MetLife®

The MetLife Survey of

THE
AMERICAN
TEACHER

Expectations and Experiences

2006

Since 1984, MetLife has conducted this series of surveys that bring the views and voices of those closest to the classroom to the attention of policymakers and the public. Conducted by Harris Interactive, Inc., survey topics have changed to address key issues over the years – from reform to violence – but the premise remains the same: to give voice to teachers and others most familiar with classroom realities and most affected by education reform. **The following is a list of the surveys in the series to date.**

- **The MetLife Survey of the American Teacher, 2004-2005: Transitions and the Role of Supportive Relationships** examines the experiences of new teachers and students who have made the transition from elementary to secondary school, as well as principals' early work experiences and the support they provide to teachers and students.

- **The MetLife Survey of the American Teacher, 2003: An Examination of School Leadership** explores the attitudes and opinions of teachers, principals, parents and students regarding school leadership, the role of the school leader in establishing the school's atmosphere and relationships among members of the school community.

- **The MetLife Survey of the American Teacher, 2002: Student Life: School, Home & Community** focuses on student life by asking students and teachers their opinions on what students worry about, whether they participate in activities outside the school day and what parents know about their children's lives.

- **The MetLife Survey of the American Teacher, 2001: Key Elements of Quality Schools** explores how teachers, principals and students evaluate their own schools on key measures of an effective school environment, such as teacher quality, school building conditions, standards and expectations and relationships between key groups.

- **The Metropolitan Life Survey of the American Teacher, 2000: Are We Preparing Students for the 21st Century?** examines teachers' students', and parents' views on where students are headed and how prepared they will be to reach their future goals.

- **The Metropolitan Life Survey of the American Teacher, 1999: Violence In America's Public Schools: Five Years Later** revisits issues addressed in the 1993 study and compares current findings with the state of affairs five years ago. This survey investigates the issue of school violence from the perspectives of students, teachers and law enforcement officers.

- **The Metropolitan Life Survey of the American Teacher, 1998: Building Family-School Partnerships: Views of Teachers and Students** revisits issues addressed in the 1987 survey and compares current teacher opinions on parental involvement in education with those expressed a decade ago. This report focuses primarily on the various ways parents can be actively involved with their children's education.

- **The Metropolitan Life Survey of the American Teacher, 1997: Examining Gender Issues in Public Schools** examines the opinions of teachers and students on topics related to students' future goals and aspirations in the classroom. Gender differences and similarities are the primary focus of the report.

- **The Metropolitan Life Survey of the American Teacher, 1996: Students Voice Their Opinions on:**
    - *Violence, Social Tension and Equality Among Teens—Part I* is the first in a series of four 1996 releases of students' opinions that provide insight and understanding to the issues of violence and social tension in the nation's public schools. (Out of print)
    - *Their Education, Teachers and Schools—Part II* provides students' views on their education and where improvements are most needed.
    - *Learning About Values and Principles in School—Part III* gives the educational community a general understanding of students' receptivity to learning about values and principles of right and wrong in the classroom. (Out of print)
    - *Learning About Multiculturalism—Part IV* assesses students' opinions and interests about multicultural topics and provides an important and encouraging message to educators about the likely benefits if multiculturalism is given greater attention in the schools.

- **The Metropolitan Life Survey of the American Teacher, 1984-1995: Old Problems, New Challenges** revisits concerns addressed in our first survey in an attempt to find out whether the educational system has changed after years of intensive reform efforts. (Out of print)

- **The Metropolitan Life Survey of the American Teacher, 1994: Violence in America's Public Schools: The Family Perspective** examines the contrasting views of parents and students about what goes on in and around the school building.

The MetLife Survey of *THE AMERICAN TEACHER*

EXPECTATIONS AND EXPERIENCES

A SURVEY OF TEACHERS, PRINCIPALS AND LEADERS OF COLLEGE EDUCATION PROGRAMS

Conducted for:
MetLife, Inc.

Survey Field Dates:
Teachers: March 8, 2006 to March 30, 2006
Principals: March 15, 2006 to April 5, 2006
Education School Deans and Chairpersons: March 15, 2006 to April 5, 2006

Bulletin Board Field Dates:
Prospective Teachers: April 4 to 6, 2006
Former Teachers: April 4 to 6, 2006

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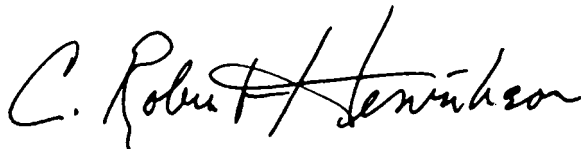Helene Horowitz, Senior Qualitative Moderator

REPORT DATE: SEPTEMBER 26, 2006

Message from MetLife

We at MetLife understand the importance of education and recognize the value of hearing firsthand from teachers, principals and key stakeholders what will make our schools better. This year's *MetLife Survey of the American Teacher* examines what teachers expect when they first enter the classroom and what they find in day-to-day school life.

What is many times the push-pull tension between expectations and experiences affects the recruitment and retention of high-quality teachers in our nations' K-12 public schools. With almost half of all teachers exiting the profession in their first five years, this *MetLife Survey* also probes education leaders within America's colleges and universities and school principals to identify what they think is needed to prepare and support teachers.

Although the good news is that teachers' career satisfaction is at a 20-year high, about one-quarter still say they are likely to leave the profession by 2011. We hope the findings of this report will lead to actionable strategies to strengthen our public schools by keeping good teachers in them. While life's "IF" questions mean nothing is absolutely certain, we should work together to help teachers address the challenges they encounter.

C. Robert Henrikson
Chairman, President and Chief Executive Officer

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INTRODUCTION

The MetLife Survey of the American Teacher, 2006: Expectations and Experiences was conducted by Harris Interactive[®]. This report is the twenty-third in a series of surveys sponsored annually by MetLife since 1984. This year's *MetLife Survey* examines the expectations of teachers upon entering the profession, factors that drive teacher satisfaction, and the perspectives of principals and education deans and chairpersons who lead college education programs concerning successful teacher preparation and how to support teachers over time.

This year's *MetLife Survey* addresses topics including mentoring, career expectations and experiences, and teachers' attitudes toward school culture and atmosphere. It also shares perspectives on the seriousness of a teacher shortage in the near future and analyzes key issues impacting long-term teacher satisfaction.

Research Methodology

This study combined both quantitative and qualitative research methodologies to gain a clear picture of attitudes and perceptions of teachers, principals and education leaders.

Survey of Teachers

A nationally representative sample of 1,001 public school teachers of grades K–12 was interviewed. These interviews were conducted on the telephone. Telephone interviews averaged 16 minutes in length and were conducted between March 8 and March 30, 2006.

Survey of Principals

A nationally representative sample of 500 public school principals of grades K–12 was interviewed. The interviews were conducted on the telephone. Telephone interviews averaged 15 minutes in length and were conducted between March 15 and April 5, 2006.

Survey of Education Deans and Chairpersons

A nationally representative sample of 200 deans of schools of education and education department chairpersons within America's colleges and universities was interviewed. The interviews were conducted on the telephone. The interviews averaged 15 minutes in length and were conducted between March 15 and April 6, 2006.

Detailed survey questionnaires for all three samples are included in Appendix A.

FOCUS GROUPS

In addition, Harris Interactive conducted a series of online bulletin board focus groups among prospective teachers and former teachers recruited from Harris Interactive's online panel. These two groups were conducted online using Harris Interactive's proprietary online focus group methodology in April 2006. Each group was conducted over a three-day period allowing participants to respond to a set of questions each day, as well as comment and respond to one another's ideas, perceptions and concerns. These groups were moderated by a member of Harris Interactive's Qualitative Research Group. Respondent comments from these groups are included throughout the report.

Prospective teachers were defined as:

- undergraduate and graduate students who plan to become classroom teachers in public schools; and
- those who anticipate taking their first positions as a classroom teacher in a public school system in the next two years.

Former teachers were defined as:

- former elementary and secondary school teachers in a public school system;
- individuals who left the teaching profession less than five years ago; and
- individuals currently employed in an industry other than education.

Twenty-four respondents were recruited for each bulletin board (a total of 48) and all participants completed the bulletin boards. Respondents represented a geographic spread across the country. All respondents were paid an incentive for their participation.

A Note on Reading the Exhibits and Figures

An asterisk (*) on an exhibit signals a value of less than one-half percent (0.5%). A dash (–) represents a value of zero. Percentages depicted may not always add up to 100% because of computer rounding, the acceptance of multiple answers from respondents, or because some answer categories may be excluded from the figure. Calculations of responses discussed in the text are based on raw numbers and not percentages; therefore, these figures may differ slightly from calculations based on percentages. Subgroups presented are non-overlapping (e.g., elementary vs. secondary school). In those instances where a respondent qualified for inclusion in both groups (e.g.,

teacher of elementary and secondary grades), the respondent was excluded from the subgroup analysis; therefore, subgroup base sizes may not always add up to the total. The base for each question is the total number of respondents answering that question. Note that in some cases, results may be based on small sample sizes. This is typically true when questions were asked of subgroups. Caution should be used in drawing any conclusions from the results based on these small samples.

Project Responsibility and Acknowledgments
The Harris team responsible for the design and analysis of the survey included Dana Markow, Ph.D., Vice President; Chris Moessner, Research Director; Helene Horowitz, Qualitative Moderator; Amie Kim, Research Manager; Linda Crane, Research Associate; and Linda Battaglia, Advanced Analytics Research Associate. Harris Interactive is responsible for final determination of the topics, question wording, collection of data, analysis and interpretation in the report.

Public Release of Survey Findings
All Harris Interactive surveys are designed to comply with the code and standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from the survey may be released to the public, release must stipulate that the complete report is also available.

EXECUTIVE SUMMARY

The 2006 *MetLife Survey of the American Teacher: Expectations and Experiences* examines what it takes to be a teacher in American public schools today and the experiences that contribute to a fulfilling career in the field. To address these issues, the *MetLife Survey* turned to teachers themselves, school principals and the education leaders involved in the training and development of teachers – education school deans and chairpersons of education programs. The state of the profession was examined at key points throughout the lifecycle of a teacher's career, from preparation in college and graduate school and expectations before entering the classroom, to experiences after entering the nation's K-12 schools.

Over the past two decades, teachers' satisfaction with their careers has increased. According to the findings of this year's *MetLife Survey*, over half (56%) are very satisfied with their careers. This is a striking contrast to the findings reported in the 1986 *Metropolitan Life Survey of the American Teacher: Restructuring the Teaching Profession* when as few as 33% of teachers reported career satisfaction. One reason to measure teacher satisfaction is as an indication of whether or not a teacher will remain in the profession. Although analyses of this year's *MetLife Survey* data indicate that teacher satisfaction is one of the predictors of whether a teacher intends to switch careers, it is not the only one. Evidence of this can be found in the number of teachers who plan to leave teaching in the next five years. One-quarter of teachers (27%) say they are likely to leave teaching. Despite the fact that teachers' career satisfaction has increased by over 20 points since 1986, the number of teachers at-risk for changing careers has stayed the same. These results indicate that retaining high-quality teachers in the profession is as much of an issue today as it was two decades ago.

MAJOR FINDINGS

Teacher career satisfaction is at a 20-year high.

- Today, 56% of teachers are very satisfied with teaching as a career – a 70% increase over findings reported in the 1986 *Metropolitan Life Survey of the American Teacher: Restructuring the Teaching Profession*.

- Elementary school teachers (56%) and secondary school teachers (56%) have similar levels of satisfaction.

- Fifty-eight percent of new teachers (less than five years experience) and teachers with 21 years or more experience (61%) have similar levels of satisfaction.

Principals and education leaders disagree on what new teachers should expect on-the-job.

- More principals than deans/chairpersons believe that new teachers' expectations are unrealistic. Principals are more likely than education leaders to believe that new teachers have unrealistic expectations about the number of hours they will work each week (54% vs. 32%), the number of students with special needs they will work with (52% vs. 25%), the professional prestige of teaching (26% vs. 15%) and salary and benefits (18% vs. 10%).

- More principals believe that first-time teachers lack preparation. Principals are more likely than education deans/chairpersons to report that first-time teachers are not prepared to engage families in supporting their children's education (35% vs. 9%), maintain order and discipline (27% vs. 4%) and work with children with varying abilities (28% vs. 2%).

Teachers are driven to leave by unmet expectations, lack of preparation and lack of support by colleagues and principal.

- One-quarter of teachers (27%) say it is likely they will leave the profession in the next five years.

- Teachers who plan to leave are more likely than others to report worse experiences than expected with the professional prestige of teaching (44% vs. 34%), salary and benefits (40% vs. 30%) and control over their own work (24% vs. 13%).

- Teachers who expect to leave are more likely than others to feel unprepared to work with children with varying abilities (34% vs. 23%) and maintain order and discipline (25% vs. 18%).

- Teachers who expect to leave are more likely than others to have principals who do not ask for their suggestions (29% vs. 15%), do not show appreciation for their work (21% vs. 11%),

and do not treat them with respect (15% vs. 6%). These teachers are also more than twice as likely to have inadequate communication with their principals (20% vs. 9%) and with other teachers (11% vs. 4%).

Many teachers say they lack the basics to get the job done.
- One-quarter of teachers (26%) report that the equipment in their schools does not meet the needs of students.
- Two in 10 teachers (19%) do not have enough current textbooks for students
- Two in 10 teachers (18%) work where school buildings and grounds are not clean and in good condition.

Many teachers feel shut out of decision-making at school, but having a say in school policies is a key determinant of teacher satisfaction.
- Four in 10 teachers (40%) feel they have inadequate ability to influence policies that affect them. Dissatisfied teachers are almost twice as likely as satisfied teachers to report a problem in this area (68% vs. 37%).
- One-quarter of teachers (25%) feel they have inadequate level of involvement in shaping the school curriculum. Dissatisfied teachers are twice as likely as satisfied teachers to report a problem in this area (44% vs. 23%).
- One-quarter of teachers (23%) feel they have inadequate ability to influence student promotion and retention. Dissatisfied teachers are more likely than others to feel this way (41% vs. 22%).
- One in eight teachers (13%) feels s/he has inadequate level of involvement in team building and problem-solving. Dissatisfied teachers are more than twice as likely as satisfied teachers to report a problem in this area (28% vs. 11%).

Professional prestige is on the rise, but teachers still lack parental support.
- Half of U.S. adults (52%) report that teaching has very great prestige – an increase of 24 points since 1977.[1]
- Being treated as a professional by the community is a key driver of teacher satisfaction. Dissatisfied teachers are more than twice as likely as satisfied teachers to feel that they are not treated as a professional by the community (36% vs. 15%).

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[1] The Harris Poll® #58, July 26, 2006

- Half of teachers report parents lack involvement (50%) and understanding of the school curriculum (48%).

