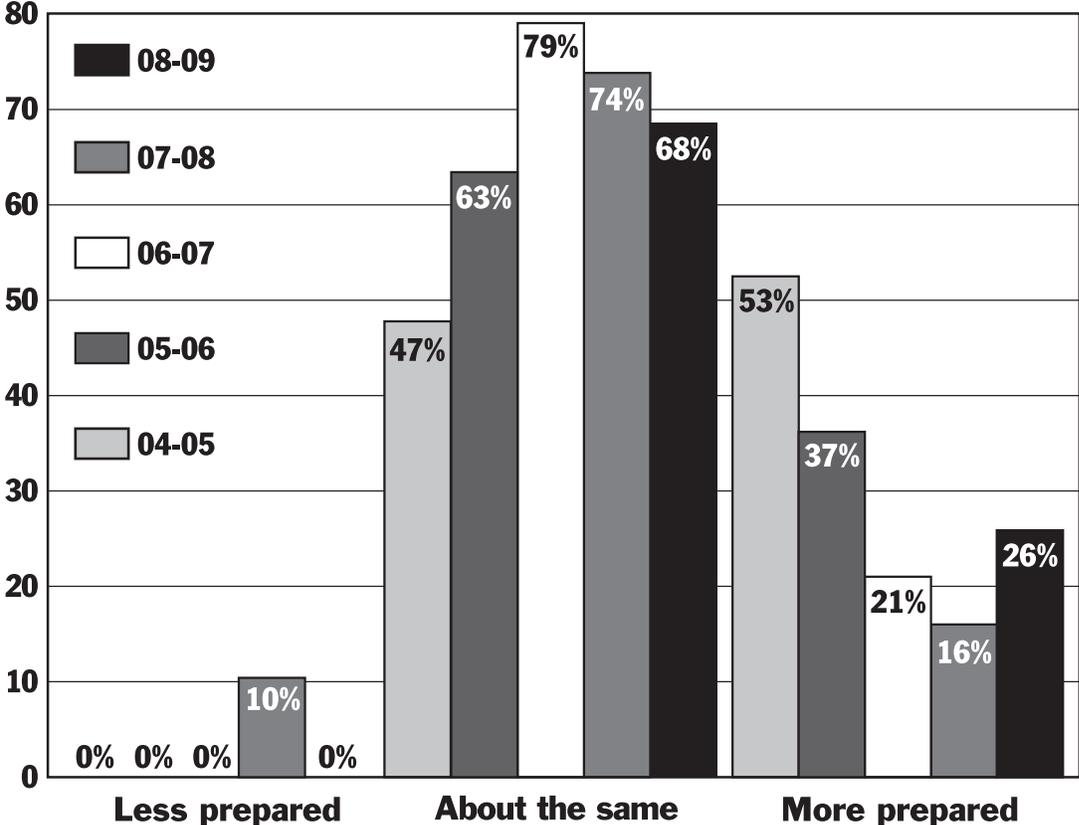
On the opposite end of the spectrum, districts reported ease in hiring elementary-education, physical-education, and social-science teachers. Hiring in all of these areas was similar to that reported for 2007-08. Fourteen of the 19 districts (73.7%) reported no difficulty in hiring elementary and physical education teachers. Similarly, social-science (68.4%) positions were not viewed as difficult to hire by two-thirds (68.4%) of the districts.

Teacher Preparation

Personnel directors were asked about how prepared they felt their new teachers were this year. Overall, five personnel directors (26.3%) reported that teachers were better prepared than in prior years, and 13 personnel directors (68.4%) reported that teachers were as prepared as they had been in prior years (Figure 3 and Table 3). One personnel director responded “not applicable” because his/her district did not hire any teachers this year. These responses indicate a slightly more positive view of teacher preparation this year than last year, when three directors (15.8%) reported teachers were better prepared and 14 personnel directors reported teachers were as prepared as they had been in previous years. Last year, two of the districts felt that teachers were less prepared than in prior years.

Gauging the perceived, absolute quality of new teachers, two personnel directors (10.5%) reported that teachers were *all* highly prepared. Twelve personnel directors (63.2%) reported that almost all were highly prepared, two (10.5%) reported that more than half were highly prepared, and two (10.5%) reported that half were highly prepared. These results suggest a small

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



perceived improvement in new teacher preparation. Last year, two personnel directors (10.5%) reported that teachers were all highly prepared, ten (52.6%) reported that almost all were highly prepared, five (26.3%) reported that more than half were highly prepared, and two (10.5%) reported that half were highly prepared.

Reasons for Teacher Shortages

According to the district respondents, this year the main reason for teacher shortages was a lack of number of teacher candidates in particular areas (Figure 4 and Table 4). Twelve out of the 19 districts (63.2%) reported that a lack of number of teacher candidates in specific areas was the main reason for teacher shortages. This is a decrease from 2007-08 where 14 out of 19 districts (73.7%) selected this reason. The second most common reason was a lack of qualified candidates in particular areas; 11 out of 19 districts (57.9%) denoted this as a major problem, also two fewer than last year.

Vacancies

The reasons teachers left districts this year, as reported by district personnel directors, were specified for 605 of 808 (74.9%) vacancies reported. Last year, 476 out of 771 vacancies were reported (61.7%). Of the 605 reported reasons for teachers leaving, responses varied. According to district personnel, 170 teachers (28.1%) for whom they reported a reason for leaving left because they were retiring (Figure 5 and Table 5). Additional reasons for teachers leaving were as follows:

- Left to take a position in another Delaware school district (N=51)
- Left to take a position in another district outside of Delaware (N=31)
- Left to relocate with family (N=19)
- Left for family/personal reasons (N=15)
- Left because they were dismissed (N=9)

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

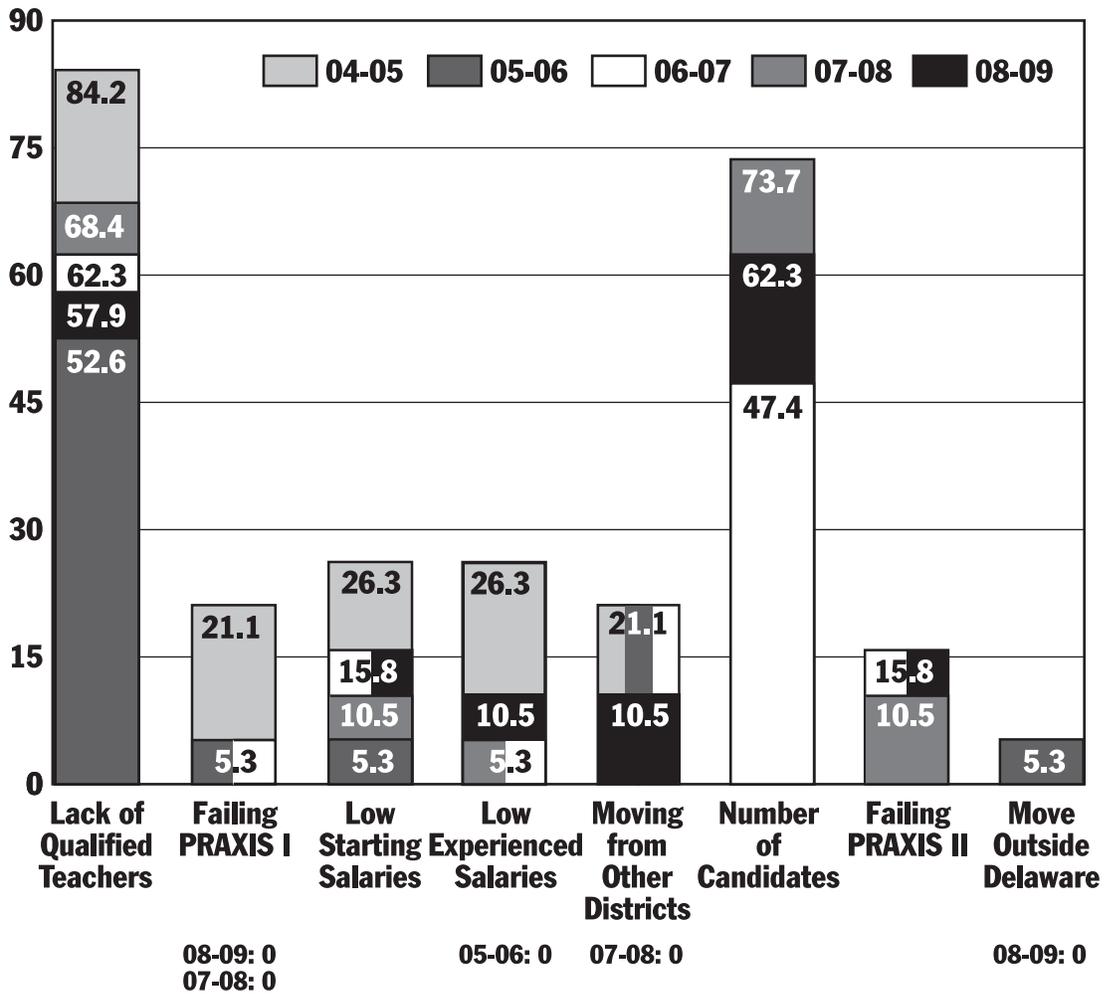
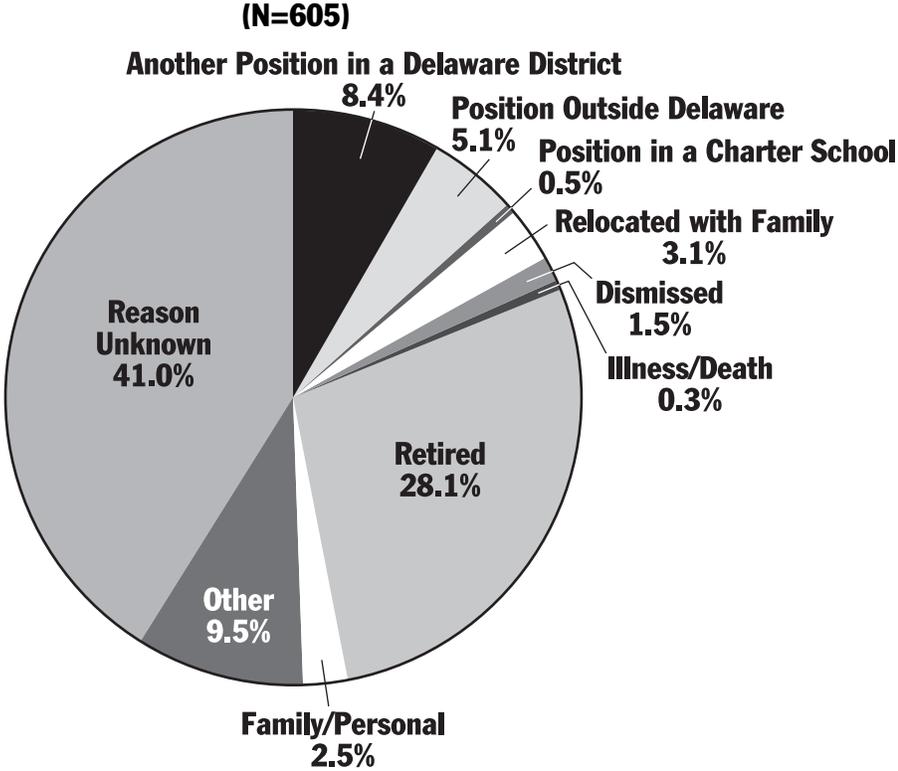


Figure 5.
Reasons for Teachers Leaving



- Left because they were RIF'd (N=4)
- Left to take a position at a charter school (N=3)
- Left because of illness/death (N=2)
- Other known reasons for leaving (N=53)

Eleven of the 19 districts (57.9%) offer incentives for early notification of plans to retire. Many of the districts offer financial incentives for employees giving early retirement notifications. Three districts reported that they offer employees \$50 for each consecutive year of service to the district. Three districts offer employees \$500 if they give their retirement notice by a given date. One district offers sick leave payoffs to retiring employees.