Teacher shortages are expected to be greatest in secondary schools and in schools with predominantly low-income and minority students.

- Three in 10 principals (28%) feel that shortages of qualified teachers will be a very serious problem in their schools in the near future, and four in 10 secondary school principals (39%) think this will be a very serious problem in the near future.
- Principals in schools with predominantly low-income students (42%) and minority students (36%) report that teacher shortages will be a very serious problem.
- Forty-two percent of deans/chairpersons believe that shortages of qualified teachers will be a very serious problem in their states.

Veteran teachers are more likely than newcomers to opt out, and teachers who plan to leave are twice as likely to be African American as are those who intend to stay in the profession.

- Teachers with 21 or more years experience are nearly four times as likely as new teachers (less than five years experience) to plan to leave teaching to go into a different occupation (44% vs. 12%).
- Teachers who plan to leave the profession are twice as likely as others to be African American (8% vs. 4%).

Teachers say they need more training to prepare for their first year in the classroom.

- One-quarter of teachers (26%) report that they were not prepared to work with children with varying abilities during their first teaching positions.
- One-quarter (26%) report that they were not prepared to engage families in supporting their children's education.
- One in five (20%) say that they were not prepared to maintain order and discipline in the classroom.

Teacher training programs show some signs of improvement.

- New teachers (less than five years experience) are more likely than their peers with 21 or more years experience to feel prepared to engage families in supporting their children's education (42% vs. 27%), work with children with varying abilities (42% vs. 30%) and maintain order and discipline (44% vs. 34%).

- New teachers are more likely than their veteran peers to have mentors (82% vs. 16%).
- New teachers' expectations are more aligned with the realities of teaching. They are less likely to report that the number of special needs students they would work with (34% vs. 44%) and their professional prestige (21% vs. 41%) were worse than they expected upon entering the profession.

Mentors help keep teachers in the profession.
- Having a mentor during the first year of teaching significantly increases the odds that a teacher will stay in the profession. Half of teachers (50%) who plan to remain in the profession were assigned or matched with a mentor during their first year of teaching, compared to only 29% of those who plan to leave.
- Eighty-three percent of education deans/chairpersons believe that assigning mentors to first-time teachers is very important in fostering teachers who are satisfied with their careers.

Principals', teachers' and leaders' views on how to recruit and retain qualified teachers have changed over the past 20 years.
- More principals today than in the 1986 *Metropolitan Life Survey of the American Teacher* say that providing teachers with better equipment and supplies will help a lot to attract good people into teaching and encourage good teachers to remain in the profession (60% vs. 38%).
- More teachers today than in 1986 believe that emphases on providing better equipment and supplies (74% vs. 69%), more parent involvement (67% vs. 56%) and closer matches between student needs and teacher capabilities (63% vs. 55%) will help a lot in recruitment and retention of qualified teachers.
- Fewer deans/principals today than in 1986 believe that reducing the amount of time teachers spend in non-teaching duties (56% vs. 72%) and requiring new teachers to serve a supervised apprenticeship (54% vs. 67%) will help a lot in recruitment and retention of qualified teachers.

Teachers and principals share common views on recruitment and retention strategies.
- Three of the four top strategies for teacher recruitment and retention recommended by teachers are similar to those of principals, including providing a decent salary (teachers, 92%; principals, 88%), providing increased financial support for the school system (teachers,

84%; principals, 84%) and providing more respect for teachers in today's society (teachers, 82%; principals, 79%).

SECTION ONE:
NEW TEACHERS' EXPECTATIONS AND TRAINING

CHAPTER ONE

QUALITY OF TODAY'S TEACHERS

"I've met some incredible teachers that are dedicated and selfless, but the problem is getting them to stay in the classroom." (Candice R., Former Teacher)

This year's *MetLife Survey of the American Teacher* focuses on the importance of developing and supporting high-quality, engaged teachers. Ensuring a strong teaching workforce requires the recruitment and training of prospective teachers, as well as the mentoring of new teachers and addressing the needs of more experienced teachers to retain them in the profession. Teacher quality should be examined relative to the training and preparation teachers receive.

QUALITY OF NEW TEACHERS
In 1986, *The Metropolitan Life Survey of the American Teacher: Restructuring the Teaching Profession* asked deans of colleges of education and school principals to assess the overall quality of new teachers entering the profession compared to new teachers in previous years. According to those *MetLife Survey* findings, six in 10 deans (60%) and 44% of school principals believed that the overall quality of new teachers was better than it had been in the past. However, 10% of deans and 15% of school principals reported that the quality of new teachers was worse.

Today, these groups report an even more positive assessment of new teachers. Nearly six in 10 school principals (57%) report that the quality of new teachers is better than it was in the past. As it was two decades ago, deans still have a more optimistic view than principals do of the new recruits. Two-thirds of education deans/chairpersons (64%) believe that the quality of new teachers entering the profession is better than in the past. In addition, half of education deans/chairpersons (49%) rate the quality of the teaching potential of current students in their programs as excellent.

Figure 1.1
Quality of New Teachers by Education Deans/Chairpersons and Principals

Q400-L: Is the overall quality of <u>new teachers</u> entering the profession today better, worse or about the same as the quality of new teachers in the past?

Base: All Education Deans/Chairpersons
Base: All Principals

	1986		2006	
	Deans/Chairpersons	**Principals**	**Deans/Chairpersons**	**Principals**
Base:	100	150	200	500
	%	%	%	%
Better	60	44	64	57
Worse	10	15	3	5
About the same	28	38	29	35
Depends (v)	2	1	3	2
Not sure	-	2	2	1
Decline to answer (v)	-	-	-	-

Figure 1.2
Quality of Teaching Potential by Education Deans/Chairpersons

Q505-D: Overall, how would you rate the quality of the teaching potential of students in the education program at your school this school year, excellent, very good, good, fair, or poor?

Base: All Education Deans/Chairpersons

	Deans/Chairpersons
Base:	200
	%
Excellent/Very Good (NET)	92
Excellent	49
Very Good	42
Good	7
Poor/Fair (Net)	-
Fair	-
Poor	-
Not sure	1
Decline to answer	-

Interestingly, the public's assessment of the prestige of the teaching occupation has also increased over the past 20 years. Since 1977, the Harris Poll® has been measuring public perceptions of 23 professions and occupations. In 1982, only 28% of the public believed that "teacher" was an occupation of "very great prestige." Today, 52% of U.S. adults report that teaching has "very great prestige" – an increase of 24 points. In contrast, the proportion of adults who see doctors as having "very great prestige" has risen by only 3 points, while lawyers have declined by 9 points in prestige.

OBSERVATION:
The increase in the public's perception of the prestige of teachers may lead to an increase in teachers' job satisfaction. As will be seen later in the report, parents' and the general community's support of teachers is related to teachers' satisfaction with their careers.

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Figure 1.3
Occupation Prestige

I am going to read off a number of different occupations. For each, would you tell me if you feel it is an occupation of very great prestige, considerable prestige, some prestige or hardly any prestige at all?

Base: U.S. adults 18+

	1982	1992	2002	2006
	%	%	%	%
Doctor	55	50	50	58
Scientist	59	57	51	54
Teacher	28	41	47	52
Military officer	22	32	47	51
Police officer	***	34	40	43
Lawyer	30	25	15	21
Business executive	16	19	18	11

Note: *** indicates category was not asked that year
The Harris Poll® #58, July 26, 2006

QUALITY OF TEACHERS OVERALL

School principals interviewed for the *MetLife Survey* were also asked to rate the quality of teachers overall at their schools. Slightly fewer than half (46%) gave their teachers a rating of excellent; however, this rating varied significantly by the type and composition of the school. Elementary school principals are more likely than secondary school principals to rate the quality of their teachers as excellent (53% vs. 35%). Furthermore, fewer principals in more "at-risk" schools rate the quality of their teachers as excellent. More than one-third of principals of urban/inner city schools (36%) rate teacher quality as excellent, compared to half of principals in suburban/rural schools (50%). Principals in schools where at least two-thirds of the students are low-income are less likely than those with one-third or fewer low-income students to rate teacher quality as excellent (33% vs. 56%). Similarly, principals in schools with two-thirds or more minority students are less likely than those with few minority students to report having teachers of excellent quality (35% vs. 49%).

While this year's *MetLife Survey* asked principals to rate the overall quality of teachers at their schools, *The MetLife Survey of the American Teacher, 2001: Key Elements of Quality Schools* asked principals to grade the teachers in their schools on a variety of specific elements. Two-thirds or more of principals gave their teachers an "A" for caring about students (73%) and knowing their subject areas (65%), while slightly fewer than half gave their teachers an "A" for maintaining discipline in the classroom (48%) and believing all children can learn (45%). Only two in 10 principals (22%) gave teachers an "A" for their abilities to teach individual students according to their different needs. However, most principals did not question their teachers' commitment to their careers. Seven in 10 principals (68%) strongly agreed that teachers in their schools are very committed to teaching.

Figure 1.4
Principals' Assessment of Teacher Quality – School Type and Location

Q500-P: Overall, how would you rate the quality of teachers at your school, excellent, very good, good, fair, or poor?

Base: All Principals

		School Type		Location	
		Elementary	Secondary	Urban/ Inner City	Suburban/ Small Town/ Rural
	Total				
Base:	500	274	193	130	370
	%	%	%	%	%
Excellent/Very Good (NET)	91	93	88	82	94
Excellent	46	53	35	36	50
Very Good	45	40	53	46	44
Good	7	6	8	12	5
Poor/Fair (Net)	2	1	4	6	1
Fair	2	1	3	5	1
Poor	*	-	1	1	-
Not sure	-	-	-	-	-
Decline to answer	*	*	-	-	*

Figure 1.5
Principals' Assessment of Teachers' Quality – Low-Income and Minority Students

Q500-P: Overall, how would you rate the quality of teachers at your school, excellent, very good, good, fair, or poor?

Base: All Principals

		Low-Income Students			Minority Students		
	Total	**0% - 33%**	**34% - 66%**	**67% or more**	**0% - 33%**	**34% - 66%**	**67% or more**
Base:	500	174	185	137	303	94	103
	%	%	%	%	%	%	%
Excellent/Very Good (NET)	91	95	92	84	95	92	79
Excellent	46	56	46	33	49	49	35
Very Good	45	39	45	51	46	43	44
Good	7	4	7	11	4	8	14
Poor/Fair (Net)	2	1	1	5	1	-	7
Fair	2	1	1	3	1	-	6
Poor	*	-	-	1	-	-	2
Not sure	-	-	-	-	-	-	-
Decline to answer	*	-	1	-	*	-	-

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CHAPTER TWO

TRAINING NEW TEACHERS

"I mostly came to teaching because I love – well, this is going to sound like a cliché, but I love to expand minds. It's great to see someone think about something in a way they never thought about before because of you. Seeing the light bulb go off, it's a pretty cool thing! And you had a hand in that. Rewarding, not like pushing paper, ya' know?" (Lisa M., Prospective Teacher)

Teachers often approach their first jobs with a mix of idealism and pragmatism. They can be heavily focused on the idealistic and altruistic aspects of their chosen profession. In focus group discussions, prospective teachers' reasons for entering the profession emphasized a love for children and a desire to do something that has "meaning." They expect the rewards of teaching will be greater than the challenges they will encounter. Prospective teachers in *The Metropolitan Life Survey of the American Teacher, 1990: New Teachers: Expectations and Ideals* expressed a similar sentiment. In the summer of 1990, 83% of recent graduates about to begin their first teaching positions in public schools strongly agreed that they could make a difference in the lives of their students. This year's *MetLife Survey* examines how closely teachers' initial expectations match the reality of their first classroom experiences, and includes principals' and education leaders' perceptions of how well-prepared teachers are for the different demands of the profession.

EXPECTATIONS ABOUT THE PROFESSION

To some extent, teachers' positive expectations of their profession are borne out by their experiences. Nearly half of teachers (46%) report that their personal satisfaction is even better than they anticipated, and few teachers (7%) report that their level of personal satisfaction with teaching is worse than expected. However, teachers are not well-prepared for the number of hours they work each week; over half (58%) report that this is worse than they expected. In a focus group discussion, several prospective teachers stated an expectation of good hours and "amazing schedules." As one future teacher described her expectations, "I expect to teach, go in early, come home at a decent hour and have summers off." Such comments indicate that new teachers' expectations are unrealistic with regard to the number of hours they will work.

Many teachers also report worse than expected experiences regarding the number of students with special needs they work with (42%); their professional prestige (37%); the equipment they have to work with (33%); and their salary and benefits (33%). Insufficient equipment is a key issue for teachers in urban schools, and in those schools with high proportions of low-income and minority

students. These teachers are more likely than their counterparts to report that the equipment they have to work with is worse than expected, for example, urban (39%) compared to suburban/rural (32%); more than two-thirds low-income students (40%) compared to one-third or fewer (28%); and more than two-thirds minority students (44%) compared to one-third or fewer (31%).

Still, the new crop of teachers may be better prepared for some aspects of classroom life than their more experienced colleagues. Teachers with five or fewer years of experience are less likely than the most experienced teachers (21 years or more) to report that the number of special needs students they would work with (34% vs. 44%) and their professional prestige (21% vs. 41%) are worse than expected.

Figure 2.1
Expectations of Teachers by Teachers

Q416-T: Compared to what you expected before you went into teaching, did you find…to be better than you expected, about the same as you expected, or worse than you expected?

Base: All Teachers

	Base		**Worse**	**About the Same**	**Better**
The total number of hours you work each week	1001	%	58	36	6
The number of students with special needs you deal with	1001	%	42	51	6
The professional prestige	1001	%	37	55	7
The equipment you have to work with	1001	%	33	50	17
The salary and benefits	1001	%	33	59	8
Your control over your own work	1001	%	17	59	24
The job security	1001	%	11	68	20
The personal satisfaction	1001	%	7	47	46

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Figure 2.2
Expectations of Teachers by Teachers – Years of Experience and School Type

Q416-T: Compared to what you expected before you went into teaching, did you find…to be better than you expected, about the same as you expected, or worse than you expected?

Base: All Teachers

%Worse than expected

	Total	Years of Experience			School Type	
		0 to 5	6 to 20	21+	Elementary	Secondary
Base:	1001	150	498	352	537	430
	%	%	%	%	%	%
The total number of hours you work each week	58	55	57	60	62	51
The number of students with special needs you deal with	42	34	43	44	42	41
The professional prestige	37	21	38	41	35	39
The equipment you have to work with	33	31	34	34	34	34
The salary and benefits	33	29	30	37	34	31
Your control over your own work	17	19	16	16	17	16
The job security	11	14	9	11	10	10
The personal satisfaction	7	6	7	7	6	9

Figure 2.3
Expectations of Teachers by Teachers – Location and Low-Income and Minority Students

Q416-T: Compared to what you expected before you went into teaching, did you find…to be better than you expected, about the same as you expected, or worse than you expected?

Base: All Teachers

%Worse than expected

	Total	Location		Low-Income Students			Minority Students		
		Urban/ Inner City	Suburban/ Small Town/ Rural	0% - 33%	34% - 66%	67% or more	0% - 33%	34% - 66%	67% or more
Base:	1001 %	252 %	744 %	419 %	307 %	249 %	607 %	184 %	196 %
The total number of hours you work each week	58	61	57	58	59	56	58	56	58
The number of students with special needs you deal with	42	47	40	38	47	43	41	41	47
The professional prestige	37	36	37	37	33	42	37	35	39
The equipment you have to work with	33	39	32	28	36	40	31	31	44
The salary and benefits	33	33	33	33	32	33	32	33	36
Your control over your own work	17	21	15	15	15	21	14	18	21
The job security	11	11	10	10	11	11	11	9	11
The personal satisfaction	7	8	6	5	7	10	6	7	11

Principals, like teachers, experience the everyday life of K-12 school and have a sense of the areas in which teachers' expectations are not realistic. Similar to what teachers themselves report, principals are most likely to believe that new teachers have unrealistic expectations about the total number of hours they will work in a week and the number of students with special needs with whom they will work. In contrast, those who prepare teachers in colleges of education are not as attuned to these gaps between expectations and experiences. Deans/chairpersons are less likely than principals to report that teachers have unrealistic expectations about their number of work hours (32% vs. 54%) and the number of students with special needs with whom they will work (25% vs. 52%). In

addition, fewer education leaders than principals believe that teachers' expectations are unrealistic in regards to professional prestige (15% vs. 26%) and salary and benefits (10% vs. 18%). Overall, the majority of this group believe that new teachers have realistic expectations about their first teaching positions. Yet, many teachers report that their experiences are worse than anticipated. Given education leaders' critical role in preparing teachers for what to expect in their first teaching positions, these gaps between perception and reality point to potential areas for improvement and training in teacher education programs.

Figure 2.4
Teachers' Expectations by Education Deans/Chairpersons and Principals

Q426-L: In your opinion, how realistic are new teachers' expectations about their first teaching position in the following areas, very realistic, somewhat realistic, not too realistic, or not realistic at all?

Base: All Education Deans/Chairpersons
Base: All Principals

%Not at all realistic/Not too realistic

	Deans/ Chairpersons	Principals		
	Total	Total	School Type	
			Elementary	Secondary
Base:	200	500	274	193
	%	%	%	%
Their amount of control over their own work	32	25	24	27
The total number of hours they will work each week	32	54	49	60
The number of students with special needs they will deal with	25	52	50	55
The equipment they will have to work with	18	21	16	29
The professional prestige	15	26	26	26
Their job security	12	18	16	20
The personal satisfaction they will have	10	12	10	16
Their salary and benefits	10	18	17	20

Figure 2.5
Teachers' Expectations by Principals – Location and Low-Income and Minority Students

Q426-L: In your opinion, how realistic are new teacher's expectations about their first teaching position in the following areas, very realistic, somewhat realistic, not too realistic, or not realistic at all?

Base: All Principals

%Not at all realistic/Not too realistic

		Principals							
	Total	**Location**		**Low-Income Students**			**Minority Students**		
		Urban/ Inner City	**Suburban/ Small Town/ Rural**	**0% - 33%**	**34% - 66%**	**67% or more**	**0% - 33%**	**34% - 66%**	**67% or more**
Base:	200 %	130 %	370 %	174 %	185 %	137 %	303 %	94 %	103 %
Their amount of control over their own work	32	27	24	26	22	29	25	23	28
The total number of hours they will work each week	32	58	52	53	48	59	50	60	57
The number of students with special needs they will deal with	25	56	51	52	50	57	50	58	52
The equipment they will have to work with	18	25	20	17	23	24	20	26	20
The professional prestige	15	28	25	25	23	31	22	29	33
Their job security	12	23	16	17	16	21	20	11	20
The personal satisfaction they will have	10	20	9	7	14	15	9	11	19
Their salary and benefits	10	19	18	13	19	23	16	22	18

IN THEIR OWN WORDS: Expectations

When expectations are not met, the results can be devastating for the teacher and cause him/her to seek another career. In a discussion about their experiences, former teachers told powerful stories of the gap between their high (but not necessarily unrealistic) expectations and the disappointing realities. Lack of instructional time, insufficient resources and low pay are examples many cited as drivers that prompted them to leave the profession.

"I expected to be able to make an impact on the students, both academically and personally. I expected to spend a lot of time with the students and preparing for them. The reality of teaching was very different. There were a million other things that I had to do in addition to teaching/planning and I felt that, sometimes, the planning/teaching wasn't a priority because other things had to get done for the administration or county." (Jill C., Former Teacher)

"I expected for there to be school support, parental support, but most of all, I expected to have materials and supplies for the kids. This is why the kids eventually realized they were not important – because there were not enough supplies for each of them. It made them not really care about school. My only personal satisfaction was in saving kids whose home life was awful and who found a mentor in me." (Carlton L., Former Teacher)

"I expected to experience a deep sense of personal satisfaction, recognition and support from the community, and expected to be appreciated by the students and parents. The reality was there was personal satisfaction, but not enough to make up for the lack of pay." (Andrew L., Former Teacher)

Teacher training that prepares them to meet the realities of the classroom, and teacher support from their schools and school districts can narrow the most important gaps between expectations and experiences to help qualified, experienced teachers stay in the profession.

TEACHER TRAINING
Two areas of training that education deans/chairpersons believe are very important for new teachers are working with children with varying abilities (92%) and working with children from diverse racial or ethnic backgrounds (90%). Nine in 10 principals (89%) also believe that specific training on working with children with varying abilities is very important for new teachers. Although a majority of principals also believe that specific training on working with children from diverse backgrounds is very important, they are less likely than deans to rate it that highly (71% vs. 90%). Principals overall are also less likely than education leaders to emphasize the importance of expertise in either a specific content or subject area (63% vs. 79%). However, this difference is mostly driven by the views of elementary school principals (52%) whose teachers tend to provide instruction in all subjects. As with education leaders, eight in 10 secondary school principals (79%) believe that expertise in a specific content area is very important in the training of new teachers.

Principals emphasize two components of new teacher training as more critical than do education leaders. Most striking is student teaching, as two-thirds of principals (67%) believe that two semesters of student teaching is very important in the training of new teachers, compared to only 35% of education leaders who hold this view. In addition, principals are more likely to emphasize the importance of specific instruction on engaging families in supporting their children's education (65% vs. 56%).

Figure 2.6
Training of New Teachers by Principals

Q421-L: How important are the following in the training of new teachers before they begin their first teaching position, very important, somewhat important, not too important, or not at all important?

Base: All Education Deans/Chairpersons
Base: All Principals

%Very Important

	Deans/ Chairpersons	Principals		
	Total	Total	School Type	
			Elementary	Secondary
Base:	200	500	274	193
	%	%	%	%
Is specific instruction or coursework on working with children with varying abilities	92	89	88	92
Is specific instruction or coursework on working with children from diverse racial or ethnic backgrounds	90	71	70	73
Is expertise in a specific content or subject area such as math, science, history, foreign language, etc.	79	63	52	79
Is specific instruction or coursework on engaging families in supporting their children's education	56	65	65	65
Are two semesters of student teaching	35	67	68	64

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Figure 2.7
Training of New Teachers by Principals – Location and Low-Income and Minority Students

Q421-P: How important are the following in the training of new teachers before they begin their first teaching position?

Base: All Principals

%Very Important

	Total	Location		Low-Income Students			Minority Students		
		Urban/ Inner City	Suburban/ Small Town/ Rural	0% - 33%	34% - 66%	67% or more	0% - 33%	34% - 66%	67% or more
Base:	200 %	130 %	370 %	174 %	185 %	137 %	303 %	94 %	103 %
Is specific instruction or coursework on working with children with varying abilities	92	90	89	89	87	91	90	90	88
Is specific instruction or coursework on working with children from diverse racial or ethnic backgrounds	90	78	69	66	68	80	63	85	79
Is expertise in a specific content or subject area such as math, science, history, foreign language, etc.	79	67	61	57	63	68	58	66	72
Is specific instruction or coursework on engaging families in supporting their children's education	56	69	64	54	71	70	62	65	73
Are two semesters of student teaching	35	74	65	70	62	70	63	73	73

When asked which one of three steps (more practical training, assigning a more experienced teacher as a mentor, or better training in working with students and families from diverse ethnic backgrounds) would be most helpful in preparing first-time teachers to be more effective, a plurality of education leaders (42%) and principals (51%) say that more practical training, such as a year's internship before having their own classrooms, would be the most helpful. However, principals are more likely to emphasize this type of training, while deans/chairpersons are more likely to emphasize better training in working with students and families from a variety of backgrounds (22% vs. 15%).
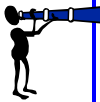
OBSERVATION:

The MetLife Survey of the American Teacher, 2004-2005: Transitions and the Role of Supportive Relationships asked new teachers (five years or less experience) which of these three types of training would have been most helpful in preparing them to be a more effective teacher during their first year. In contrast to principals and education leaders responses in this year's *MetLife Survey*, new teachers were nearly equally divided as to whether being assigned a more experienced teacher as a mentor (38%) or more practical training, such as a year's internship (34%), would have been most helpful.

Figure 2.8
Preparing New Teachers by Education Deans/Chairpersons and Principals

Q405-L: Which of the following would be most helpful in preparing first-time teachers to be more effective teachers?

Base: All Education Deans/Chairpersons
Base: All Principals

	Deans/ Chairpersons	Principals
	Total	Total
Base:	200	500
	%	%
More practical training, such as a year's internship before the new teacher has his/her own classroom	42	51
A skilled, experienced teacher assigned to provide the new teacher with advice and assistance	35	32
Better training in working with students and families from a variety of ethnic backgrounds	22	15
Not sure	*	1
Decline to answer	*	1

Education deans/chairpersons believe that the graduates of their teaching programs are well-prepared for their first teaching positions. A majority believe that their graduates are extremely/very prepared to teach the subject matter (89%), work with children with varying abilities (74%) and maintain order and discipline (60%). These leaders are least likely to believe that their graduates are extremely/very prepared to engage families in supporting their children's education (42%). Fewer than one in 10 deans/chairpersons believes that their graduates are not prepared in any of these areas. Principals' assessments of new teachers' preparedness in most of these areas are markedly different from those of deans/chairpersons. One-third of principals (35%) report that first-time teachers in their schools are not prepared to engage families in supporting their children's education. Three in 10 principals say that their first-time teachers are not prepared to work with children with varying abilities (28%) and to maintain order and discipline (27%). Secondary school principals are more likely to report a lack of preparedness in these areas. Furthermore, principals in schools with high proportions of low-income and minority students are more likely than others to report that their teachers are not prepared to work with children with varying abilities and to maintain order and discipline.

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Figure 2.9
Preparedness of Future Teachers by Education Deans/Chairpersons and Principals

Q416-L: Overall, how prepared are first-time teachers in your school/graduates of your school's teaching program/graduates of your department's teaching program for the following aspects of their first teaching position, extremely prepared, very prepared, prepared, not too prepared, or not at all prepared?

Base: All Education Deans/Chairpersons
Base: All Principals

%Not at all prepared/Not too prepared

	Deans/ Chairpersons	Principals		
	Total	Total	School Type	
			Elementary	Secondary
Base:	200	500	274	193
	%	%	%	%
To engage families in supporting their children's education	9	35	27	49
To maintain order and discipline	4	27	23	33
To work with children with varying abilities	2	28	21	38
To teach the subject matter	*	2	2	1

Figure 2.10
Preparedness of Teachers by Principals – Location and Low-Income and Minority Students

Q416-P: Overall, how prepared are first-time teachers in your school/graduates of your school's teaching program/graduates of your department's teaching program for the following aspects of their first teaching position?

Base: All Principals

%Not at all prepared/Not too prepared

	Total	Location		Low-Income Students			Minority Students		
		Urban/ Inner City	Suburban/ Small Town/ Rural	0% - 33%	34% - 66%	67% or more	0% - 33%	34% - 66%	67% or more
Base:	500	130	370	174	185	137	303	94	103
	%	%	%	%	%	%	%	%	%
To engage families in supporting their children's education	35	43	32	33	32	40	31	38	41
To maintain order and discipline	27	35	24	19	25	40	22	31	38
To work with children with varying abilities	28	35	26	25	20	41	23	32	37
To teach the subject matter	2	2	2	1	3	3	2	2	3

Teachers' own assessments are similar to those of principals. Few (7%) say they were not prepared for teaching the subject matter in their first teaching positions, but one-quarter (26%) report that they were not prepared to engage families in supporting their children's education and to work with children with varying abilities (26%), and 20% say they were not prepared to maintain order and discipline during their first teaching positions.
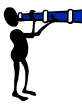
OBSERVATION:

Being able to teach students with varying abilities and maintain discipline have emerged as needed areas of improvement in previous *MetLife Survey of the American Teacher* publications. In 2001, only 25% of teachers said the teachers in their schools deserved an "A" for teaching individual students according to their different needs and abilities, and 33% gave the teachers in their schools an "A" for maintaining discipline in the classroom. In contrast, six in 10 teachers (63%) gave their fellow teachers an "A" for knowing their subject areas and caring about students (63%).

Figure 2.11
Preparedness of Teachers by Teachers – Years of Experience and School Type

Q411-T: How prepared were you for the following aspects of your first teaching position, extremely prepared, very prepared, prepared, not too prepared, or not at all prepared?

Base: All Teachers

%Not at all prepared/Not too prepared

	Total	Years of Experience			School Type	
		0 to 5	6 to 20	21+	Elementary	Secondary
Base:	1001	150	498	352	537	430
	%	%	%	%	%	%
To engage families in supporting their children's education	26	17	27	30	24	30
To work with children with varying abilities	26	19	25	31	25	28
To maintain order and discipline	20	14	20	24	20	22
To teach the subject matter	7	9	7	6	7	6

Figure 2.12
Preparedness of Teachers by Teachers – Location and Low-Income and Minority Students

Q411-T: How prepared were you for the following aspects of your first teaching position?

Base: All Teachers

%Not at all prepared/Not too prepared

	Total	Location		Low-Income Students			Minority Students		
		Urban/ Inner City	Suburban/ Small Town/ Rural	0% - 33%	34% - 66%	67% or more	0% - 33%	34% - 66%	67% or more
Base:	1001	252	744	419	307	249	607	184	196
	%	%	%	%	%	%	%	%	%
To engage families in supporting their children's education	26	27	26	23	28	28	24	28	29
To work with children with varying abilities	26	25	27	23	29	28	25	25	32
To maintain order and discipline	20	22	20	21	20	21	19	25	22
To teach the subject matter	7	7	7	6	6	9	7	8	6

OBSERVATION:

There are indications that teacher preparation may be improving. New teachers (five years or less experience) are more likely than those with 21 or more years experience to report that they were extremely or very prepared in their first teaching positions to engage families in supporting their children's education (42% vs. 27%), work with children with varying abilities (42% vs. 30%) and maintain order and discipline (44% vs. 34%).