In order to understand the reasons for vacancies and determine the gap between finding out about vacancies and hiring, personnel directors were asked to indicate when they learned about the vacancies. They were asked to provide the number of vacancies learned about within a given time period, starting with October 2007 or earlier and continuing month-by-month until September 2008. This provided information on when vacancies were reported for the 808 vacancies reported for the 2008-09 academic year. Only 21.2 percent of teacher vacancies were reported by April 2008 or earlier, slightly less than the 27 percent last April (Table 6). The largest number of vacancies (205) was reported in August 2008, followed by July 2008 (175). **The vacancies reported this year were learned of much later than last year, when only 121 vacancies were reported in August.**

Teacher-Hiring Problems

This year, 63.2 percent of school districts (12 of 19) reported contractual barriers or hindrances that delayed them from offering a contract to a teacher. This is an increase from last year, when 52.6 percent of the districts reported facing difficulties related to this issue. Seven of the 19 school districts specifically identified transfer clauses as a contractual hindrance. Two

school districts reported that they needed to go through RIF'ing and displacements prior to offering positions to external candidates. Contractual barriers or hindrances that delayed contract offerings were reported as follows:

- Budget issues
- Contract language and salary negotiations
- Required to put teachers on temporary contract if hired after the first student day
- The District and local education association worked together through a MOU to expedite hiring.
- The unknown nature of the state budget made us delay some contract offers.

Three years ago, an additional question was added to the survey to determine whether personnel directors tried to renegotiate these contractual barriers in the last collective bargaining negotiations. **Of the 12 districts that reported contractual barriers, nine tried to renegotiate their contract at their last collective-bargaining negotiations (75%), indicating that districts are not only aware of these contractual problems, but they are trying to address them.**

Eight of the 19 districts (42.1%) report that they administer an exit survey to teachers who leave the district. Last year, 11 of the 19 districts (57.9%) reported using an exit survey. This year, the most common type of contract used is a specific-assignment contract. Fourteen of the 19 districts (73.7%) use a specific-assignment contract, while five of the 19 districts (26.3%) have open contracts. Last year, 11 of the 19 districts (57.9%) offered candidates open contracts and eight of the 19 districts (42.1%) had specific assignment contracts.

Personnel directors are understandably frustrated when teachers agree to a contract and then leave for another district or position. However, they reported far less such behavior this year than last. In 2008-09, 21 teachers who were offered and then accepted a position later chose to take a position in another Delaware school district, 13 chose to take an out-of-state teaching position;

three decided to remain in their current position, and two decided not to teach. **This year represents a large decrease in teachers accepting a position and later choosing a position in another Delaware school district.** Last year, 36 teachers who were offered and accepted a position later chose to take a position in another Delaware school district. In addition, 26 teachers chose to take an out-of-state teaching position, and five teachers decided not to teach.

Non-teaching Position Shortages

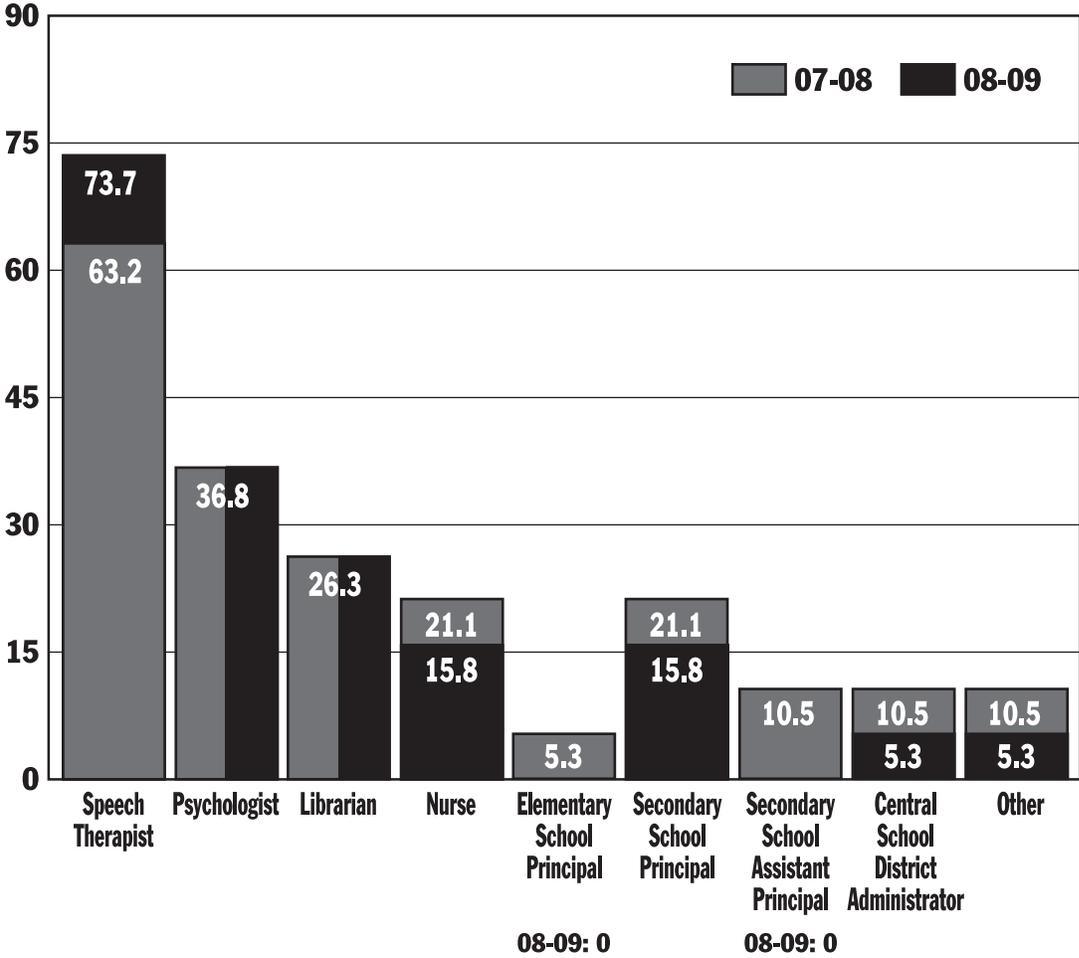
The non-teaching position viewed as hardest to fill by personnel administrators for the 2008-09 school year was that of speech therapist (Figure 6 and Table 7). This is the same finding for the fourth consecutive year. Fourteen out of the 19 districts (73.7%) reported hiring speech therapists as very difficult, and 13 (69.4%) indicated speech therapists as the most difficult non-teaching position to fill. A majority of the districts (52.6%) reported that it was very difficult to hire guidance counselors, and two (10.5%) indicated that guidance counselor positions were moderately difficult to fill.

Personnel directors expected similar problems to persist in hiring for the upcoming school year. The most common problem noted centered on finding speech pathologists. Several personnel directors expressed concern that it is becoming more difficult to find qualified and experienced speech pathologists. Another personnel director felt that there will continue to be a shortage of language therapists primarily because many universities are not offering that program and private industry is competing with educational systems for people with those skills.

Recruitment Tools

In order to find good teachers, it is necessary for personnel directors to use effective recruitment tools. Personnel directors were asked what tools they used as well as the effectiveness of each tool. **This year personnel directors were demonstrably less proactive in recruitment of teachers than last year.**

Figure 6.
 Percent of Districts Indicating Major Difficulty in Filling Non-Teaching Positions



The recruitment tool with greatest use among school districts was the district website, with 14 of 19 districts (73.7%) utilizing this tool (Figure 7a and Table 8). **This year, there was a slight drop in the number of districts using their websites as a recruitment tool.** Last year, 89.4 percent of districts used their website for advertisement purposes and 84.2 percent for online applications; this year 73.7 percent advertised on their website, and 73.7 percent utilized their websites for online applications (Figure 7b).

This year districts reported a decrease in the usage of many recruitment tools that had been popular in previous years. The second most widely used recruitment tool was UD Project Search (68.4%); last year 84.2 percent of districts utilized this tool, and 89.5 percent of districts used it two years ago. **One recruitment tool—participating in recruitment trips and fairs to neighboring states—went from almost half the districts (47.4%) greatly using the tool last year to a single district (5.3%) using it this year greatly to recruit.** Personnel directors in 12 districts reported a total of 32 recruitment trips to neighboring states, and ten trips to non-neighboring states were reported by six districts. Ten districts reported hiring a total of 49 of their student teachers this year.

Resources for Personnel Recruitment

This year's survey included questions gauging the priority of administrator and teacher recruitment and retention. Administrator recruitment was the highest priority for three of the 19 districts (15.8%) and a high priority for five districts (26.3%). Administrator retention was the highest priority for one district (5.3%) and a high priority for 13 districts (68.4%).