The MetLife Survey of the American Teacher has noted this trend in previous reports. In 1984, 46% of teachers strongly or somewhat agreed that the training and preparation teachers receive does a good job readying them for the classroom. By 1995, support for this statement had risen to 57%.

MENTORS
Nearly all principals (96%) report that first-time teachers in their schools are either assigned or matched to more experienced teachers as mentors. This prevalence is similar across different school levels and socio-economic conditions. New teachers (five years or less experience) agree that this is common, with 82% reporting that they were either assigned or matched with a mentor who was a more experienced teacher during their first year of teaching. However, this was not always the case. About half of teachers (51%) with 6-20 years of experience were assigned a mentor when they first began teaching, yet only 16% of the most experienced teachers (21 years or more) had a teacher-mentor during their first year. Not having a mentor can cause many new teachers to feel isolated during the critical early years when individuals opt to either remain in or exit the profession. As one former teacher who had not been assigned a mentor commented, "I felt lost and confused and unsupported."

Figure 2.13
New Teachers Matched With Mentor by Teachers – Years of Experience and School Type

Q405-T: During your first year of teaching, were you assigned or matched with a mentor who was a more experienced teacher?

Base: All Teachers

	Total	Years of Experience			School Type	
		0 to 5	6 to 20	21+	Elementary	Secondary
Base:	1001	150	498	352	537	430
	%	%	%	%	%	%
Yes	44	82	51	16	49	39
No	55	18	48	84	51	61
Not sure	*	-	*	-	*	-
Decline to answer	*	-	*	-		*-

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Figure 2.14
New Teachers Matched With Mentor by Teachers – Location and Low-Income and Minority Students

Q405-T: During your first year of teaching, were you assigned or matched with a mentor who was a more experienced teacher?

Base: All Teachers

	Total	Location		Low-Income Students			Minority Students		
		Urban/ Inner City	Suburban/ Small Town/ Rural	0% - 33%	34% - 66%	67% or more	0% - 33%	34% - 66%	67% or more
Base:	1001	252	744	419	307	249	607	184	196
	%	%	%	%	%	%	%	%	%
Yes	44	54	41	39	43	53	38	50	57
No	55	46	59	61	57	47	62	50	43
Not sure	*	-	-	-	-	-	-	-	-
Decline to answer	*	-	*	*	-	-	*	-	-

IN THEIR OWN WORDS: The Power of Mentors

Teachers who are not assigned mentors, or those who are assigned mentors "in name only," feel disadvantaged and unsupported.

"I was not assigned a mentor…I did not get any assistance from the other teachers at school. This made my first year teaching very confusing, isolating, and exhausting." (Jenny C., Former Teacher)

"I felt like a lot of the 'resources' that were available were sort of token. For example, there was a 'mentoring' program for first year teachers in the district. My 'mentor' observed my teaching one time. I rarely saw her, and never talked to her about issues in my classroom."(Alison J., Former Teacher)

In *The Metropolitan Life Survey of the American Teacher, 1989: Preparing Schools for the 1990's* 89% of teachers agreed that "mentor teacher programs help to improve the teaching skills of new teachers." Today, most new teachers are assigned a mentor who will help ease their transition into the school and the classroom. Because this is expected, many teachers seek this relationship on their own when mentors are not formally assigned.

"I was not assigned a formal mentor, but received a great deal of assistance from more experienced teachers. This is what really got me through the first year. I probably would have quit after two weeks without their guidance and support." (Andrew L., Former Teacher)

"I gravitated towards some teachers and made them my mentors. I would not have made it without them. It is odd because [...] the education professors told us to stay away from the older teachers because they would corrupt us." (Scott J., Former Teacher)

Prospective teachers also note the important role that mentors play in their training before being assigned their own classrooms.

"Most of what I learned came from student teaching and time spent in the classroom with my mentor." (Kamil B., Prospective Teacher)

"I do feel better about organization since my mentor teacher during interning and student teaching was fabulous." (Michele C., Prospective Teacher)

SECTION TWO:
THE STATE OF THE PROFESSION

CHAPTER THREE

CAREER AND JOB SATISFACTION

"The emotional rewards of teaching are endless. I felt so much joy, enthusiasm, and happiness just to be with the children. Each and every day they were SO EXCITED to learn new things. They did not care if they made mistakes. It was just pure fun to learn something new and then see how they could use that in their life. To see the expressions on their faces as they finally grasped a new concept was priceless." (Howard S., Former Teacher)

Teachers' satisfaction with their current jobs and their careers overall is a bellwether for retaining highly qualified and motivated professionals. Factors such as school culture and atmosphere, communication with principals, parents and others, equipment and facilities and student behavior affect their attitudes about, and their decisions to remain in, the profession. Other factors are more overarching, such as salary, job security and community respect for the profession. An examination of drivers of satisfaction provides a window into the experiences of teachers.

TEACHER SATISFACTION
When asked to rate their overall satisfaction with their own schools, nearly one-quarter of teachers rate it as excellent (23%), while 15% rate their satisfaction as only fair or poor. Secondary school teachers are less likely than elementary school teachers to rate their satisfaction with their schools as excellent (18% vs. 25%). Other teachers who are less likely to rate their satisfaction as excellent include teachers in urban schools (15% vs. 25% in suburban/rural schools); teachers in schools where low-income students are in the majority (17% vs. 29% in schools with a third or fewer low-income students); and teachers in schools where at least two-thirds of the students are minorities (15% vs. 25% in schools with a third or fewer minority students).

Figure 3.1
Satisfaction with Schools by Teachers

Q805-T: Overall, how would you rate your overall satisfaction for your school this school year?

Base: All Teachers

Poor, 4%

Fair, 11%

Excellent, 23%

Good, 26%

Very good, 36%
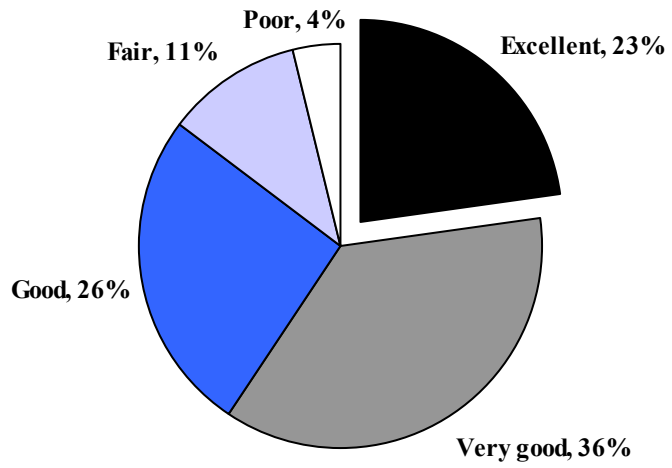
The MetLife Survey of the American Teacher has been tracking teachers' satisfaction with their careers since 1984. Twenty-two years ago, 40% of teachers were very satisfied with teaching as a career. The low point in satisfaction was in 1986 when only one-third of teachers (33%) said they were very satisfied with their careers, but satisfaction has since risen. Today, 56% of teachers report that they are very satisfied with their careers. While career satisfaction does not vary by school level (elementary vs. secondary), it does vary by school location (48% urban vs. 59% suburban/rural) and proportion of low-income students (63% one-third or fewer vs. 46% more than two-thirds) and minority students (62% one-third or fewer vs. 46% more than two-thirds).

Overall, one in 11 teachers (9%) reports that s/he is somewhat or very dissatisfied with teaching as a career. Chapter Five will examine who these teachers are and how this dissatisfaction relates to other areas of their teaching experiences and foreshadows their likelihood to leave the field.

Figure 3.2
Teachers' Job Satisfaction by Teachers

Q810-T: All in all, how satisfied would you say you are with teaching as a career?

Base: All Teachers

	1984	**1985**	**1986**	**1987**	**1988**	**1989**	**1995**	**2001**	**2003**	**2006**
Base:	1,981	1,846	1,602	1,002	1,208	2,000	1,011	1,273	1,017	1,001
	%	%	%	%	%	%	%	%	%	%
Very satisfied	40	44	33	40	50	44	54	52	57	56
Somewhat satisfied	41	35	48	45	37	42	33	40	30	34
Somewhat dissatisfied	16	16	15	12	11	11	10	7	9	8
Very dissatisfied	2	5	4	2	2	3	2	1	3	1
Not sure	*	*	*	*	*	*	*	*	*	*
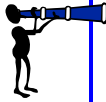
OBSERVATION:

Interestingly, although both teachers and school principals are part of the day-to-day life of K-12 education, school principals are more satisfied than teachers with their jobs. Two-thirds of principals (67%) report that they are very satisfied with their jobs as a principal in a public school, 29% are somewhat satisfied, and only 4% are either somewhat or very dissatisfied. These levels are similar to those reported in *The MetLife Survey of the American Teacher, 2003: An Examination of School Leadership* in which 66% of principals said they were very satisfied and only 5% said they were either somewhat or very dissatisfied with their jobs.

<u>CONTRIBUTING FACTORS TO SATISFACTION</u>

When education leaders are asked to rate the importance of a variety of factors in fostering teachers who are highly satisfied with their teaching experiences, they are nearly unanimous (97%) in reporting that the principal treating the teacher with respect is very important. Following that, 87% say that the principal providing direction for the school is very important. However, fewer deans/chairpersons (68%) believe that it is very important that the principal makes him/herself accessible to staff during the day. Eight in 10 rate as very important assigning first-time teachers to a mentor (83%); the principal showing appreciation for the teacher's work (82%); the principal handling student discipline fairly (82%); and either the school or district providing adequate opportunities for training (80%).

Figure 3.3
Importance of Fostering Satisfied Teachers by Education Deans/Chairpersons

Q531-D: How important are the following in fostering teachers who are highly satisfied with their teaching experience?

Base: All Education Deans/Chairpersons

%Very Important

	Total
Base:	200
	%
The principal treating the teacher with respect	97
The principal providing direction for the school	87
Assigning or matching first-time teachers to a more experienced teacher as a mentor	83
The principal showing appreciation for the teacher's work	82
The principal handling student discipline fairly	82
The school or district providing adequate opportunities for training	80
The principal acknowledging outstanding performance by teachers	72
The local community treating teachers as professionals	69
The principal making him or herself accessible to staff during the day	58

Respect for the profession

Nearly four in 10 teachers (37%) say that professional prestige was worse than they expected when entering the profession. Almost one-fifth (17%) of teachers report that they are not treated as professionals by the community. Slightly fewer principals report a problem in this area, with 11% who say that the local community does not treat teachers at their schools as professionals. While teachers' views do not differ by school level, secondary school principals are more likely than elementary school principals to report that the local community does not treat teachers as professionals (15% vs. 8%).
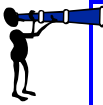
> **OBSERVATION:**
> Respect for the teaching profession has improved over the past two decades. In the first *MetLife Survey of the American Teacher* in 1984, 52% of teachers disagreed that "as a teacher, I feel respected in today's society." By 1995, this level had dropped slightly to 47%. This year, fewer than two in 10 teachers feel that they are not treated as a professional by the community. These findings reflect the increasing prestige of teaching as a career as viewed by the general public.[2]

Figure 3.4
Respect for Teaching Profession by Teachers and Principals

Q521/2-P: Does…?
Q701/3-T: Next, I'd like to ask you about some aspects of your career and professional development. Are you treated as a professional by the community?

Base: All Principals
Base: All Teachers

%No

	Teachers			Principals		
	Total	School Type		Total	School Type	
		Elementary	Secondary		Elementary	Secondary
	1001	537	430	500	274	193
	%	%	%	%	%	%
The local community treats teachers at your school as professionals	17	16	17	11	8	15

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[2] Harris Poll #58, July 26, 2006

Salary and job security

A majority of teachers are dissatisfied with their salaries. Two-thirds (64%) report that their salaries are not fair for the work they do. Elementary school teachers in particular feel this way (67% vs. 60% of secondary school teachers).   Relatively few report a problem with job security; only 8% say that they do not feel that their jobs are secure.

Figure 3.5
Teacher Salary and Job Security by Teachers

Q701/1-2-T: Next, I'd like to ask you about some aspects of your career and professional development.

Base: All Teachers

%No

	Teachers		
	Total	**School Type**	
		Elementary	**Secondary**
	1001	537	430
	%	%	%
Is your salary fair for the work you do?	64	67	60
Do you feel your job is secure?	8	7	9

Opportunities for training

Fifteen percent of teachers say that that either their schools or districts do not provide adequate opportunities for training. Secondary school teachers are more likely than elementary school teachers to feel this way (18% vs. 13%). Teachers are three times as likely as principals to report that this is a problem. Only 5% of public school principals say that their schools or districts do not provide adequate opportunities for training.

Figure 3.6
Opportunities for Training by Principals and Teachers

Q521/1-P: Does…?
Q701/4-T: Next, I'd like to ask you about some aspects of your career and professional development. Does…?

Base: All Principals
Base: All Teachers

%No

	Teachers			Principals		
	Total	School Type		Total	School Type	
		Elementary	Secondary		Elementary	Secondary
	1001	537	430	500	274	193
	%	%	%	%	%	%
Your school or district provide adequate opportunities for training	15	13	18	5	3	6

48

Principal leadership

The MetLife Survey of the American Teacher: An Examination of School Leadership (2003) explored the relationship between teacher satisfaction and interaction with the school principal. Teachers who were dissatisfied with their careers had less satisfying and less frequent interactions with the principals of their schools. This points to the important role of the principal in teachers' professional lives. In this year's *MetLife Survey*, significant numbers of teachers report dissatisfaction in this area. Two in 10 teachers say that their principals neither ask for their suggestions or opinions (19%), nor handle student discipline fairly (18%). Both of these problems are more pronounced at the secondary school level. More than one in eight teachers reports that their principals do not show appreciation for their work (14%); do not show direction for their schools (14%); do not make themselves accessible during the day (13%); and do not provide adequate communication (12%). One in 11 teachers (9%) reports that his/her principal does not treat him/her with respect.
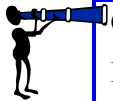
OBSERVATION:

In the *MetLife Survey of the American Teacher: An Examination of School Leadership* (2003), teachers were asked to rate the principals of their schools on several elements of school leadership. Three in 10 gave their principals either a fair or poor rating for respecting the people in the school (31%), and 36% gave either a fair or poor rating for principals' support of teachers to be the best they can be.

Figure 3.7
Principal Leadership Ratings by Teachers

Q651/1-6-T: Does the principal at your school…?