Comparatively, last year, administrator retention was the highest priority for seven of the 19 school districts (36.8%) and a high priority for seven districts (36.8%). This year, teacher recruitment was the highest priority for five of the 19 districts (26.3%) and a high priority for eight districts (42.1%). Teacher retention was the highest priority for five of the 19 districts

Figure 7a.
Percent of Districts Reporting Great Use of Recruitment Tools: 2008–09

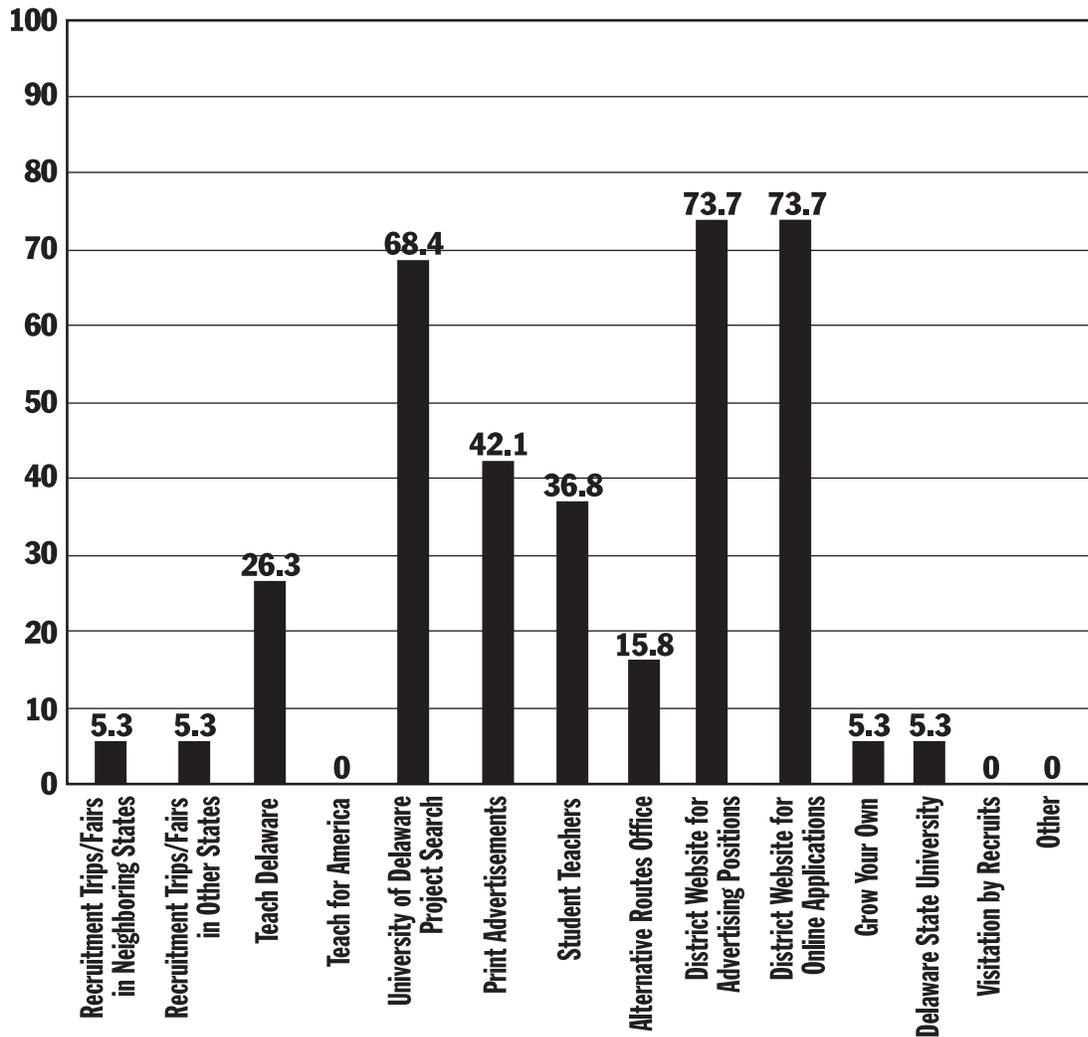
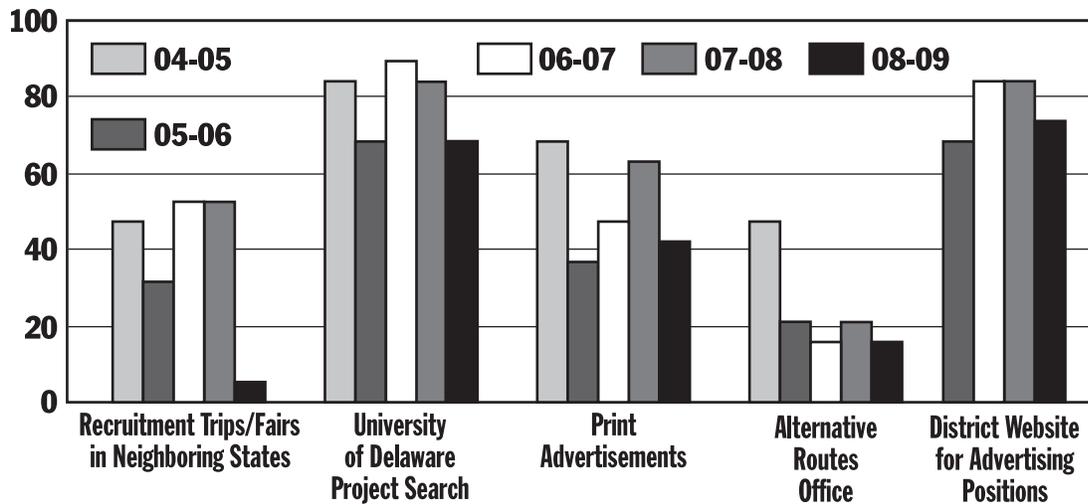


Figure 7b.
Percent of Districts Reporting Great Use of Recruitment Tools: Five-Year Comparison



(26.3%) and a high priority for 11 districts (57.9%). **Teacher recruitment and retention remains a higher priority than administrator recruitment and retention, but personnel directors report the both have decreased as priorities from last year.**

Because recruitment is a substantial part of the personnel director's position, a specific recruitment budget may be allocated to help with organization and support. Fifteen of the 19 districts (78.9%) have a budget set aside specifically for the purpose of recruitment. Last year, almost two-thirds (63.2%) of the districts (N=12) denoted having a budget set aside for these purposes. There is a slight discrepancy between districts reporting a budget set aside and those providing a budget amount. Among the seventeen districts providing an amount, there was a great variation in the size of the budget. The ranges of the amounts:

- 0 to \$5,000 (11 districts)
- \$5,001-10,000 (2 districts)
- \$10,001-15,000 (4 districts)
- \$15,000-20,000 (2 districts)

Four districts reported having no specific recruitment budget; last year six districts reported having no specific recruitment budget. Thus, there has been movement toward establishing budgets for teacher recruitment and retention in more Delaware districts this year.

Administrator Hiring

Personnel directors were asked questions concerning availability of positions, vacancies, and qualifications of administrator applicants. Personnel directors reported that a total of 57 school administrators were hired for the 2008-09 academic year. Based on the responses, five of the administrative positions filled were new hires. Twenty-three of the administrative positions filled replaced an incumbent administrator. (It is not clear why the two categories do not total 57 positions.) Forty-five of the administrators hired were from inside the school district, eight of

those hired were from Delaware but outside the school district, and four were hired from out-of-state. **Thus, the vast majority of administrators (93%) were hired from within the state** (Figure 8 and Table 9).

A portion of the survey asked personnel directors how their new administrators were prepared for their positions. Sixteen (28.1%) of the hired administrators participated in a school district's succession-planning program to prepare and develop administrators. Two of the 57 hired administrators (3.5%) had participated in a university internship program where they had worked in a school district with a mentoring principal. Ten of the 19 districts (52.6%) indicated that they have their own program to prepare and develop administrators.

Twelve of the 19 districts (63.2%) also stated that they have a program to support new principals during the induction stage (years 1-3). **These results indicate that a good deal of activity among school districts in the state is focused on school administrator recruitment, preparation, and retention.**

The personnel directors of the 19 school districts reported the reasons for 28 administrator vacancies for the 2008-09 school year. The most common reason for an administrator vacancy was retirement; half of vacancies were attributed to this factor. Other reasons for administrators leaving include: took a position in another Delaware school district (3); were RIF'd (4); illness/death (1); do not know (1); and other known reasons for leaving (5) (Figure 9 and Table 10).

School districts reported receiving a total of 687 applications for administrative positions for the 2008-09 school year. Personnel directors deemed only 280 applicants (41%) as qualified for the administrative positions; however, these 280 applicants were five times the number of administrator positions to be filled. Thus, it is not surprising that district personnel directors lack immediate concerns about administrator hiring. Only 52.6 percent of districts anticipate a future

Figure 8.
Sources of Recently Hired District Administrators

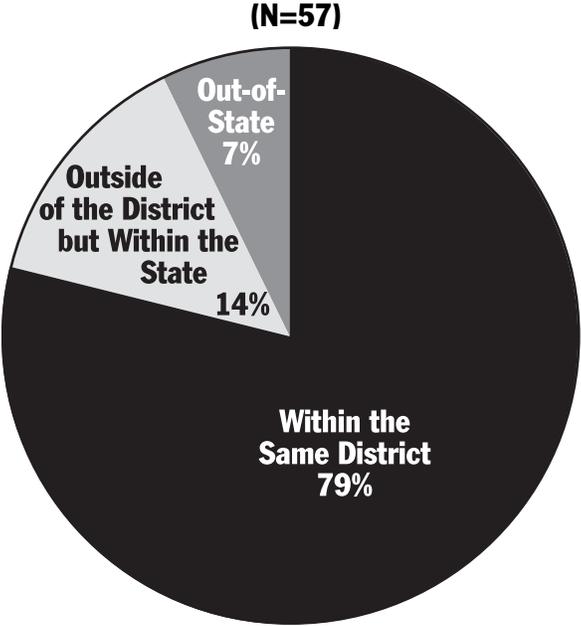
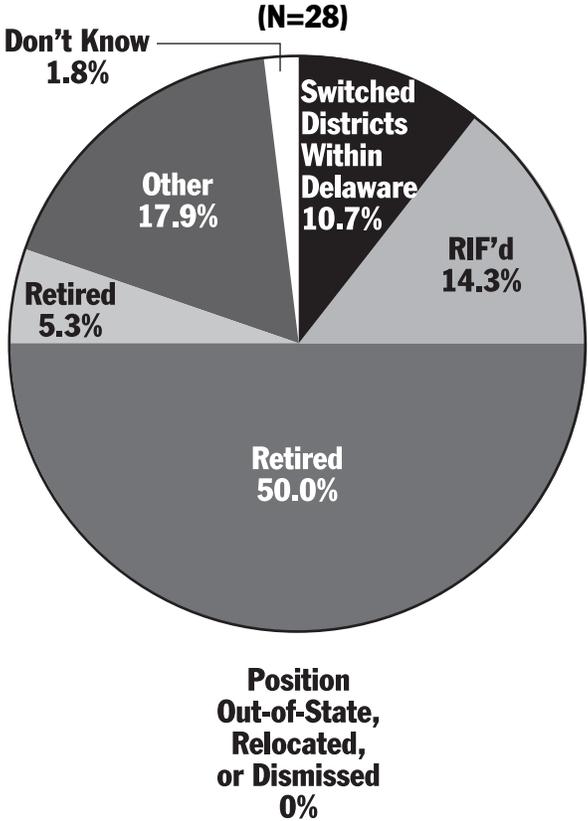


Figure 9.
Reasons for District Administrator Vacancies



need for administrators.

Given the increasing significance that the retirement of the baby boomers will play and the current financial stresses on school districts, the survey included questions on whether the districts project future needs for teachers and administrators. The results indicate that 89.5 percent of the districts (17 of 19) do conduct teacher projections, but the variety of approaches briefly described was quite great. Personnel directors reported basing teacher needs on projected (1) student enrollments and unit counts, (2) retirements and resignations, (3) new houses to be built in the district, and (4) program offerings. Projections of the need for administrators, which were done in ten of the districts (52.6%), were based primarily on projected changes in student enrollment and retirements.

Given the financial turmoil in the past year, it was expected that districts would face challenges that could well change their recruitment and retention circumstances and actions. Indeed, the analysis of the survey results above indicates many changes in teacher and administrator recruitment and retention this year, including indicators of late hiring (more teachers hired in August or later), more temporary contracts (often for those hired after the first day of school), and fewer early letters of intent (especially early in the hiring process). Districts also reported fewer hiring difficulties, and there was a small increase in their positive judgment of new teacher preparation. Districts also noted later notification of teacher vacancies and less contract jumping by new teacher hires. And districts clearly changed their level and type of activity in recruitment strategies; for example, only one district reported much use of attending recruitment events out of state this year. Anticipating the possibility of results such as these, a question was included in the survey instrument to explicitly gauge changes that could result from our troubled economy.

Many districts have reported changes in their teacher recruitment and hiring

policies and experiences over the past year due to the impact of the economy. Sixteen of the 19 districts (84.2%) have curtailed out-of-state teacher recruitment efforts (Table 11). Fifteen of the 19 districts (78.9%) report that their teacher-applicant pool is expanding and that experienced teachers are delaying their notification of retirement. More than half of all districts report no or limited local salary increases and that they are hiring teachers later in the year because of September 30 count concerns. More than one-third of the districts (36.8%) have RIF'd teachers this past year. However, few districts (26.3%) have curtailed offering contracts at the UD Project Search.

This year's survey included a new question based upon Governor Jack Markell's inaugural speech. In his 2009 inaugural speech, Governor Markell stated, "We will retain, recruit, and train the best teachers in America...." Districts were presented with a list of actions and were asked to indicate how helpful toward Governor Markell's goal for Delaware they think each action would be. Fifteen of the 19 school districts (78.9%) feel that expanding teacher-education programs at Delaware universities in critical needs areas would be very helpful toward accomplishing this goal (Table 12). Eleven of 19 districts (57.9%) believe that refocusing school leadership on instructional quality and high-quality teaching and learning conditions would be very helpful towards accomplishing this goal. Ten of the 19 districts (52.6%) feel that improving the teacher-licensing system by giving school districts more flexibility to decide what classes teachers need to take to earn and renew their licenses would be very helpful.

Receiving the strong support of just under a majority of district personnel directors were ideas to provide higher salaries for teachers in critical-needs areas such as math and science (47.4%), prohibit newly hired teachers from "jumping" contracts within the state after July 1 (47.4%), expand the Alternative Routes to Certification program in Delaware (42.1%), and create an adjunct certification to allow individuals with recognized expertise and experience in

high-needs disciplines to work part time (47.4%). Two actions received limited support: consolidate and expand statewide teacher-recruitment efforts (26.3%) and provide a relocation bonus for teachers new to a district if they promise to stay for at least three years (36.8%). Although receiving some support, few of the 19 personnel directors thought bringing the Teach for America program to Delaware (0%), improving the New Delaware Teacher Mentoring/Induction Program (15.8%), ensuring no school has a majority of disadvantaged students (21.1%), and establishing statewide working-condition standards for areas such as scheduled planning time, instructional supplies, and professional development (10.5%) would be very helpful policies to upgrade teacher recruitment, retention, or training.

Charter School Personnel Director Survey Results

Eleven of Delaware's 18 charter schools completed this year's survey. Responding charters included schools with varying grade configurations including early elementary through middle school and one K-12 charter. Almost all the responding charters served elementary school students.

Teacher Hiring

The 11 charter schools reported hiring a total of 66 teachers for the 2008-09 academic year. Mirroring the late-hiring practices of school districts, the most frequent month for charter school hiring was August (60%). Charter school personnel directors reported that there were four teaching positions that remained unfilled as of the completion date of this survey. The unfilled positions include three elementary-education positions and one music position.

Charter schools reported a limited use of letters of intent. They only issued three letters of intent in June. Charter schools only hired five teachers on temporary contracts. Three of the 11 responding charter schools noted that temporary needs such as pregnancy, illnesses, and sabbaticals served as major reasons for temporary contracts.

Teacher Shortages

For charter schools, hiring difficulties continue to exist in the critical-needs areas, but there is no consensus on the most difficult positions to fill. Three schools felt that special-education and reading positions were very difficult to fill. Foreign-language and elementary positions were most difficult to fill for two schools, but there was little agreement beyond that. Other areas viewed as most difficult to fill include music, reading, high school science, and business education. Two schools felt that middle school math, music, high school science, and technology positions were very difficult to fill.

Qualifications

The charter schools were asked to compare the qualifications of teachers hired in 2008-09 with those of prior years. **Charter school respondents were more positive than school district respondents with respect to new hires being more prepared than in previous years.** Among the 11 charter school respondents, 45.5 percent reported that their hires were more prepared than in past years, 45.5 percent reported their hires were as prepared as prior years, and one charter school responded not applicable because their charter school did not hire any new teachers for the 2008-09 school year. In contrast, five school-district personnel directors (26.3%) reported that teachers were better prepared than in prior years, and 13 (68.4%) reported that teachers were as prepared as they had been in prior years.

Reasons for Teacher Shortages

While the regular public school districts found that the lack of qualified applicants in particular areas was a major problem resulting in teacher shortages, the number one reported problem for charter schools was low salaries for both starting and experienced teachers. Of the 11 charter schools, 45.5 percent reported that low starting salaries and low salaries for experienced teachers was a major problem leading to teacher shortages. Only 15.8 percent of school districts reported low starting salaries as a major problem, and 10.5 percent of school districts reported low salaries for experienced teachers as a major problem.

Vacancies

There were a total of 59 vacancies reported by the 11 charter school respondents this year. The reasons for all of these vacancies were reported. Fourteen teachers left to take a position in a Delaware school district, while three took a position in a district outside of Delaware. Five teachers left to take a position at a charter school, three relocated with family; 17 were dismissed, 11 left for personal/family reasons, two were RIF'd, one retired, one left for

other known reasons, and one teacher left for unknown reasons. Thus, teachers left charter schools for a variety of reasons. **It is interesting to note that the number of dismissed teachers reported by the 11 charter schools (N=17) was twice the number reported by all 19 school districts (N=9).**

The survey data also indicate when the vacancies occurred. Data were reported for 53 of the 59 teacher vacancies. Charter schools were asked to indicate how many vacancies were reported each month. The largest number of vacancies was reported in June 2008 (14); which accounts for 26.4 percent of the total number of vacancies in charter schools. Indeed, a majority of vacancies were known by June or earlier. School-district personnel directors reported teacher vacancies later than the charter schools. The largest number of vacancies in school districts were reported in August 2008 (205), followed by July 2008 (175). Perhaps not surprisingly, none of the charter schools offer any incentive for early notifications of plans to retire.

Teacher-Hiring Problems

One hiring problem charters faced was that some teacher candidates committed to work and then changed their minds. This is also a problem reported by the school districts. Six of the 11 (54.5%) charter schools reported that some teacher candidates had committed to work in their charter school and then changed their minds between July and September. Of these teachers, 12 took positions in Delaware and three took positions outside of Delaware.

Non-Teaching Positions

Similar to the school-district findings, the most difficult non-teaching positions for charter schools to fill were speech-therapist positions. Three (27.3%) of the 11 charter schools reported that speech-therapist positions are the most difficult non-teaching position to fill. Two schools (18.2%) felt that central-office administrative positions were the most difficult to fill. Other positions viewed as most difficult to fill include nurses and elementary school principals.

Recruitment Tools

Personnel administrators of Delaware charter schools use various recruitment tools to find qualified teachers. The recruitment tool with the greatest use was online advertising through the charter school's website (45.5%). This was also the most commonly used recruitment tool reported by school-district personnel directors. Print advertisements were also a good recruitment resource for charter schools, with 36.4 percent reporting great use of this tool. While 73.7 percent of school districts report great use of the University of Delaware's Project Search, this recruitment tool is only greatly used by 18.2 percent of charter schools.

Charter schools and school districts emphasize the use of recruitment tools differently. Charter schools do not use technology the same way that school districts do.

While 73.7 percent of school districts use their district's website to accept online applications, only 27.3 percent of charter schools do the same. Charter schools also had very little use of recruitment trips; 81.8 percent of charter schools reported that they did not utilize recruitment trips in neighboring states (N.J., Md., and Pa.), and 90.9 percent did not utilize recruitment trips in other states. Only 31.6 percent of school districts reported no use of recruitment trips in other states.

Administrator Hiring

Charter schools were asked various questions concerning availability of positions, vacancies, and qualifications of applicants. Personnel directors of the state's charter schools reported that five administrators were hired for the 2008-09 school year. One administrator was hired from inside the school, three from Delaware but outside the school, and one was hired from out-of-state.

The eleven charter schools reported 43 applications for administrative positions for the 2008-09 school year. Of these applications, 14 (32.6%) were deemed qualified. Charter-school

personnel directors were less positive about administrative hires than school districts. Forty-one percent (280 of 687) of school-district administrator applicants were deemed qualified.

The personnel directors of the 11 charter schools reported the reasons for seven administrator vacancies for the 2008-09 school year. While the most common reason for administrator vacancies in the school districts was due to retirement, the most common reason for an administrator vacancy in charter schools was due to family/personal reasons; 27.3 percent of vacancies (3) were attributed to this factor. Other reasons for leaving include: took a position in another Delaware school district (2); were dismissed (1); and do not know why administrator left (1).

Charter schools and regular school districts both have had to limit or eliminate local salary increases because of the economy. Ten of the 11 (90.9%) charter schools and 68.4 percent of school districts that responded to this survey have limited or eliminated local salary increases due to the economy. However, charter schools were less likely than school districts to report that the economy has had an impact on teacher recruitment, teachers delaying retirement, an expanding applicant pool, and hiring teachers later in the year because of September 30 count concerns.

As noted above, this year's survey included a new question based upon Governor Jack Markell's inaugural speech. In his 2009 inaugural speech, Governor Markell stated, "We will retain, recruit, and train the best teachers in America...." Charter schools were also presented with a list of actions and were asked to indicate how helpful toward Governor Markell's goal for Delaware they think each action would be. More than half of charter school respondents believe that refocusing school leadership on instructional quality and high-quality teaching and learning conditions, providing a relocation bonus for teachers new to a district who promise to stay for at least three years, providing high salaries for teachers in critical-needs areas, and prohibiting

newly hired teachers from “jumping” contracts within the state after July 1 would be very helpful toward accomplishing this goal. These responses mirror those of the school-district respondents.

Charter schools and school districts had similar responses on many of the other proposed actions. Similar to the responses by school-district personnel directors, few of the 11 charter school personnel directors thought bringing the Teach for America program to Delaware (27.3%), improving the New Delaware Teacher Mentoring/Induction Program (9.1%), ensuring no school has a majority of disadvantaged students (9.1%), and establishing statewide working-condition standards for areas such as scheduled planning time, instructional supplies, and professional development (27.3%) would be helpful policies to upgrade teacher recruitment, retention, or training.