Base: All Teachers

%No

	Teachers		
	Total	**School Type**	
		Elementary	**Secondary**
	1001	537	430
	%	%	%
Ask for your suggestions or opinions	19	17	22
Handle student discipline fairly	18	15	23
Show appreciation for your work	14	13	15
Provide direction for your school	14	11	16
Make herself or himself accessible to staff during the day	13	11	14
Treat you with respect	9	8	11

In contrast to teachers' assessments, principals' self-evaluations are more generous, with fewer than 4% rating themselves either poor or fair in any of these areas. Two-thirds (68%) rate themselves as excellent in treating teachers with respect. Principals are least likely to rate their performances as excellent when it comes to acknowledging outstanding performances by teachers (29%), providing direction for their schools (38%) and showing appreciation for teachers' work (38%). Overall, four in 10 principals rate the performances of school principals in their districts as excellent. Despite principals' positive self-assessments, the majority of education leaders say principals in their states are not doing a good job. Only 10% of education leaders rate principals' performances as excellent, with twice as many (20%) rating them either fair or poor.

Figure 3.8
Principal Leadership Ratings by Principals

Q526/1-6-P: How would you rate your own personal performance on the following?

Base: All Principals

%Excellent

	Principals		
	Total	**School Type**	
		Elementary	**Secondary**
	500	274	193
	%	%	%
Treating teachers with respect	68	70	65
Making yourself accessible to staff during the day	58	58	58
Handling student disciple fairly	44	46	41
Providing direction for your school	38	39	35
Showing appreciation for teachers' work	38	42	30
Acknowledging outstanding performance by teachers	29	30	27

School culture and atmosphere

When describing their days and the atmosphere at their schools, a majority of teachers do not feel they have enough time to do their jobs well. Two-thirds (65%) say they do not have enough time for

planning and grading, a particular problem for elementary school teachers (72% vs. 56% of secondary school teachers). Sixty percent of teachers report that they do not have enough time for helping individual students. One-third (34%) do not have adequate time for classroom instruction, particularly elementary school teachers (39% vs. 26%). Teachers in urban locations face the challenge of inadequate time for helping individual students and for classroom instruction more than teachers in suburban/rural settings (66% vs. 58% and 39% vs. 32%, respectively). Less pervasive problems teachers report include other teachers not going out of their way for them (18%), being assigned to classes they do not feel qualified to teach (6%) and not feeling safe while in school (4%).

Figure 3.9
Teacher Experiences by Teachers – School Type and Location

Q501/1-6-T: Next I'd like to ask several questions about your experiences at your school during this school year.

Base: All Teachers

	Total	School Type		Location	
		Elementary	Secondary	Urban/ Inner City	Suburban/ Small Town/ Rural
	1001 %	537 %	430 %	252 %	744 %
You do not have enough time for planning and grading	65	72	56	68	65
You do not have enough time for helping individual students	60	62	57	66	58
You do not have adequate time for classroom instruction	34	39	26	39	32
Other teachers do not go out of their way for you	18	15	21	18	17
You have been assigned to classes you do not feel qualified to teach	6	5	8	7	6
You do not feel safe while in school	4	3	4	7	3

Equipment and facilities

A striking finding of the study is the extent to which basic material needs are not being met. One-quarter of teachers (26%) reports that the equipment in their schools does not meet the needs of students. For two in 10 teachers (18%), there are not enough current textbooks for students (18%)

and school buildings and grounds are not clean or in good condition (18%). Equipment and textbook issues are more problematic for secondary school teachers than elementary school teachers, while the condition of facilities is more pronounced among elementary school teachers. Each of these challenges is more prevalent among teachers in urban schools (equipment, 32% vs. 24%; textbooks, 22% vs. 18%; and facilities, 24% vs. 16%).

Figure 3.10
Equipment and Facilities by Teachers

Q551/1-3-T: Next, I'd like to ask you about your school's equipment and facilities.

Base: All Teachers

%No

	Total	School Type		Location	
		Elementary	**Secondary**	**Urban/ Inner City**	**Suburban/ Small Town/ Rural**
	1001	537	430	252	744
	%	%	%	%	%
Does equipment in your area meet the needs of students?	26	24	30	32	24
Are there enough current textbooks for students?	19	14	27	22	18
Are school buildings and grounds clean and in good condition?	18	21	14	24	16

Communication

Compared to others with whom they interact in their professional lives, teachers report the most dissatisfactory communication with central administrators; three in 10 (28%) rate this communication as inadequate. Fifteen percent of teachers rate communication with parents as inadequate, particularly those at the secondary level (18% vs. 13% at the elementary level). Communication with parents is particularly troublesome for teachers in urban schools. They are more than twice as likely as their suburban/rural counterparts to report inadequate communication with parents (26% vs. 11).

Figure 3.11
Communication by Teachers

Q521/1-6-T: How would you rate your communication with the following people?

Base: All Teachers

%Inadequate

	Total	School Type		Location	
		Elementary	Secondary	Urban/ Inner City	Suburban/ Small Town/ Rural
	1001	537	430	252	744
	%	%	%	%	%
Central administrators	28	27	30	33	26
Parents	15	13	18	26	11
Your principal	12	12	12	13	12
School staff	6	5	8	7	6
Other teachers	6	4	9	6	6
Students	2	1	4	3	2

Parental support

Although most teachers do not believe dissatisfactory communication with parents is a major problem, many report problems in other areas in their dealings with parents. Half of teachers at both the elementary and secondary school levels describe parental involvement in their child's education (50%) and parental understanding of the school curriculum (48%) as inadequate. One-third say that parental support of the school discipline policy (33%) and parental support for the school overall (32%) is inadequate. One-quarter of teachers (24%) report that parental support for their work is not adequate. Teachers in urban schools report consistently higher rates of inadequate parental support than suburban/rural teachers. In urban schools, teachers are twice as likely as others to report that parental support for the school is inadequate (51% vs. 25%). They are also more likely than teachers in suburban/rural locations to report parental involvement in their child's education (66% vs. 44%), parental understanding of the school curriculum (61% vs. 43%), parental support of the school discipline policy (45% vs. 28%) and parental support for their work (34% vs. 20%) as inadequate.

Figure 3.12
Parental Support by Teachers

Q601/1-5-T: Now I'd like to ask you a few questions about the parents of children in your school. In your school, how would you rate the following?

Base: All Teachers

%Inadequate

	Total	School Type		Location	
		Elementary	Secondary	Urban/ Inner City	Suburban/ Small Town/ Rural
	1001 %	537 %	430 %	252 %	744 %
Parental involvement in their child's education	50	48	54	66	44
Parental understanding of the school curriculum	48	46	51	61	43
Parental support of the school discipline policy	33	29	39	45	28
Parental support for the school	32	31	35	51	25
Parental support of your work	24	22	27	34	20

Student behavior and abilities

Teachers' relationships and experiences with their students influence their attitudes about their working conditions. Four in 10 (39%) report problems with student behavior. Sixty percent report that students lack basic skills. This problem is more common among secondary school teachers than elementary school teachers (65% vs. 57%), but it is among teachers in urban schools and those with large proportions of low-income and minority students that this issue is the most severe. Nearly three-quarters of teachers in urban schools (73%) and more than eight in 10 teachers in schools with either mostly low-income (83%) or minority students (82%) report that students lacking basic skills is a problem at their schools. Half of teachers (52%) report that student apathy that affects learning is a problem, and four in 10 report that student absenteeism (42%) and disorderly student behavior (39%) are problems. However, only 9% of teachers report that threats to either teachers or staff by students is a problem.

As with parental support, student behavior is a greater problem for urban teachers than those in suburban/rural settings. These gaps are greatest in regards to student absenteeism (58% vs. 37%), lack of basic skills (73% vs. 54%) and disorderly behavior (52% vs. 35%).

Figure 3.13
Student Behavior and Abilities by Teachers – School Type and Location
Q800/1-6-T: Is each of the following a problem at your school, or not?

Base: All Teachers

%Yes it is a problem

	Total	School Type		Location	
		Elementary	**Secondary**	**Urban/ Inner City**	**Suburban/ Small Town/ Rural**
	1001 %	537 %	430 %	252 %	744 %
Students lacking basic skills	60	57	65	73	54
Student apathy that affects learning	52	41	69	61	49
Student absenteeism	42	37	52	58	37
Disorderly student behavior	39	38	42	52	35
School rules that do not keep order and discipline	21	19	25	29	18
Threats to teachers or staff by students	9	8	10	15	6

Teacher involvement and influence

Many teachers feel that they do not have a voice in matters of importance concerning their jobs and careers. Four in 10 teachers (40%) say that their abilities to influence policies that affect them is inadequate at their schools. Almost one-quarter (23%) rate as inadequate their abilities to influence student promotion and retention, as well as the training they receive (23%), and 25% feel their level of involvement in shaping the curriculum is inadequate. One in eight teachers (13%) reports his/her ability to influence the subjects and/or grades s/he teaches and his/her level of involvement in team building and problem-solving (13%) are inadequate. One-quarter of teachers (25%) feel that their level of involvement in shaping the school curriculum is inadequate and two in 10 (17%) feel this way about their level of involvement in establishing grading procedures.

These measures differ according to school type and location. Secondary school teachers, in particular, are frustrated in their inability to influence student promotion and retention (31% vs. 19%) and the training they receive (27% vs. 20%). With the exception of the subjects and/or grades they teach, teachers in urban areas are consistently more likely to rate their abilities to influence these areas as inadequate.

Figure 3.14
Teacher Influence by Teachers – School Type and Location

Q751/1-4-T: In your school, how would you rate your ability to influence in the following?

Base: All Teachers

%Inadequate

	Total	School Type		Location	
		Elementary	Secondary	Urban/ Inner City	Suburban/ Small Town/ Rural
	1001	537	430	252	744
	%	%	%	%	%
Policies that affect you	40	40	42	47	37
Student promotion or retention	23	19	31	30	21
The training you receive	23	20	27	27	21
The subjects and/or grades you teach	13	12	14	15	13

Figure 3.15
Teacher Involvement by Teachers – School Type and Location

Q721/1-3-T: In your school, how would you rate your level of involvement in the following?

Base: All Teachers

%Inadequate

	Total	School Type		Location	
		Elementary	Secondary	Urban/ Inner City	Suburban/ Small Town/ Rural
	1001	537	430	252	744
	%	%	%	%	%
Shaping the school curriculum	25	26	24	29	23
Establishing grading procedures	17	19	14	19	17
Team building and problem solving	13	8	19	13	12

Teachers' perspectives about their roles within schools, such as their feelings about communication and influence, affect other aspects of their experiences, including the quality of relationships with their principal, parents and students. Moreover, these feelings contribute to their overall career satisfaction and, in many ways, determine their likelihood to remain in the profession.

IN THEIR OWN WORDS: Teachers Speak Out on Components of Teacher Satisfaction

The positive impact of satisfaction with key aspects of their teaching careers is evident even among those who have left the profession. These often center on positive relationships with students, other teachers and their principals.

"I had a great relationship with our principal and administrators as they respected the hard work that I was doing and encouraged [me]. This great relationship actually really helped my ability to teach as I knew they'd support my efforts to do a better job teaching and more effectively manage students." (Steve K., Former Teacher)

"My relationship with other teachers and colleagues was always professional and helpful. I learned a lot from them. This did not change over the years." (Alisa G., Former Teacher)

"I was very involved with my students. I keep the same involvement each year I taught. I think this happened because I saw I could really connect to each student and get more out of them this way." (Gerri S., Former Teacher)

However, the negative impact when important professional needs are not met is just as powerful, and former teachers describe unsatisfactory experiences that overshadowed their expectations in regards to salary and compensation, relationships with students or respect for the profession.

"I was planning on staying a teacher until I retired, but the reality of a very low salary made me leave." (Amy C., Former Teacher)

"Very few [students] gave me respect, while others were aware of the word respect [but] it wasn't in their best interest among friends to show it, like gangs. It never changes; it gets worse. (Darlene P., Former Teacher)

"My biggest disappointment was the lack of appreciation. I guess I thought everyone would appreciate the important role I was playing in the role of the upbringing of their children, but I soon learned that this was just a fairytale." (Alisa G., Former Teacher)

CHAPTER FOUR

CAREER PATHS OF THE AMERICAN TEACHER

"I went to school a lot of years for teaching and I assumed I would always be a teacher...I was wrong." (Mary S., Former Teacher)

Teachers invest time, effort and money in their education and preparation. Nearly half of public school teachers (47%) have a graduate-level degree,[3] and nearly all teachers in this year's *MetLife Survey* (98%) report that they have teacher certification. Schools of education, school districts and principals spend time and money to train new teachers and provide ongoing professional development opportunities for more experienced teachers. Given these investments, each group has a stake in retaining highly qualified teachers in the profession.

PROSPECTIVE TEACHERS' CAREER PATHS

Typically, the initial stepping stone on the path to becoming a teacher is graduation from a teacher preparation program, either at the undergraduate or graduate level. But even at this preliminary level, not every graduate goes on to become a classroom teacher. Education school deans and department chairpersons report that, on average, 5% of students who graduate from their teacher preparation programs do not take a position in education, and 2% take a non-teaching position in a public, private or parochial school. The majority of students (79%) accept positions as classroom teachers in public schools, with the remaining 12% taking teaching positions in either private or parochial schools.

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[3] National Center for Education Statistics, Schools and Staffing Survey (1999-2000)

Figure 4.1
Path of Teaching Graduates by Education Deans/Chairpersons

Q511-D: About what percentage of students who graduate from your teacher preparation programs…?