Thus the charter school representatives who responded presented a relatively positive picture of their employee hiring for the 2008-09 school year. They were positive about the preparation of the new teachers they hired, had few unfilled positions, and report less impact due to the difficult economy than did their school district counterparts. However, charters also faced problems. They hired teachers late, had to deal with new teachers breaking their commitments late in the hiring process, and viewed finding qualified speech pathologists as problematic. Unlike school districts, charters are likely to create their own teacher vacancies by dismissing teachers, see low salaries as their major recruitment obstacle, and rely on traditional print recruitment just as much or more than the Web or out-of-state recruitment trips. In the end, through, they agree with their school-district peers on how to upgrade teacher recruitment and retention.

DOE Payroll Data Results

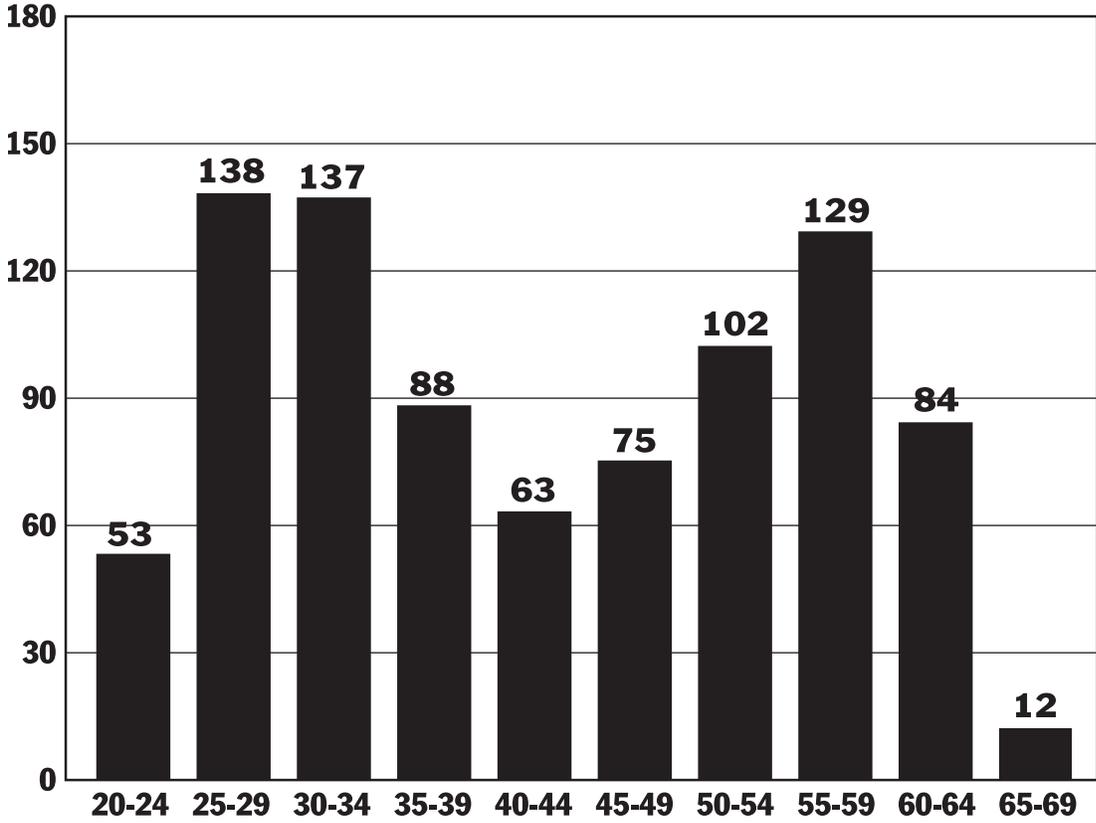
To supplement the personnel director's survey, data on teacher characteristics and mobility were provided by the Department of Education from the state's payroll records. This section of the report analyzes data about teachers in Delaware who leave the Delaware teaching ranks ("exiters") and teachers who remain as teachers in Delaware but change school districts ("switchers"). The net losses and gains of each school district were examined to determine how exiters and switchers are affecting districts throughout the state.

DOE payroll records indicate that 1,138 teachers were hired by the 19 school districts for the 2008-09 school year. Of these, 928 were new to the state and 210 switched districts. The personnel directors reported a total of 1,066 new hires in the 19 districts. The discrepancy may be due to several factors including the method of determining new hires, e.g., DOE compares who is on the payroll as a teacher on two specific dates in May 2008 and November 2008, while the personnel directors review their contracted teachers hired across many months. Payroll records indicate that 72 teachers were hired by the 11 charter schools responding to this survey and 136 across all of the state's charters. The charter personnel directors reported 66 new teacher hires in the 11 charters.

Exiters: Departing Teachers

According to DOE payroll records, there were 860 teachers who left teaching in Delaware districts and charters between May 2008 and November 2008. This is 10.5 percent of the teacher workforce in the state, an increase from the 9.9 percent the previous year. The absolute number who left teaching this year was more than last year—860 versus 802. The largest number of teachers (37) left at age 29 (Figure 10). Teachers left the work force with a median nine years of experience, but the figures reflect a bimodal pattern—teachers tend to leave either early or late in their careers.

Figure 10.
Age of Teachers Leaving Delaware Teacher Positions



As in previous years, the most striking characteristic of departing teachers is that a large percentage leaves soon after they start teaching in Delaware. Among the 860 teachers who left, 58 teachers exited teaching with one year of Delaware teaching experience or less (Figure 11a). Another 57 teachers left within the first two years of employment. Thus, 13.4 percent of teachers who left their teaching positions in Delaware did so within their first two years of teaching in the state. In addition, 48 teachers left with three years of experience; 34 teachers left with four years of experience; and 48 teachers left with five years of experience. **Thus, 27.3 percent of teachers who left in the past year did so with five years or fewer of experience in Delaware (Figure 11b). This percentage is significantly lower than last year's 40.8 percent and is slightly lower than two years ago (33.8%). The reasons for this decrease are unclear. The economy may be changing the pattern of teachers jumping to other states or other jobs, keeping teachers in positions longer, so that more teachers are remaining on the job longer, or the Delaware New Teacher Mentoring/Induction Program may be reducing early teacher attrition.** This statistic is also a function of the age distribution of teachers in the state, which changes each year. Whatever the explanation, these statistics still indicate that many teachers in Delaware, like those across the nation, tend to leave the profession very quickly after starting.

Switchers: Intrastate Migration

The analysis now turns from examining teachers who left Delaware teaching positions to those who changed positions within the state. There were 239 switchers—teachers who switched across districts and/or charters prior to and during the 2008-09 school year. In 2007-08 there were 213 switchers.

The majority of teachers changing districts were female (72 percent). This figure is slightly lower than the overall percentage of females in the state teacher workforce (76.1%). This indicates that men are more likely to switch positions. Last year, females comprised 74 percent

Figure 11a.
 Number of Teachers Leaving Delaware Teaching Positions by Years of Experience

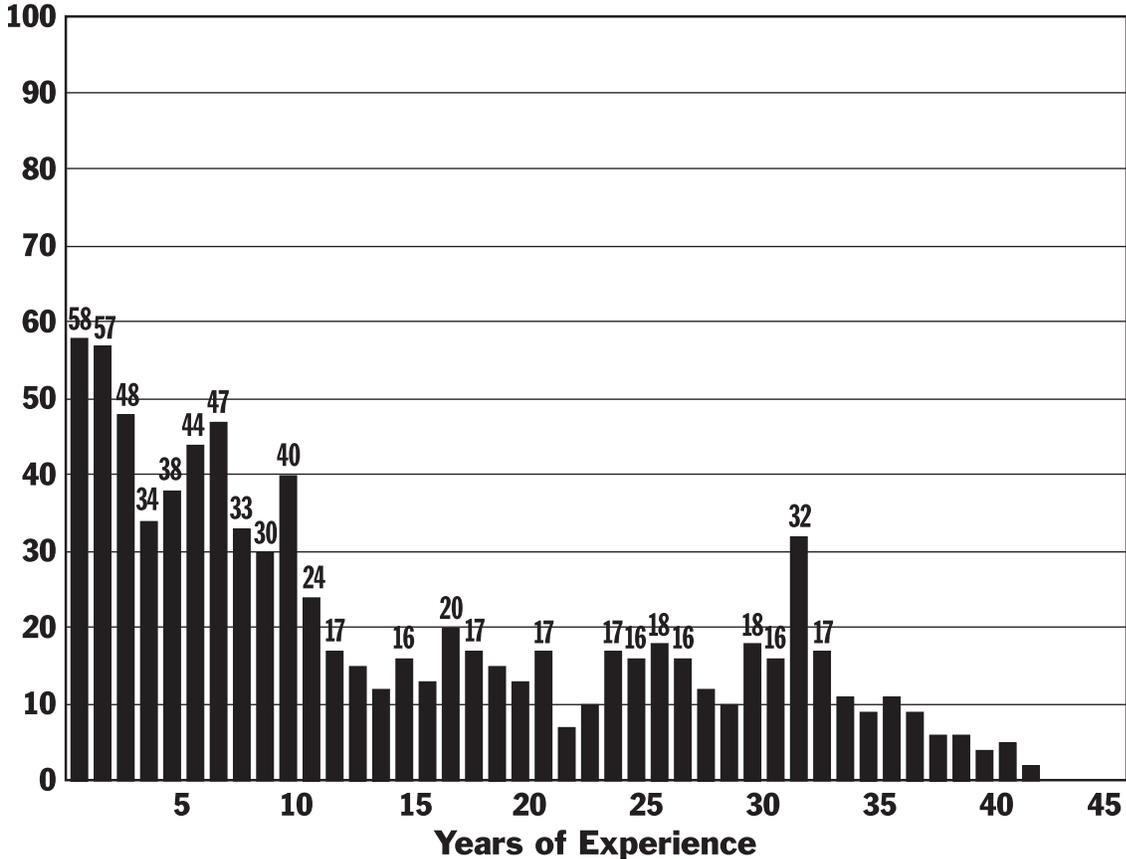
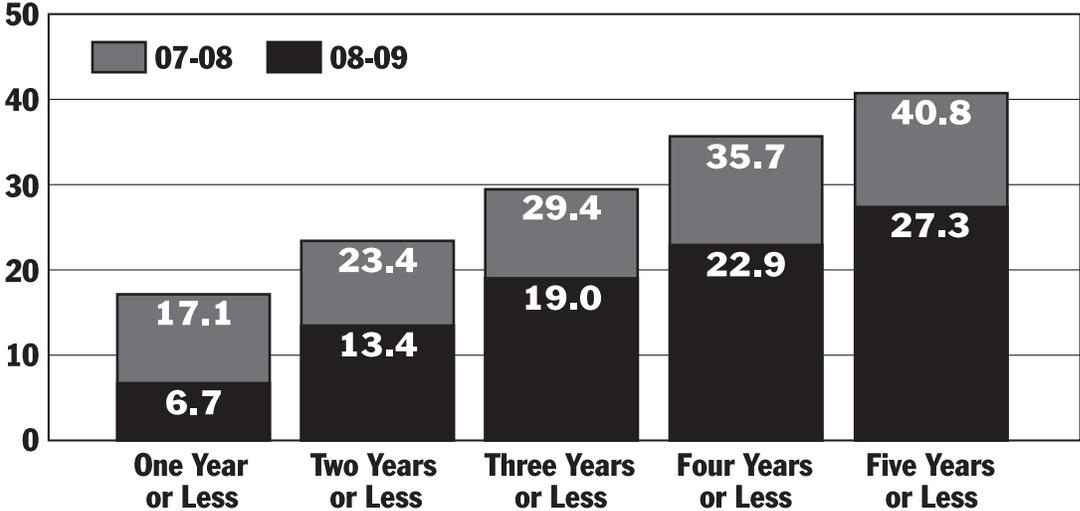


Figure 11b.
 Cumulative Percent of Teachers Departing Within the First Few Years of Service



of the teachers who changed districts. There was little change in the gender ratio of switchers from the 2007-08 to 2008-09 school year.

Out of the 239 switchers, 79 percent were Caucasian, 19.1 percent were African American, and 1.9 percent were of “other” race. Statewide, Delaware’s teachers were 86.5 percent Caucasian, 11.3 percent African American, and 2.4 percent of “other” race. Therefore, African-American teachers were much more likely to change districts than their white counterparts.

Hires/Losses of Underrepresented Groups

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

DOE statistics indicate a net gain of 23 full-time African-American teachers and 22 male teachers from 2007-2008 to 2008-2009. This increased the percentage of African Americans in the state’s teaching force from 11.3 percent to 11.4 percent, but the percentage of males remained at 24 percent.

DOE reported the teaching positions for all 239 switchers. Of these, special education, math, and science teachers represent the largest migration. Special-education teachers comprise 28 percent of switchers, math comprises 7.9 percent of switchers, and 6.1 percent of switchers were science teachers. Special-education teachers represented the largest number of teachers switching districts—37. Twenty-five of these were elementary school teachers (11.7% of total switchers); five were middle school teachers (2.3 percent of total switchers); and seven were secondary school teachers (3.3 percent of total switchers).

Conclusions

In his inaugural address Governor Jack Markell stated, “We will retain, recruit, and train the best teachers in America....” This goal is quite a challenge to the school districts, charter schools, and public education system in Delaware. This annual Teacher and Administrator Supply Survey analysis has identified many recruitment and retention issues over the years, including late hiring and difficulty in filling positions in critical-needs areas such as high school math and speech pathologists. Governor Markell’s goal comes at a time of great fiscal stress for Delaware and other states. The question thus arises—how did the state’s schools fare in teacher recruitment and retention in this difficult year?

Charles Dickens’ *Tale of Two Cities* begins with the famous quote, “It was the best of times, it was the worst of times...” While there was no revolution in Delaware school districts and charter schools in 2008-09, there were major shocks that indeed led to some good times as well as some bad times with regard to teacher recruitment and retention.

On the positive side, the 19 district personnel directors this year were more likely to indicate that teachers were better prepared for teaching positions, that fewer teachers accepted positions only to abandon them before the school year began, and less likely to report that they had great difficulty finding teachers in a variety of fields. In comparison to last year, there is a decrease in the percentage of districts reporting a major difficulty in filling all subject areas but one, high school science. This year, the most difficult positions to fill were high school math, high school science, and foreign languages. According to the district respondents, this year the main reason for teacher shortages was a lack of number of teacher candidates in particular areas. Responses indicate a slightly more positive view of teacher preparation this year than last, when two personnel directors (10.5%) reported teachers were less prepared, 14 (73.7%) reported teachers were as prepared, and three (15.8%) reported teachers were better prepared than they

have been in previous years. This year five personnel directors (26.3%) reported that teachers were better prepared than in prior years, and 13 (68.4%) reported that teachers were as prepared as they had been in prior years. (One did not respond, since the district did not hire any teachers.) None judged new hires to be less prepared than previous years.

On the negative side, funding uncertainties, delays in individual teacher retirement decisions, and perhaps general uncertainty and angst led to a return to extensive late teacher hiring not seen in three years. Means to signal a district's commitment to a new teacher before the formal awarding of a contract, i.e., letters of intent, were far less utilized for the 2008-09 school year, and many more temporary contracts were issued than in recent years. Late hiring of teachers was higher than it had been in the two prior years. This year, 61 percent of the teachers hired were hired in August or later (69%). Last year, 50.8 percent were hired late, compared to 44.8 percent two years ago. Of the new hires, 376 were on temporary contracts this year. This is an increase from 290 last year and 309 two years ago. A further sign of late hiring for the 2008-09 school year was the precipitous drop in early letters of intent from 219 to 70, one-third of last year's number.

The recruitment efforts of the districts turned inward, as personnel directors made few out-of-state recruitment trips and less than a handful of out-of-state administrators were hired. While the Web certainly encourages communications across state borders, it is not clear how well out-of-state talent is still being recruited to Delaware schools.

Charter schools demonstrated the same pattern of late hiring but reported fewer problems. Generally, the charter school respondents were pleased with the preparation of the teachers they hired, had few unfilled positions, and did not report great difficulty in filling positions. Ironically, charter schools again report dismissing a proportionately large percentage of teachers, suggesting some kind of a mismatch between their initial judgments and later reality.

One potential bright spot was found in the DOE payroll data on the experience of teachers leaving teaching in Delaware. Only about one-quarter (27.3 %) of teachers who left in the past year did so with five years or fewer of experience in Delaware. This percentage is lower than last year's 40.8 percent and is slightly lower than two years ago (33.8%). The reasons for this decrease are unclear. The economy may be changing the pattern of teachers jumping to other states or other jobs, keeping teachers in positions longer, so that more teachers are remaining on the job longer, or the Delaware New Teacher Mentoring/Induction Program may be reducing early teacher attrition. (Note that this is not a measure of the attrition rate of a given cohort of new teachers.) This will definitely be a trend to monitor in the years ahead.

While the economy impacted many areas of teacher recruitment and retention, one result this survey has documented for years remained—the difficulties in finding speech pathologists for the state. As for the past several years, this was considered the most difficult non-teaching position to fill.

Ironically, personnel directors were least positive about an initiative recently adopted by the state to improve the teacher corps—the Teach for America program. Responding to a question asking how helpful various actions would be to achieve Governor Markell's goal of having the nation's best teachers in Delaware, no school district respondent viewed this step as very helpful, although a majority predicted it would be somewhat helpful. In comparison, 15 of the 19 school districts (78.9%) felt that expanding teacher-education programs at Delaware universities in critical-needs areas would be very helpful towards accomplishing this goal. Eleven of 19 districts (57.9%) responded that refocusing school leadership on instructional quality and high-quality teaching and learning conditions would be very helpful towards accomplishing this goal. Ten of the 19 districts (52.6%) indicated that improving the teacher-

licensing system by giving school districts more flexibility to decide what classes teachers need to take to earn and renew their licenses would be very helpful.

The economy helped the recruitment and retention process in several ways, making it less difficult to find teachers in a variety of fields, keeping teachers in their positions longer, limiting teachers jumping to a different position after accepting a job offer, all of which resulted in a slightly more positive view by district and charter school personnel directors. But the districts faced more uncertainty and challenges that seemed to draw attention away from recruitment, as it fell somewhat as a district priority and led to later hiring, fewer letters of intent, and a falling back on several important indicators. The next year is unlikely to improve the situation, as the state and, therefore, its public schools deal with a major budget crisis.

Appendix A: Tables

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

	2006-2007 (N=804)	2007-2008 (N=911)	2008-2009 (N=620)
May or earlier	21.8%	18.7%	7.3%
June	18.4%	12.7%	12.1%
July	15.0%	17.7%	19.7%
August	28.0%	32.0%	43.9%
September	8.8%	8.9%	8.1%
October	8.0%	8.9%	9.0%

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

	Very Difficult	Moderately Difficult	Not Difficult
Art	0.0%	21.1%	42.1%
Bilingual/ESOL	26.3%	21.1%	10.5%
English	0.0%	63.2%	21.1%
Elementary	0.0%	5.3%	73.7%
Foreign Language	36.8%	36.8%	0.0%
Middle School Math	21.1%	52.6%	5.3%
High School Math	63.2%	15.8%	5.3%
Music	10.5%	36.8%	26.3%
Physical Education	21.1%	5.3%	73.7%
Reading	21.1%	31.6%	21.1%
Middle School Science	36.8%	42.1%	0.0%
High School Science	57.9%	21.1%	5.3%
Social Science	0.0%	5.3%	68.4%
Special Education	31.6%	47.4%	15.8%
Technology	26.3%	21.1%	5.3%
Business Education	15.8%	15.8%	36.8%

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

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

More Prepared than in Prior Years	26.3%
About the Same as Prior Years	68.4%
Less Prepared than in Prior Years	0.0%
Not Applicable	5.3%

Table 4. Extent of Problem Related to Teacher Shortages for Fall 2008 Hiring

	Major Problem	Moderate Problem	Not a Problem
Lack of qualified teacher candidates in particular areas	57.9%	31.6%	10.5%
Lack of number of teacher candidates in particular areas	63.2%	26.3%	10.5%
Moving from your district to another district	10.5%	36.8%	52.6%
Moving from your district to a district outside Delaware	0.0%	36.8%	63.2%
Low starting salary	15.8%	31.6%	52.6%
Low experienced salaries	10.5%	36.8%	52.6%
Good candidates failing PRAXIS I	0.0%	42.1%	57.9%
Good candidates failing PRAXIS II	15.8%	52.6%	31.6%

Table 5. Reasons for Teachers Leaving Your District

	2006-2007 (N=633)	2007-2008 (N=476)	2008-2009 (N=605)
Took a position in another Delaware district	10.9%	19.5%	8.4%
Took a position with another district outside Delaware	5.4%	10.9%	5.1%
Took a position at a charter school	0.5%	1.7%	0.5%
Relocated with family	4.1%	5.5%	3.1%
Family/Personal Reasons	n/a	8.8%	2.5%
Were dismissed	4.7%	4.2%	1.5%
Were RIF'd	n/a	n/a	0.7%
Illness/death	1.3%	2.3%	0.3%
Retired due to No Child Left Behind	2.5%	0.4%	0.3%
Retired for other reasons	25.7%	29.8%	27.8%
Other known reasons for leaving	6.3%	6.1%	8.8%
Do not know why teacher left	41.1%	10.7%	41%

Table 6. Number of Vacancies Learned About by Month

	2006-2007 (N=657)	2007-2008 (N=771)	2008-2009 (N=808)
October (prior school year)	0.2%	2.9%	3.3%
November (prior school year)	1.4%	0.6%	0.2%
December (prior school year)	1.1%	1.6%	0.4%
January (prior school year)	7.2%	3%	3%
February (prior school year)	0.2%	3.4%	5.1%
March (prior school year)	13.7%	3.6%	1.6%
April (prior school year)	8.2%	12.1%	7.5%
May (prior school year)	18.0%	10.2%	6.3%
June (prior school year)	14.2%	16.3%	9.7%
July (prior school year)	8.8%	12.7%	21.7%
August (prior school year)	12.2%	15.7%	25.4%
September (current school year)	4.0%	7%	6.2%
October or later (current school year)	8.8%	11.5%	9.7%