Base: All Education Deans/Chairpersons

Average%

- ■ Take a position as a classroom teacher in a public school
- □ Take a position as a classroom teacher in a private or parochial school
- ■ Take a non-teaching position in a public or private or parochial school
- ▨ Do not take a position in education
- ▨ Not sure/Decline to answer
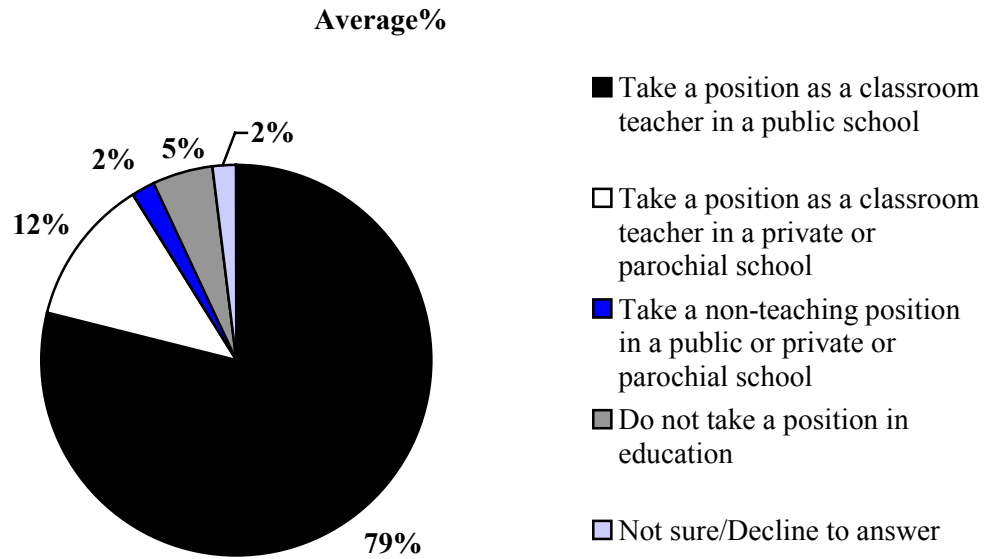
OBSERVATION:

Education deans report that 39% of their graduates who take a position as a classroom teacher in a public school have their first placements in either an inner city or urban location. Teachers' own reports support this, with new teachers (five years or less experience) more likely than the most experienced teachers (21 or more years) to be teaching in either an inner city or urban school. Such schools often present the most challenging situations and, as noted in Chapter Three, teachers in these settings are less likely than teachers in suburban/rural schools to rate their satisfaction as excellent. These findings demonstrate the need for additional support for less experienced teachers, including having more experienced colleagues working with them as mentors. Previous *MetLife Surveys* focusing on new teachers have also documented this need. In the 1991 *Metropolitan Survey of the American Teacher; the First Year: New Teachers' Expectations and Ideals*, 46% of first-year teachers said that being assigned a more experienced teacher as a mentor would have been most helpful in preparing them to be more effective. In the 2004-2005 *MetLife Survey: Transitions and the Roles of Supportive Relationships*, four in 10 (38%) of new teachers (less than five years of experience) said that being assigned a mentor would have been most helpful.

 IN THEIR OWN WORDS: **Public or Private?**

Prospective teachers have various reasons for wanting to teach in public schools. For some, there is the opportunity to play a front-line role in school reform efforts, while others remember their own public school experiences and feel connected to what is familiar.

"I believe the public education is flawed and I would like to make a difference. I guess I'm an idealist that way. The thing with private schools is that there is more pressure on students to stay and excel in academics. Students in public schools do not have that pressure so they tend to be left behind unless motivated (and not in the form of standardized testing)." (Kamil B., Prospective Teacher)

"The reason why I want to teach in the public school system [is] because I am a product of the public school system. And from just being there not to long ago I feel I know what works and what doesn't." (Wesley D., Prospective Teacher)

"I went to public school myself, and believe that many public schools offer great education to the students." (Beth C., Prospective Teacher)

Others say the decision can be measured, at least in part, in dollars and cents. Better benefits, higher pay, and monetary incentives help those about to enter the profession determine the type of school that will be the best fit for them.

"I have friends who teach in private schools and the pay is just not there. The pensions as a teacher and the summer pay are very attractive in public schools." (Lisa M., Prospective Teacher)

"I received a scholarship while in school that will take $6,000 off my student loan debt if I teach for four years in the public sector." (Jennifer E., Prospective Teacher)

CHALLENGES FOR TEACHERS

Both education leaders and principals agree that the biggest challenge teachers face teachers today is working with children with varying abilities. Over one-quarter of deans (27%) and principals (28%) cite this as the biggest challenge, nearly twice as many as the next most frequently mentioned issue, disorderly student behavior (leaders, 11%; principals, 12%). These groups' points of view differ in regards to parental support. One in nine (11%) principals says that lack of support from parents is the biggest challenge facing teachers today, compared to only 4% of education deans.

OBSERVATION:

From the perspective of education leaders and principals, working with children with varying abilities is the single biggest challenge teachers face. Many teachers also report that this is an area in which they do not feel prepared when they first enter the profession. As shown in Figure 2.11, one-quarter of teachers (26%) did not feel prepared in this area. Interestingly, similar numbers of teachers also mentioned feeling unprepared for engaging families. Furthermore, in the *MetLife Survey of the American Teacher:Transitions and the Role of Supportive Relationships* (2004-2005), new teachers were most likely to report that their biggest challenge was communicating with and involving parents (31%), compared to 22% saying getting sufficient resources and materials and 20% saying maintaining order and discipline in the classroom. Despite teachers' propensity over the years to report difficulties in working with parents in the *MetLife Survey*, only 4% of deans/chairpersons and 11% of principals interviewed this year believe this to be a major challenge.

Figure 4.2
Teaching Challenges by Education Deans/Chairpersons and Principals

Q615-L: Overall, what do you think is the biggest challenge facing teachers today?

Base: All Education Deans/Chairpersons (n=200)
Base: All Principals (n=500)

	Deans/Chairpersons	Principals
Working with children with varying abilities	27%	28%
Disorderly student behavior	11%	12%
Problems related to regulations/government/politicians	7%	5%
Problems related to testing	6%	4%
No Child Left Behind (NCLB)	6%	6%
Needing to meet standards/teach to meet standards	5%	3%
Inadequate time for classroom instruction	4%	4%
High expectations from teachers' performance	4%	2%
Lack of support from parents	4%	11%
Lack of respect for the profession/Not being treated as a professional	3%	2%

65

IN THEIR OWN WORDS: Challenges vs. Rewards

Prospective teachers expect to encounter challenges as newcomers to the profession. Most of the difficulties they anticipate have nothing to do with content area knowledge, but concern classroom management, communication and working with special needs students.

"One of the biggest challenges I expect to face is classroom management. They don't really teach that in school; I think you have to learn by experience and see what works for you and the students no matter how many workshops or classes you take on it." (Michele C., Prospective Teacher)

"The challenges I see are dealing with administration and state requirements. I anticipate a few problems with a few students, but overall I foresee more challenges with the administration than the students" (Emilia W., Prospective Teacher)

"Parents, other teachers, administrators, and state tests … are all challenges that are present. Stress and pressure to get everything done, to prepare your students for the next grade level are all challenges that I will experience I'm sure. Another challenge will be working with special needs children and inclusion in the regular classroom." (Nicole B., Prospective Teacher)

Several former teachers say they found the challenges of the career outweighed the rewards. Lack of professional prestige, low pay, inadequate resources and poor communication –many of the same problems current teachers cite in this year's *MetLife Survey* – were some of the difficulties with which they dealt.

"The challenges outweighed the rewards. The pay was bad, but I knew that getting into it. I couldn't get the resources I needed to help kids… The staff was cliquey, petty and suspicious of one another. Administrators were pitted against teachers. At the beginning of my second year, the superintendent gave a big speech entitled 'Your Best Isn't Good Enough.' I almost quit right there." (Alison J., Former Teacher)

"The challenges outweighed the rewards! There weren't enough rewards at my school…It was incredibly unprofessional and disrespectful, and that outweighs any personal satisfaction from a job." (Candice R., Former Teacher)

Still, while they opted to exit the profession, other former teachers found opportunities for interaction with students and intellectual stimulation overshadowed the day-to-day difficulties of classroom life.

"I believe the rewards far exceeded the challenges. I don't know another job where you laugh everyday where you get hugs consistently; where thinking is a requirement; where you can have snack time; where you are loved by 30 people; where you can get lost in a good story; where you play and create; and where you meet heroes and where you get to be one, too." (Amy C., Former Teacher)

"I think the rewards outweigh the challenges. When a student understands a concept after failing to understand it, it makes 20 challenges seem not so important." (Gerri S., Former Teacher)

LEAVING THE PROFESSION

One-quarter of public school teachers (27%) say that it is very likely or fairly likely that they will leave the teaching profession within the next five years to enter a different occupation. This figure is comparable to the findings from the 1986 *Metropolitan Life Survey of the American Teacher: Restructuring the Teaching Profession* (also 27%), despite the 70% increase in career satisfaction since that time. Although the percentage of teachers planning to leave has remained consistent, the intensity of their likelihood to do so has increased. While 13% of teachers in 1986 reported that they were very likely to leave, that level has increased to 17% today.

Figure 4.3
Likelihood of Leaving Teaching Profession by Teachers

Q340-T: Within the next five years, how likely is it that you will leave the teaching profession to go into some different occupation?

Base: All Teachers (1986 n=1,602)(2006 n=1,001)

67
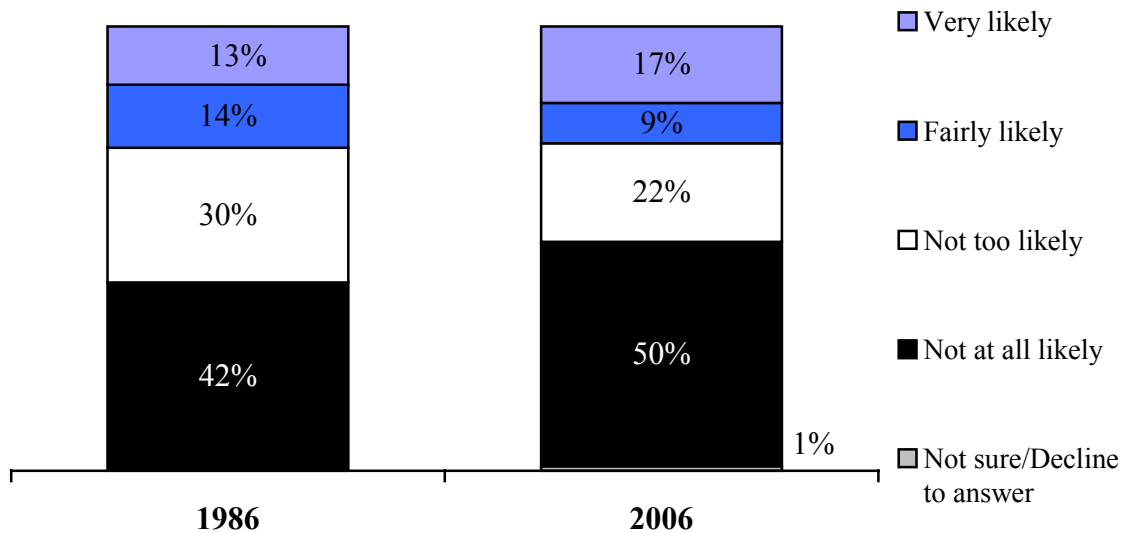
According to a majority of principals and deans/chairpersons, low salary/too few benefits is a primary reason that teachers leave the profession for a different occupation. This belief is more common among principals than education leaders, with 67% of principals (vs. 52% of deans/chairpersons) giving this reason. Lack of respect for the profession (cited by 17% of principals and 16% of leaders) and disorderly student behavior (cited by 12% of principals and 15% of leaders) come in a distant second and third in each group's list of reasons. Two differences between these groups are their beliefs about the impact of job expectations and time on teachers' decisions to leave the profession. Principals are more likely than deans/chairpersons to believe that teachers leave the profession because it did not meet their original job expectations (12% vs. 5%) and because of the demands on their time (10% vs. 2%). These findings correspond with the gap between principals' and leaders' assessments of teachers' expectations, as a majority of deans/chairpersons believe most teachers have realistic expectations about their first teaching positions. In contrast, principals are more likely to believe that new teachers' expectations about several aspects of their first position are not realistic, particularly regarding the total number of hours they will work each week (see Figure 2.4).

Figure 4.4
Reasons Teachers Leave the Profession by Education Deans/Chairpersons and Principals

Q605L: What do you think are the top two reasons that teachers leave the profession for a different occupation?

Base: All Education Deans/Chairpersons (n=200)
Base: All Principals (n=500)

Deans/Chairpersons		Principals
52%	Low salary/too little benefits	67%
16%	Lack of respect for the profession	17%
15%	Disorderly student behavior	12%
11%	Assigned to classes they aren't qualified to teach	4%
10%	Lack of support from teachers	1%
8%	Lack of support from principal	1%
8%	Burnout	8%
5%	Lack of support from administration	1%
5%	Lack of support from parents	9%
5%	Discouraged/frustrated in general	3%
5%	Does not meet original job expectations	12%
3%	Stress	6%
3%	Too much workload	5%
2%	Family obligations	5%
2%	Time requirements	10%

IN THEIR OWN WORDS: Time Should Be Money

In this year's *MetLife Survey,* we turned to principals and education leaders for their perspectives on teachers' motivations for leaving the profession. In our focus group discussions, we also asked former teachers to share their reasons for changing careers. Their comments often focused on financial reasons, confirming principals' and leaders' assessments, but low salary alone does not fully explain their decision. Former teachers emphasize the importance of compensation in relation to the work that they do, what they consider a more tangible expression of respect for the profession.

"I left for mostly financial reasons and the workload… Even though I worked less hours technically than my corporate friends, I often stayed after school and took work home. I figured I could work just as hard at another job and make twice the money." (Candice R., Former Teacher)

"I left the profession for a couple of reasons. First of all, I needed to make more money, and the opportunities for me to make extra money outside of school [were] limited since it took up so much of my time. I did work in the summer, but even that didn't get me to where I needed to be. Second of all, I was expecting to receive a little more respect and thanks for the hard work I was putting in, and just wasn't getting it!" (Steve K., Former Teacher)

"First of all, living in New York on a teacher's salary is virtually impossible. I finally realized that it was somewhat idealistic and naive of me to think that I could do it." (Alisa G., Former Teacher)

ANTICIPATED TEACHER SHORTAGES

A majority of education leaders and school principals believe that a shortage of qualified teachers in their states and schools will be a serious problem in the near future. Eight in 10 education deans/chairpersons (81%) predict that shortages of qualified teachers will be a very serious or somewhat serious problem in their states, and 64% of school principals say that a shortage will be a very serious or somewhat serious problem at their schools. According to the 1986 *Metropolitan Life Survey of the American Teacher: Restructuring the Teaching Profession*, similar numbers of principals (62%) held this view two decades ago. However, education leaders today are less likely than those in 1986 to say that they anticipate a shortage to be a very serious" problem (42% vs. 57%). Today, secondary school principals are more likely than their elementary school peers to predict that a shortage of qualified teachers will be a serious problem in their school (75% vs. 56%). Also, principals in schools in the southeast (78%), with at least two-thirds low-income students (77%), and with at least two–thirds minority students (72%) predict that this will become a serious problem.

OBSERVATION:

While it seems that there has been relatively little change in principals' views on the teacher shortage over the past 20 years, an examination of more recent *MetLife Survey* findings indicates that this year's data may actually point toward improvements in education in the new millennium. In the *MetLife Survey of the American Teacher 2001: Key Elements of Quality Schools*, as many as 39% of principals anticipated a very serious teacher shortage in the near future, while only 28% hold that view today. In addition, in 2001 half said that the lack of high quality teachers is either a big problem or somewhat of a problem (54%) that they face.

Figure 4.5
Problem of Teacher Shortages by Education Deans/Chairpersons and Principals

Q535-L: In the near future, how serious a problem do you feel that shortages of qualified teachers in your school/in your state will be?