Table 7. Level of Difficulty Filling Non-Teaching Positions by Area (Percent* of Districts Reporting)

	Very Difficult	Moderately Difficult	Not Difficult
Librarian	26.3%	15.8%	5.3%
Psychologist	36.8%	15.8%	10.5%
Guidance Counselor	52.6%	10.5%	0.0%
Nurse	15.8%	26.3%	26.3%
Speech Therapist	73.7%	0.0%	0.0%
Elementary School Principal	0.0%	5.3%	36.8%
Elementary School Assistant Principal	0.0%	0.0%	57.9%
Secondary School Principal	15.8%	10.5%	10.5%
Secondary School Assistant Principal	0.0%	21.1%	36.8%
Central Office Administrator	5.3%	15.8%	26.3%

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

Table 8. Percent of Districts Indicating Use of Recruitment Tools

	Great Use	Some Use	No Use
Recruitment trips in neighboring states	5.3%	63.2%	31.6%
Recruitment trips in other states	5.3%	26.3%	68.4%
Teach Delaware website	26.3%	36.8%	36.8%
Teach for America	0.0%	5.3%	94.7%
Delaware State University	5.3%	47.4%	47.4%
UD Project Search	68.4%	21.1%	10.5%
Print advertisements	42.1%	47.4%	10.5%
Recruiting your district's student teachers	36.8%	47.4%	15.8%
Delaware Alternative Routes	15.8%	68.4%	15.8%
Your district's website	73.7%	21.1%	5.3%
Your district's website for online applications	73.7%	5.3%	21.1%
"Grow your own" teachers from paraprofessionals and subs	5.3%	78.9%	15.8%
Visitation by recruits	0.0%	52.6%	47.4%

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

Table 9. Sources of Recently Hired District Administrators

	2007-2008 (N=68)	2008-2009 (N=57)
From inside your district	66.2%	78.9%
From Delaware but outside your district	26.5%	14%
From out-of-state	7.4%	7%
Don't Know or Other	0%	0%

Table 10. Reasons for District Administrator Vacancies

	2007-2008 (N=38)	2008-2009 (N=28)
Took a position in another Delaware school district	18.4%	10.7%
Took a position in another district outside of Delaware	5.3%	0.0%
Took a position at a charter school	0.0%	0.0%
Relocated with family	2.6%	0.0%
Family/personal reasons	n/a	0.0%
Were dismissed	10.5%	0.0%
Rifed	n/a	14.3%
Illness/Death	0.0%	3.6%
Retired	42.1%	50%
Other known reasons for leaving	15.8%	17.9%
Do not know why administrator left	5.3%	3.6%

Table 11. Changes in Teacher Recruitment and Hiring Policies and Experiences Due to Economy

	Yes
Curtailed out-of-state teacher recruitment	84.2%
Experienced teachers delaying notification of retirement until later in school year	73.7%
Experienced teachers delaying retirement	78.9%
Teacher applicant pool expanding	78.9%
No or limited local salary increases	68.4%
Hiring teachers later in the year because of September 30 count concerns	63.2%
Rifed Teachers	36.8%
Curtailed offering contracts at UD Project Search	26.3%

Table 12. Helpfulness of Actions to Retain, Recruit, and Train the Best Teachers in America

	Very Helpful	Somewhat Helpful	Not Helpful
Expand teacher education programs at Delaware universities in critical needs areas	78.9%	21.1%	0.0%
Refocus school leadership on instructional quality and high-quality teaching and learning conditions	57.9%	31.6%	10.5%
Improve the teacher licensing system by giving school districts more flexibility to decide what classes teachers need to take to earn and renew their licenses	52.6%	31.6%	15.8%
Provide higher salaries for teachers in critical needs areas	47.4%	47.4%	5.3%
Create an adjunct certification to allow individuals with recognized expertise in high needs disciplines to work part time	47.4%	36.8%	15.8%
Prohibit newly hired teachers from “jumping” contracts after July 1	47.7%	31.6%	21.1%
Expand the Alternative Routes to Certification program in Delaware	42.1%	52.6%	5.3%
Provide a relocation bonus for teachers new to a district who promise to stay for at least three years	36.8%	52.6%	10.5%
Consolidate and expand statewide teacher recruitment efforts	26.3%	21.1%	52.6%
Ensure no school has a majority of disadvantaged students	21.1%	42.1%	36.8%
Improve the New Delaware Teacher Mentoring/Induction Program	15.8%	52.6%	31.6%
Establish statewide working condition standards	10.5%	47.4%	42.1%
Bring Teach for America program to Del.	0.0%	63.2%	36.8%

Appendix B: Survey Instrument

	State of Delaware The Official Website for the First State		
Delaware Department of Education		Delaware Educator Data System (DEEDS)	

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

IMPORTANT: THIS IS FOR VIEWING ONLY. YOU ARE NOT TAKING THE SURVEY!!!!

Section 1: Teacher Hiring

1. How many new teachers did your district/charter school hire for the 2008-2009 school year? (This number should include teachers moving from temporary to regular contracts, but should not include teachers currently on temporary contracts.)

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

<input type="text" value="0"/> April 2008 or earlier	<input type="text" value="0"/> May 2008	<input type="text" value="0"/> June 2008
<input type="text" value="0"/> July 2008	<input type="text" value="0"/> August 2008	<input type="text" value="0"/> September 2008
<input type="text" value="0"/> October 2008 or later		

3. In addition to the teachers hired on regular contracts, how many teachers did you hire for the 2008-2009 school year on TEMPORARY contracts?

4. Of all your 2008-2009 regular hires, how many teachers moved from temporary contracts in 2007-2008?

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

a. Uncertainty of September 30 count	<input type="radio"/> Major Reason	<input type="radio"/> Moderate Reason	<input type="radio"/> Not a Reason
b. Teacher not yet Highly Qualified or certified	<input type="radio"/> Major Reason	<input type="radio"/> Moderate Reason	<input type="radio"/> Not a Reason
c. Other teacher credential issues	<input type="radio"/> Major Reason	<input type="radio"/> Moderate Reason	<input type="radio"/> Not a Reason
d. Temporary needs due to pregnancy, illness, sabbaticals, etc.	<input type="radio"/> Major Reason	<input type="radio"/> Moderate Reason	<input type="radio"/> Not a Reason
e. Hired after first student day	<input type="radio"/> Major Reason	<input type="radio"/> Moderate Reason	<input type="radio"/> Not a Reason
f. Other	<input type="radio"/> Major Reason	<input type="radio"/> Moderate Reason	<input type="radio"/> Not a Reason

If "Other", please specify

6. How many Alternative Routes teachers did you hire?

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

- No (If No, skip to question #9)
- Some
- All

8. How many letters of intent were written in:

April 2008 or earlier

May 2008

June 2008

July 2008

August 2008

September 2008

October 2008 or later

9. Do you tend to hire teachers in critical needs areas early or late in the hiring process?

- Early
- Neither early nor late
- Late
- Not sure

10. (Charters Skip) Were there contractual barriers or hindrances, such as transfer clauses, that delayed your offering a contract for Fall 2008?

- No
- Yes, Transfer clause requiring current employees to be considered, interviewed, or hired first
- Yes, RIF recalls
- Yes, other: Please specify.

11. (Charters Skip) Did your district try to renegotiate these contractual barriers or hindrances in your last collective bargaining negotiations?

- Yes
- No

12. (Charters Skip) What type of contract does your district offer candidates?

- Open Contract
- Specific Assignment

13. Does your district/charter administer an exit survey?

- Yes
- No

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

<input type="text" value="0"/>	October 2007 or earlier	<input type="text" value="0"/>	November 2007	<input type="text" value="0"/>	December 2007
<input type="text" value="0"/>	January 2008	<input type="text" value="0"/>	February 2008	<input type="text" value="0"/>	March 2008
<input type="text" value="0"/>	April 2008	<input type="text" value="0"/>	May 2008	<input type="text" value="0"/>	June 2008
<input type="text" value="0"/>	July 2008	<input type="text" value="0"/>	August 2008	<input type="text" value="0"/>	September 2008
<input type="text" value="0"/>	October 2008 or later				

15. How many teachers left your district/charter school for the following reasons?

<input type="text" value="0"/>	Took a position in another Delaware school district
<input type="text" value="0"/>	Took a position in another district outside of Delaware
<input type="text" value="0"/>	Took a position at a Charter School
<input type="text" value="0"/>	Relocated with family
<input type="text" value="0"/>	Family/Personal Reasons
<input type="text" value="0"/>	Were dismissed
<input type="text" value="0"/>	Were rified
<input type="text" value="0"/>	Illness/death
<input type="text" value="0"/>	Retired due to additional requirements for "highly qualified" teachers per No Child Left Behind
<input type="text" value="0"/>	Retired for other reasons
<input type="text" value="0"/>	Other known reasons for leaving
<input type="text" value="0"/>	Do not know why teacher left

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

Yes No

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

<input type="text" value="0"/>	Took a position in another Delaware school district
<input type="text" value="0"/>	Took a position in another district outside of Delaware
<input type="text" value="0"/>	Remained in their current position
<input type="text" value="0"/>	Decided not to teach
<input type="text" value="0"/>	Other

If other, please specify:

18. Does your district/charter school continue to offer any incentives for early notification of plans to retire?

Yes No Incentives added this year

If yes, please list the type of incentives that are offered:

19. Are any teaching positions open in your district/charter school at this time?

Yes No

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

19a How many emergency certificates and in what areas did you request this year? e.g. Math(4);English(12);etc.

Section 2: Teacher Qualifications/Recruitment, Selection, and Hiring

20. Overall, how would you rate the preparation of the teachers you hired for 2008-2009?

- All highly prepared
- Almost all highly prepared
- More than half highly prepared
- Half highly prepared
- Less than half highly prepared
- Few highly prepared
- Not Applicable

21. Were the teachers you hired for 2008-2009:

- More prepared than prior years
- About the same as prior years
- Less prepared than prior years
- Not Applicable

If "less", please explain.

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

- a. Art Very Difficult Moderately Difficult Not Difficult Not Applicable
- b. Bilingual/ESOL Very Difficult Moderately Difficult Not Difficult Not Applicable
- c. English Very Difficult Moderately Difficult Not Difficult Not Applicable
- d. Elementary Very Difficult Moderately Difficult Not Difficult Not Applicable
- e. Foreign Languages Very Difficult Moderately Difficult Not Difficult Not Applicable

- f. Middle School Math Very Difficult Moderately Difficult Not Difficult Not Applicable
- g. High School Math Very Difficult Moderately Difficult Not Difficult Not Applicable
- h. Music Very Difficult Moderately Difficult Not Difficult Not Applicable
- i. Physical Education Very Difficult Moderately Difficult Not Difficult Not Applicable
- j. Reading Very Difficult Moderately Difficult Not Difficult Not Applicable
- k. Middle School Science Very Difficult Moderately Difficult Not Difficult Not Applicable
- l. High School Science Very Difficult Moderately Difficult Not Difficult Not Applicable
- m. Social Science Very Difficult Moderately Difficult Not Difficult Not Applicable
- n. Special Education Very Difficult Moderately Difficult Not Difficult Not Applicable
- o. Technology Very Difficult Moderately Difficult Not Difficult Not Applicable
- p. Business Education Very Difficult Moderately Difficult Not Difficult Not Applicable
- q. Other Very Difficult Moderately Difficult Not Difficult Not Applicable

If Other, please specify?

23. Which of the areas listed in QUESTION #22 was the MOST difficult for teacher hiring in your district/charter school for Fall 2008?

- Art Bilingual/ESOL
- English Elementary
- Foreign Languages Middle School Math
- High School Math Music
- Physical Education Reading
- Middle School Science High School Science
- Social Science Special Education
- Technology Business Education
- Other Not Applicable

24. To what extent was each of the following a problem related to teacher shortages in your district for Fall 2008?

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

h. Good teaching candidates failing PRAXIS II Major Problem Moderate Problem Not a Problem

i. Other Major Problem Moderate Problem Not a Problem

25. What consequences has the economy had on your recruiting/hiring plans?

a. Curtailed out-of-state teacher recruitment Yes No

b. Curtailed offering contracts at UD Project Search Yes No

c. Riffed Teachers Yes No

d. Experienced Teachers delaying notification of retirement until later in school year Yes No

e. Experienced teachers delaying retirement Yes No

f. Teacher applicant pool expanding Yes No

g. No or limited local salary increases Yes No

h. Hiring teachers later in the year because of Sept 30 count concerns Yes No

i. Other (Please Specify)

26. To what extent did your district/charter school use each of the following recruitment tools in teacher recruitment for Fall 2008?

a. Recruitment trips/fairs in neighboring states (NJ, MD, PA) Great Use Some Use No Use # of trips

b. Recruitment trips/fairs in other states Great Use Some Use No Use # of trips

c. Teach Delaware website Great Use Some Use No Use

d. Teach for America program Great Use Some Use No Use

e. Delaware State University recruitment fair Great Use Some Use No Use

f. University of Delaware Project Search Great Use Some Use No Use

g. Print Advertisements Great Use Some Use No Use

h. Recruiting your district's student teachers Great Use Some Use No Use # hired

i. Delaware Alternative Routes Office Great Use Some Use No Use

j. Your district's website for advertising positions Great Use Some Use No Use

k. Your district's website for online applications Great Use Some Use No Use

l. "Grow your own" teachers from paraprofessionals and subs Great Use Some Use No Use

m. Visitation by recruits Great Use Some Use No Use

n. Other Great Use Some Use No Use

Which of these tools proved most helpful for Fall 2008?

- Recruitment trips/fairs in neighboring states (NJ, MD, PA)
- Teach Delaware website
- Delaware State University
- Print Advertisements
- Delaware Alternative Routes Office
- Your district's website for online applications
- Visitation by recruits
- Recruitment trips/fairs in other states
- Teach for America program
- University of Delaware Project Search
- Recruiting your district's student teachers
- Your district's website for advertising positions
- "Grow your own" teachers from paraprofessionals and subs
- Other

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

Section 3: Administrator Hiring

27. How many new school administrators did your district/charter school hire for the 2008-2009 school year?

- From inside your district/charter school
- From Delaware but outside your district/charter school
- From out-of-state
- Don't Know or Other

28. How many administrative positions that were filled were new positions?

29. How many administrative positions that were filled replaced an incumbent or sitting administrator?

30. Of the administrators you hired, how many had completed a university internship program in which they had worked in a school district with a mentoring principal?

31. Of the administrators you hired, how many were aspiring school leaders participating in either your or another district's succession planning or program to prepare/develop administrators?

32. Does your district/charter school have its own program to prepare/develop administrators?

Yes

No

33. Does your district have a program to support new principals during their induction stage (years 1-3)?

Yes

No

34. How many administrators left your district/charter school for the following?

- Took a position in another Delaware school district
- Took a position in another district outside of Delaware
- Took a position at a Charter School
- Relocated with family
- Family/Personal Reasons
- Were dismissed
- Riffed
- Illness/death
- Retired
- Other known reasons for leaving
- Do not know why administrator left

35. How many total applicants did you receive for administrative positions for the 2008-2009 school year?

36. How many qualified applicants did you receive for administrative positions for the 2008-2009 school year?

Section 4: Non-Teacher Hiring

37. To what extent did your district/charter school experience difficulties in filling each of the following NON-TEACHING POSITIONS for the 2008-2009 school year?

- a. Librarian Very Difficult Moderately Difficult Not Difficult Not Applicable
- b. Psychologist Very Difficult Moderately Difficult Not Difficult Not Applicable
- c. Guidance Counselor Very Difficult Moderately Difficult Not Difficult Not Applicable
- d. Nurse Very Difficult Moderately Difficult Not Difficult Not Applicable
- e. Speech Therapist Very Difficult Moderately Difficult Not Difficult Not Applicable

- f. Elementary School Principal Very Difficult Moderately Difficult Not Difficult Not Applicable
- g. Elementary School Assistant Principal Very Difficult Moderately Difficult Not Difficult Not Applicable
- h. Secondary School Principal Very Difficult Moderately Difficult Not Difficult Not Applicable
- i. Secondary School Assistant Principal Very Difficult Moderately Difficult Not Difficult Not Applicable
- j. Central Office Administrator Very Difficult Moderately Difficult Not Difficult Not Applicable
- k. Other Very Difficult Moderately Difficult Not Difficult Not Applicable

If Other, please specify?

38. Which of the areas listed in QUESTION #37 was the MOST difficult for non-teacher hiring in your district/charter school for Fall 2008?

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

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

Section 5: Priorities and Projections

40. Overall, how much of a priority is

a. administrator recruitment in your district/charter school at this time?

- Highest priority
- High priority
- Moderate priority
- Low priority
- Not a priority

b. administrator retention in your district/charter school at this time?

- Highest priority
- High priority
- Moderate priority
- Low priority
- Not a priority

c. teacher recruitment in your district/charter school at this time?

- Highest priority
- High priority
- Moderate priority
- Low priority
- Not a priority

d. teacher retention in your district/charter school at this time?

- Highest priority
- High priority
- Moderate priority
- Low priority
- Not a priority

41. Do you have a recruitment budget?

- Yes
- No

What is the amount budgeted or expected to be spent in 2008-2009 for advertisements, trips, and other out-of-pocket recruitment expenses?

\$

42. Does your district/charter school project future needs for teachers? (check all that apply)

- Yes, we do overall projections
- Yes, we do subject/level projections
- No

If yes, please provide a brief description of your projection approach and a contact person/e-mail:

43. Does your district/charter school project future needs for administrators?

- Yes
- No

If yes, please provide a brief description of your projection approach and a contact person/e-mail:

44. In his inaugural speech Governor Markell stated, "We will retain, recruit, and train the best teachers in America..." How helpful toward this goal for Delaware do you think each of the following actions would be?

- | | | | |
|---|------------------------------------|--|-----------------------------------|
| a. Provide higher salaries for teachers in critical needs areas such as math and science | <input type="radio"/> Very Helpful | <input type="radio"/> Somewhat helpful | <input type="radio"/> Not Helpful |
| b. Expand teacher education programs at universities in Delaware in critical needs areas | <input type="radio"/> Very Helpful | <input type="radio"/> Somewhat helpful | <input type="radio"/> Not Helpful |
| c. Prohibit newly hired teachers from "jumping" contracts within the state after July 1 | <input type="radio"/> Very Helpful | <input type="radio"/> Somewhat helpful | <input type="radio"/> Not Helpful |
| d. Bring the Teach for America program to Delaware | <input type="radio"/> Very Helpful | <input type="radio"/> Somewhat helpful | <input type="radio"/> Not Helpful |
| e. Improve the New Delaware Teacher Mentoring/Induction Program | <input type="radio"/> Very Helpful | <input type="radio"/> Somewhat helpful | <input type="radio"/> Not Helpful |
| f. Expand the Alternative Routes to Certification program in Delaware | <input type="radio"/> Very Helpful | <input type="radio"/> Somewhat helpful | <input type="radio"/> Not Helpful |
| g. Ensure no school has a majority of disadvantaged students | <input type="radio"/> Very Helpful | <input type="radio"/> Somewhat helpful | <input type="radio"/> Not Helpful |
| h. Consolidate and expand statewide teacher recruitment efforts | <input type="radio"/> Very Helpful | <input type="radio"/> Somewhat helpful | <input type="radio"/> Not Helpful |
| i. Provide a relocation bonus for teachers new to a district who promise to stay for at least three years | <input type="radio"/> Very Helpful | <input type="radio"/> Somewhat helpful | <input type="radio"/> Not Helpful |
| j. Establish statewide working-condition standards or guidelines for areas such as scheduled planning time, instructional supplies, and professional development | <input type="radio"/> Very Helpful | <input type="radio"/> Somewhat helpful | <input type="radio"/> Not Helpful |
| k. Refocus school leadership on instructional quality and high-quality teaching and learning conditions | <input type="radio"/> Very Helpful | <input type="radio"/> Somewhat helpful | <input type="radio"/> Not Helpful |
| l. Improve the teacher licensing system by giving school districts more flexibility to decide what classes teachers need to take to earn and renew their licenses | <input type="radio"/> Very Helpful | <input type="radio"/> Somewhat helpful | <input type="radio"/> Not Helpful |
| m. Create an adjunct certification to allow individuals with recognized expertise and experience in high needs disciplines to work part time | <input type="radio"/> Very Helpful | <input type="radio"/> Somewhat helpful | <input type="radio"/> Not Helpful |

Please indicate who completed this survey and contact information in case of the need for follow up. (Note: Results will not be reported by District.)

Name: Position:

Email: Telephone Number:

Did you complete this survey for your district/charter last year?

Yes No

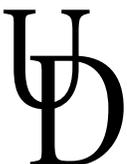


***Institute for Public Administration
College of Education & Public Policy
University of Delaware
180 Graham Hall
Newark, DE 19716-7380***

phone: 302-831-8971 e-mail: ipa@udel.edu fax: 302-831-3488

www.ipa.udel.edu

The University of Delaware's Institute for Public Administration (IPA) addresses the policy, planning, and management needs of its partners through the integration of applied research, professional development, and the education of tomorrow's leaders.



An Equal Opportunity/Affirmative Action Employer

The University of Delaware is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, creed, color, gender, genetic information, age, religion, national origin, veteran or disability status, or sexual orientation in its educational programs, activities, admissions or employment practices as required by Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes. Inquiries concerning Section 504 compliance and information regarding campus accessibility should be referred to the Office of Disability Support Services (DSS), (302) 831-4643, located at 119 Alison Hall. Inquiries concerning Title VII and Title IX should be referred to the Office of the Assistant Vice President for Affirmative Action, (302) 831-8735, located at 124 Hullihen Hall.