Base: All Education Deans/Chairpersons
Base: All Principals

	1986		2006	
	Deans/Chairpersons	**Principals**	**Deans/Chairpersons**	**Principals**
Base:	100	150	200	500
	%	%	%	%
Very serious	57	31	42	28
Somewhat serious	32	31	39	36
Not too serious	11	27	16	21
Not serious at all	-	11	3	16

Figure 4.6
Problem of Teacher Shortages by Principals – School Type and Region

Q535-L: In the near future, how serious a problem do you feel that shortages of qualified teachers in your school/in your state will be?

Base: All Principals

%Very Serious

	Total	**School Type**		**Region**			
		Elementary	**Secondary**	**Northeast**	**Southeast**	**Midwest**	**West**
Base:	500	274	193	109	82	143	166
	%	%	%	%	%	%	%
Very serious	28	20	39	19	45	21	26

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Figure 4.7
Problem of Teacher Shortages by Principals – Location and Low-Income and Minority Students

Q535-L: In the near future, how serious a problem do you feel that shortages of qualified teachers in your school/in your state will be?

Base: All Principals

%Very Serious

	Location		Low-Income Students			Minority Students		
	Urban/ Inner City	**Suburban/ Small Town/ Rural**	**0% - 33%**	**34% - 66%**	**67% or more**	**0% - 33%**	**34% - 66%**	**67% or more**
Base:	130	370	174	185	137	303	94	103
	%	%	%	%	%	%	%	%
Very Serious	33	26	18	26	42	21	35	36

IN THEIR OWN WORDS: Is There a Shortage of Highly Qualified Teachers?

Neither prospective nor former teachers agree on whether there is a teacher shortage. Some of the divergence in opinion rests on whether the shortage is for teachers overall versus "high quality" teachers, and whether there is a true shortage, or rather, a lack of support for and retention of those highly qualified teachers currently in the workforce.

"I think this may depend on where the schools are located. I definitely believe there is a shortage of quality teachers in inner-city schools. I believe that fewer new teachers (right out of school) want to teach in these districts because of lower-paying salaries, less resources for schools (which may make teaching more difficult), less cooperation from parents and possibly the students may be harder to control." (Beth C., Prospective Teacher)

"No I don't think that there is a shortage of high-quality teachers. I think that there are some great teachers out there that have been in the profession and are constantly learning and I think that there are great teachers that have potential that are coming out of education programs. I also believe that there are converts like myself that have experience and background and bring a lot to the table. There is a wealth of knowledge out there just waiting to be employed." (Michele C., Prospective Teacher)

"Yes, I do. There are a lot of talented and intelligent people who never consider teaching because of the perceived abuse, low pay and complacency they'll encounter their first few years... though these are legitimate concerns." (Laura S., Prospective Teacher)

"I do not believe there is a shortage of quality teachers, just teachers who need more help from the system." (Johnny G., Former Teacher)

"Yes there is a shortage, and I truly believe it is due to sub-par pay. Teaching is too hard of a job to be paid so very little." (Amy C., Former Teacher)

CHAPTER FIVE

PROFILE OF AT-RISK TEACHERS

"There were many reasons why I left the profession. One, I was tired of dealing with inadequate administrators and all the 'extras' that we were required to do in addition to our main goal of teaching. I felt that teaching was being pushed aside and other things were taking a higher priority. Another reason I left was because I didn't feel like I was making a very strong impact on my students because I was pulled in so many directions. I wanted to find something that would allow me to sincerely focus my attention on the children. Also, the lack of parental and administrative support in dealing with behavior issues became a real issue for me." (Jill C., Former Teacher)

One in 11 teachers (9%) is dissatisfied with teaching as a career and one-quarter (27%) say they are likely to leave the profession to go into a different occupation within the next five years. Although the characteristics of dissatisfied teachers and those who are likely to leave are highly related, they are not identical.

Dissatisfied teachers are three times as likely to leave as those who are satisfied with their careers (66% vs. 20%). Dissatisfied teachers are also more likely than satisfied teachers to teach in urban areas (34% vs. 26%), to teach in the West (44% vs. 32%), and to teach in schools with more minority (average = 49%) or low-income (average = 56%) students. Interestingly, satisfied teachers cannot be distinguished from dissatisfied teachers by years of teaching experience. About one-third of both satisfied (36%) and dissatisfied (32%) teachers have 10 or fewer years of experience, and teachers with 21 years or more experience are also just as likely to be dissatisfied (40%) as satisfied (33%). However, the pattern when comparing teachers who are likely to leave with those who intend to remain is quite different when it comes to these measures. Teachers who are likely to leave do not differ by the location of the school or by the proportion of low-income and minority students. Rather, teachers with 21 years or more experience are more than twice as likely as their peers to leave the profession (56% vs. 26%), and teachers who plan to leave are twice as likely to be African American as are those who intend to stay in the profession (8% vs. 4%).

Figure 5.1
Profile of Teachers' Likelihood to Leave and Dissatisfaction with Teaching by Teachers

Base: All Teachers

	Total	Likelihood to Leave		Teachers Satisfaction	
		Very/Fairly likely	**Not too/Not at all likely**	**Dissatisfied**	**Satisfied**
Base:	1001	268	727	92	905
	%	%	%	%	%
School Level					
Elementary school only	60	61	60	61	60
Junior high or middle school only	16	13	17	18	16
Senior high school only	19	21	19	16	20
Combined	5	5	4	5	4
School Location					
Urban/Inner City	27	24	27	34	26
Suburban/Small Town/Rural	72	75	72	66	73
% Low-Income Students					
Average	46	47	46	56	45
% Minority Students					
Average	35	36	35	49	34
Region					
Northeast	18	20	18	18	18
Southeast	22	22	22	18	22
Midwest	27	22	28	20	27
West	33	36	32	44	32
Years of Experience					
Average	17	22	15	18	17
Race/Ethnicity					
Hispanic	5	4	6	3	6
Black/African American	5	8	4	8	5
White	86	82	88	84	87
Had Mentor During First Year					
Yes	44	29	50	43	45
Likelihood to Leave					
Very/Fairly Likely	27	100	-	66	23

Various factors predict if a teacher will be satisfied including respect, principal's leadership abilities, school culture, student behavior and the teacher's involvement in and ability to influence key activities. Specifically, significant predictors of a teacher's satisfaction with his/her career include[4]:

- Teacher is <u>not</u> assigned to classes that s/he feels unqualified to teach.
- Teacher feels that his/her salary is fair for the work done.
- Teacher has enough time for planning and grading.
- School does <u>not</u> have problems with threats to teachers or staff by students.
- School does <u>not</u> have problems with disorderly student behavior.
- Teacher is treated as a professional by community.
- Teacher has adequate involvement in team building and problem-solving.
- Teacher has adequate ability to influence policies that affect him/her.
- Teacher has adequate time for classroom instruction.
- Teacher has adequate ability to influence student promotion or retention.
- Teacher has adequate involvement in shaping the school curriculum.

These issues can be addressed at the school and school district level to help increase teachers' career satisfaction. An examination of the experiences predicting whether a teacher is likely to leave the profession within the next five years yields illuminating insights. While dissatisfaction with their career and current school are significant predictors of teachers' likelihood to leave, the most significant predictor is being assigned to classes the teacher does not feel qualified to teach. With other variables held constant, a teacher who reports being assigned to classes s/he does not feel qualified to teach is 1.9 times more likely to say s/he is likely to leave. Age is also a factor, with older teachers more likely to leave. Finally, having a mentor during the first year of teaching significantly increases the odds that a teacher will stay in the profession.[5]

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[4] Results generated from linear regression model. Adjusted $R^2 = 0.210$, $p<.001$. Assigned to classes not qualified to teach (Beta =-0.300, $p<.001$); Salary is fair for the work done (Beta=0.198, $p<0.001$); Enough time for planning and grading (Beta =0.196, $p<0.001$); Problems with threats to teachers or staff by students (Beta=-0.185, $p<0.016$); Problems with disorderly student behavior (Beta=-0.169, $p<0.001$); Treated as a professional by community (Beta=0.160, $p<0.01$); Adequate involvement in team building and problem solving (Beta=0.138, $p<0.05$); Adequate ability to influence policies that affect you (Beta=0.118, $p<0.05$); Adequate time for classroom instruction (Beta =0.115, $p<0.05$); Adequate ability to influence student promotion or retention (Beta=0.114, $p<0.05$);Adequate involvement in shaping the school curriculum (Beta=0.107, $p<0.05$).
[5] Results generated from a logistic regression model: Assigned to classes you don't feel qualified to teach (Beta=0.649, $p<0.05$); Five age categories (18-29, 30-39, 40-49, 50-64, 65+) (Beta=0.572, $p<0.001$); Having a mentor (Beta=-0.614, $p<0.01$); Satisfaction with school year (top 2 box) (Beta=-0.795, $p<0.001$); Satisfaction with teaching as a career (top 2 box) (Beta=-1.449, $p<0.001$)

The factors influencing a teacher's intention to leave the profession are different for less experienced teachers and for those who are older, although satisfaction with their careers plays a role for both. The predictive characteristics of who intends to leave the profession among teachers with 10 or fewer years of experience include other teachers not going out of their way for them, worse professional prestige than expected, and inadequate involvement in shaping the school curriculum. All other factors held equal, new teachers who feel other teachers do not go out of their way for them are more than three times as likely to say they will leave the profession.[6] The predictive characteristics of who intends to leave the profession among teachers who are 50 years or older include inadequate communication with other teachers, inadequate support and involvement from parents, problems with school rules that do not keep order or discipline and not having adequate time for classroom instruction.[7]

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[6]Results generated from a logistic regression model: Other teachers do not go out of their way (Beta=1.184; p<0.01); Professional prestige is worse than expected (Beta=0.872, p<0.05); Inadequate involvement in shaping school curriculum (Beta=0.870, p<0.029); Satisfaction with teaching as a career (top 2 box) (Beta=-2.731, p<0.01).

[7] Results generated from a logistic regression model: Inadequate communication with teachers (Beta=1.347, p<0.01); Inadequate parent support/involvement (Beta=1.019, p<0.05); Problems with school rules that do not keep order/discipline (Beta=0.955, p<0.05; Not having adequate time for classroom instruction (Beta =0.744, p<0.01); Number of years worked as a teacher (Beta=0.078, p<0.01); Satisfaction with teaching as a career (top 2 box) (Beta=-0.782, p=0.05).

Figure 5.2
Preparation and Expectations by Teachers

Base: All Teachers

	Total	Likelihood to Leave		Teachers Satisfaction	
		Very/Fairly likely	**Not too/Not at all likely**	**Dissatisfied**	**Satisfied**
Base:	1001	268	727	92	905
	%	%	%	%	%
Not prepared for first position					
To maintain order and discipline	20	25	18	30	19
To work with children with varying abilities	26	34	23	39	25
Worse than originally expected					
The personal satisfaction	7	13	5	25	5
The professional prestige	37	44	34	52	35
The control over your own work	17	24	13	31	15
The salary and benefits	33	40	30	41	32
The total number of hours worked each week	58	63	56	72	56

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Figure 5.3
Career and Professional Respect by Teachers

Base: All Teachers

	Total	Likelihood to Leave		Teachers Satisfaction	
		Very/Fairly likely	**Not too/Not at all likely**	**Dissatisfied**	**Satisfied**
Base:	1001	268	727	92	905
	%	%	%	%	%
You are <u>not</u> treated as a professional by the community	17	21	16	36	15
Your salary is <u>not</u> fair for the work you do	64	69	63	84	62
You feel you job is <u>not</u> secure	8	10	7	11	8
Your school district does <u>not</u> provide adequate opportunities for training	15	18	14	28	14

Figure 5.4
School Culture, Atmosphere, Equipment and Facilities by Teachers

Base: All Teachers

	Total	Likelihood to Leave		Teachers Satisfaction	
		Very/Fairly likely	**Not too/Not at all likely**	**Dissatisfied**	**Satisfied**
Base:	1001	268	727	92	905
	%	%	%	%	%
You do <u>not</u> have enough time for helping individual students	60	65	58	83	58
You do <u>not</u> have adequate time for classroom instruction	34	43	30	61	30
Other teachers do <u>not</u> go out of their way for you	18	21	16	21	17
You have been assigned to classes you do <u>not</u> feel qualified to teach	6	11	5	20	5
You do <u>not</u> feel safe while in school	4	7	3	11	3
School buildings and grounds are <u>not</u> clean and in good condition	18	23	16	27	17

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Figure 5.5
Teacher Involvement, Influence, and Communication by Teachers

Base: All Teachers

	Total	Likelihood to Leave		Teachers Satisfaction	
		Very/Fairly likely	**Not too/Not at all likely**	**Dissatisfied**	**Satisfied**
Base:	1001	268	727	92	905
	%	%	%	%	%
Inadequate Communication with…					
Central administrators	28	37	24	53	25
Parents	15	16	14	32	13
Your principal	12	20	9	16	12
Other teachers	6	11	4	15	5
Inadequate Level of Involvement in…					
Shaping the school curriculum	25	34	21	44	23
Establishing grading procedures	17	25	14	36	15
Team building and problem solving	13	21	9	28	11
Inadequate ability to influence					
Policies that affect you	40	46	38	68	37
Student promotion or retention	23	29	22	41	22
The training you receive	23	31	20	42	21
The subjects and/or grades you teach	13	19	12	26	12

Figure 5.6
Parental Support and Student Behaviors and Abilities by Teachers

Base: All Teachers

	Total	Likelihood to Leave		Teachers Satisfaction	
		Very/Fairly likely	**Not too/Not at all likely**	**Dissatisfied**	**Satisfied**
Base:	1001	268	727	92	905
	%	%	%	%	%
Problems at school					
Threats to teachers or staff by students	9	11	8	18	7
School rules that do not keep order and discipline	21	30	18	45	19
Disorderly student behavior	39	47	37	59	37
Student absenteeism	42	44	42	65	40
Student apathy that affects learning	52	52	52	64	51
Student lacking basic skills	60	64	58	75	58
Inadequate…					
Parental involvement in their child's education	50	59	47	76	47
Parental understanding of the school curriculum	48	55	45	71	45
Parental support of the school discipline policy	33	41	29	64	29
Parental support for the school	32	39	30	56	29
Parental support of your work	24	30	21	46	21

Figure 5.7
Principal Leadership by Teachers

Base: All Teachers

	Total	Likelihood to Leave		Teachers Satisfaction	
		Very/Fairly likely	**Not too/Not at all likely**	**Dissatisfied**	**Satisfied**
Base:	1001	268	727	92	905
	%	%	%	%	%
Principal at school…					
Does not ask your suggestions or opinions	19	29	15	26	18
Does not handle student discipline fairly	18	27	15	30	17
Does not show appreciation for your work	14	21	11	19	13
Does not provide direction for your school	14	21	11	23	12
Does not make herself or himself accessible to staff during the day	13	21	10	22	11
Does not treat you with respect	9	15	6	12	8
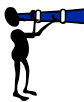
OBSERVATION:

As can be seen from these analyses and profile comparisons, dissatisfaction and likelihood to leave the profession are driven by a variety of factors. The good news for school principals and education leaders is that many of the factors that have the greatest impact (preparation and expectations, involvement in and ability to influence decisions and principal leadership) are within their domain to take action and improve.

IN THEIR OWN WORDS: What Was Missing?

Former teachers were asked what elements were missing from their teaching experience that would have made a difference in their choice to leave the profession. As this year's *MetLife Survey* analysis of at-risk teachers indicates, former teachers mention an array of contributing factors, with an emphasis on administrative support, time for planning and instruction, parental involvement, training and compensation.

 "I didn't feel like I was respected by the administration or parents for the most part. I think I could [have] stayed even with everything else that was going on if there was a professional environment where I was consulted on major decisions that affected my life." (Candice R., Former Teacher)

"There were many things missing from my experience. I would have loved to have been able to devote the majority of my time to planning and actually teaching, but I felt that I had too many other responsibilities, deadlines, reports, etc. to complete so my teaching [and] planning suffered. Administrative support [and] training in dealing with discipline may have helped me be better prepared. To put it simple...I felt that I lacked the quality time that I needed to prepare lessons and teach appropriately because I also had to interpret test scores, produce reports, goal sheets, attend meetings, go to this training and that workshop, etc." (Jill C., Former Teacher)

"I wanted and needed emotional support, financial support, and most of all, supplies and resources. I would have liked to have the means to take the kids on field trips and show them learning labs, colleges, etc., and there wasn't any funding to do that." (Carlton L., Former Teacher)

"What was missing from my experience that would have kept me in the teaching profession is being supported for my teaching style. There should be ways that people who have a knack for teaching to different learning styles can work in the public school setting." (Howard S., Former Teacher)

"The only real thing that was missing from my experience as a teacher that would have helped me to stay is the pay factor, or an opportunity to work my way up into higher responsibility and pay." (Steve K., Former Teacher)

CHAPTER SIX

SOLUTIONS FOR TEACHER RECRUITMENT AND RETENTION

"You want the good ones; you need to fight to get the good ones." (Emilia W., Prospective Teacher)

The results of this year's *MetLife Survey of the American Teacher* report the expectations and experiences of teachers, drivers of their career satisfaction, and factors that influence their decisions to either remain in or leave the profession. Assignment to classes they feel qualified to teach, adequate time for planning and classroom instruction, and student behavior that is neither disorderly nor threatening are critical to teacher satisfaction. Principals and deans/chairpersons of schools of education were asked to discuss what they expect new teachers will encounter, as well as to assess teacher quality and share what they believe to be the experiences of those already in the classroom. Each group reported what it believed are possible strategies to retain qualified teachers. Their views differ in significant ways, and have also changed over the 20 years since reported *The MetLife Survey of the American Teacher* first began tracking drivers of teacher satisfaction.

For deans/chairpersons, the four most important steps to take to keep good people in teaching are providing a decent salary (90%), providing more respect for teachers in today's society (82%), providing increased financial support for the school system (72%) and providing more opportunities for professional development (71%). Principals' four most important strategies that would help maintain good people in teaching are providing a decent salary (88%), providing increased financial support for the school system (84%), providing time for teachers to discuss their needs and problems with other teachers (80%) and providing more respect for teachers in today's society (79%).

Three of the four top strategies recommended by teachers are similar to those of principals. However, teachers are more likely than principals or deans to emphasize the importance of providing better equipment and supplies. Teachers' top four recommended strategies are providing a decent salary (92%), providing increased financial support for the school system (84%), providing more respect for teachers in today's society (82%) and providing better resources and supplies teachers need to do their jobs (74%) to help retain quality people in the profession. Teachers are also more likely than education leaders and principals to endorse reducing the amount of time teachers spend in non-teaching duties (teachers, 68%; principals, 50%; deans, 56%), and increasing their abilities to organize classes the way they think should be (teachers, 63%; principals, 30%; deans, 52%). Interestingly, teachers are less likely than principals or leaders to believe that providing more

opportunities for professional development would help a lot in keeping good people in teaching (teachers, 52%; principals64%; deans, 71%).

In most instances where data are available, principals and deans/chairpersons today hold similar views to those of education leaders two decades ago, with a few notable exceptions. Principals in 2006 are more likely than those in 1986 to say that providing better equipment and supplies teachers need to do their jobs would help a lot (60% vs. 38%). Deans/chairpersons today are less likely than their 1986 counterparts to believe that reducing the amount of time teachers spend in non-teaching duties (56% vs. 72%) and requiring new teachers to serve a supervised apprenticeship or internship before being certified (54% vs. 67%) would help a lot.

Today's teachers are less likely than those interviewed in 1985 for *Metropolitan Life Survey of the American Teacher: Strengthening the Profession* to believe that providing more respect for teachers would help keep good people in the profession (82% vs. 90%). However, more teachers today believe that emphases on providing better equipment and supplies (74% vs. 69%), more parent involvement (67% vs. 56%) and closer matches between student needs and teacher capabilities (63% vs. 55%) would help.

Figure 6.1
How to Keep Good People in Teaching by Education Deans/Chairpersons and Principals

1986: I will now read some steps that might be taken to attract good people into teaching and to encourage good teachers to remain in teaching. For each, please tell me whether you think it would help a lot, help a little, or would not help at all?

2006-Q601-L: For each, please tell me whether you think it would help a lot, help a little, or would not help at all in keeping good people in teaching?

Base: All Education Deans/Chairpersons
Base: All Principals

%Help a Lot

	1986		2006	
	Deans/Chairpersons	**Principals**	**Deans/Chairpersons**	**Principals**
Base:	100	150	200	500
	%	%	%	%
Providing a decent salary	91	93	90	88
Providing more respect for teachers in today's society	***	***	82	79
Providing increased financial support for the school system	77	80	72	84
Providing more opportunities for professional development	***	***	71	64
Providing time for teachers to discuss their needs and problems with other teachers	***	***	65	80
Providing better tools and supplies teachers need to do their job	58	38	63	60
Providing a closer match between student needs and teacher capabilities	***	***	62	59

Figure 6.1 (continued)
How to Keep Good People in Teaching by Education Deans/Chairpersons and Principals

%Help a Lot

	1986		2006	
	Deans/Chairpersons	**Principals**	**Deans/Chairpersons**	**Principals**
Base:	100	150	200	500
	%	%	%	%
Having more parent involvement with the schools	52	55	57	63
Reducing the amount of time teachers spend in non-teaching duties	72	52	56	50
Requiring new teachers to serve a supervised apprenticeship or internship before being certified	67	69	54	61
Providing more independence to organize classes the way teachers think they should be	***	***	52	30

Note: *** indicates category was not asked that year

Figure 6.2
How to Keep Good People in Teaching by Teachers

1985: I will now read some steps that might be taken to encourage good teachers to remain in teaching instead of leaving the profession. For each, please tell me whether you think it would help a lot, help a little, or would not help at all in keeping good people in teaching.

2006-Q901-T: For each, please tell me whether you think it would help a lot, help a little, or would not help at all in keeping good people in teaching?

Base: All Teachers

%Help a Lot

	1985	**2006**
Base:	1,846	1,001
	%	%
Providing a decent salary	94	92
Providing increased financial support for the school system	84	84
Providing more respect for teachers in today's society	90	82
Providing better tools and supplies teachers need to do their job	69	74
Providing time for teachers to discuss their needs and problems with other teachers	***	73
Reducing the amount of time teachers spend in non-teaching duties	68	68
Having more parent involvement with the schools	56	67
Providing a closer match between student needs and teacher capabilities	55	63
Providing more independence to organize classes the way teachers think they should be	59	63
Requiring new teachers to serve a supervised apprenticeship or internship before being certified	62	55
Providing more opportunities for professional development	***	52

Note: *** indicates category was not asked that year

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IN THEIR OWN WORDS: Recruitment and Retention

In focus group discussions, both prospective teachers and former teachers suggested strategies to recruit and retain highly qualified teachers. Compensation and pay are important to both groups, but not the sole focus.

"Incentives....pay a bonus to have them stick it out. Pay some of the cost of the tuition to get certified. Provide support for mentoring. Provide a support system among new teachers to discuss topics of interest like disciplining, classroom management, networking, paperwork management, time and stress management. Make it easy to join and stay within the system, not bureaucratic. Get rid of the seniority system whereby new teachers get stuck in the worst and toughest places. Don't give the new teachers the most challenging children in their first year of teaching." (Michele C., Prospective Teacher)

"They should implement a mentor program and stick with it. Also, the pay increases should be larger and more frequent. A bad tactic is letting veteran teachers pick and choose what kids they want before scheduling is done so that the brand new teachers are left with all the bad kids. That's the fastest way to lose a highly qualified teacher." (Mindy T., Prospective Teacher)

"Support. [Provide] induction programs with mentoring, training workshops and orientations provided by the school systems. It is also important to really screen for good teachers that are not just educated, but that also can handle kids. This will reduce the number of teachers that leave because they can't keep the classroom in control." (Scott S., Prospective Teacher)

"To recruit teachers that will do a great job, I would actually recommend more stringent standards in colleges, a campaign that could possibly be lead by outstanding schools. The reasoning is this: if only the kids who go into teaching do this in order to have easier classes in college, the slackers become teachers. If, alternatively, the profession is sold as an honor that only smart and driven student can enter, you will get harder working teachers that are in it for the right reason and possibly stay longer." (Steve K., Former Teacher)

"Raise pay! Decrease demands and obligations that are peripheral and extraneous to classroom teaching, like bogus professional development workshops and cafeteria duty. Reduce class size so that teachers are not overwhelmed by 30+ students in any given class period. More attractive benefits packages, and more support for teachers whether in the form of teacher aides, consultants, or administrators. More status and respect for teachers… teachers are more than the drones of the administration." (Jenny C., Former Teacher)

"Pay is the main thing they can do. Having a pay scale not based on tenure… A poor teacher should not be paid more than a high-quality one just because they have hung on for 20 years. Room for advancement and growth in the field would attract new teachers. Or student loan forgiveness programs. Also, having administrators who support teachers more. Requiring more of parents, require them to actually be parents and participate." (Andrew L., Former Teacher)

As these teachers note, a teaching workforce comprised of highly qualified, engaged teachers begins with teachers' training in education programs before they lead their own classrooms, and continues with the support of their principals, fellow teachers and the community. Attention to these expectations and experiences will help better ensure a strong teaching profession for the future.

APPENDIX A: METHODOLOGY

METHODOLOGY

The MetLife Survey of the American Teacher: Expectations and Experiences, utilized a multimodal methodology to capture the views of key school stakeholder groups. Telephone interviewing was used to survey teachers, principals, and education school deans and chairpersons. Two online, bulletinboard focus groups with prospective and former teachers were intended to capture the perspectives teachers at different points in their career.

Teacher Sample
A total of 1,001 public school teachers were interviewed between March 8, 2006 to March 30, 2006 via a telephone interview.

A nationally representative sample of current public school teachers of grades K through 12 throughout the continental United States was interviewed. Interviews averaged 16 minutes in length and were conducted by a data collection facility from Harris Interactive's network of approved suppliers. Harris Interactive purchased the sample from Market Data Retrieval. The sample included current U.S. public school teachers of grades K-12. Before being asked to complete the actual interview, each teacher was screened to ensure that s/he was currently teaching at least part-time in a public school, and currently taught in grades K through 12. If the respondent passed the screen, the interview was either completed at that time or an appointment was made to complete the interview at a time convenient for the teacher.

Weighting of Teacher Data
Data were weighted to key demographic (school level, sex, region, and size of place) variables to align it with the national population of U.S. elementary and secondary public school teachers.

Principal Sample
A total of 500 public school principals were interviewed between March 15, 2006 to April 5, 2006 via telephone interview.

A nationally representative sample of current public school principals of grades K through 12 throughout the continental United States was interviewed. Interviews averaged 15 minutes in length and were conducted by a data collection facility from Harris Interactive's network of approved suppliers. Harris Interactive purchased the sample from Market Data Retrieval. The sample included current U.S. public school principals of grades K-12. Before being asked to complete the actual interview, each principal was screened to ensure that s/he was currently a principal in a public school in grades K through 12. If the respondent passed the screen, the interview was either completed at that time or an appointment was made to complete the interview at a time convenient for the principal.

Weighting of Principal Data
Data were weighted to key demographic (school level, sex, region, and size of place) variables to align it with the national population of U.S. elementary and secondary public school principals.

Education School Deans and Chairpersons Sample
A total of 200 deans of schools of education and education department chairpersons were interviewed between March 15, 2006 to April 6, 2006 via a telephone interview.

A nationally representative sample of current Education School Deans and Chairpersons throughout the continental United States was interviewed. Interviews averaged 15 minutes in length and were conducted by a data collection facility from Harris Interactive's network of approved suppliers. Harris Interactive purchased the sample from Market Data Retrieval. The sample included current Educational Deans and Chairpersons. Before being asked to complete the actual interview, each Dean and Chairpersons was screened to ensure that s/he was currently either an Education School Dean or Chairperson. If the respondent passed the screen, the interview was either completed at that time or an appointment was made to complete the interview at a time convenient for the Dean or Chairperson.

Weighting of Education School Deans and Chairpersons Data
Data were weighted to reflect the national population of Educational Deans and Chairpersons for key demographic variables (sex, region, and size of place) to align it with the national population of U.S. Educational Deans and Chairpersons.

Telephone Interviewing Procedures (Teachers, Principals, and Education Deans and Chairpersons)
Interviewing for this study was conducted by professional staff and was continuously quality monitored by the supervisory staff. Through direct supervision of the interviewing staff and continuous monitoring of the interviews, a uniformity of responses was achieved that could not have been obtained by other interviewing methods.

The computer-assisted telephone interviewing system (CATI) permits online data entry and editing of telephone interviews. Questionnaires are programmed into the system with the following checks:
1. Question and response series

2. Skip patterns

3. Question rotation

4. Range checks

5. Mathematical checks

6. Consistency checks

7. Special edit procedures

The CATI system reduces clerical error by eliminating the need for keypunching, since interviewers enter the respondents' answers directly into a computer during the interview itself. For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has three possible answer choices (e.g., "Provides," "Does not provide," and "Not sure"), the CATI system will only accept coded responses corresponding to these choices. All data are tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables is then produced for each sample group showing the results of each survey question, both by the total number of respondents and by important subgroups.

The data processing staff performs machine edits and additional cleaning for the entire data set. Edit programs act as a verification of the skip instructions and other data checks that are written into the CATI program. The edit programs list any errors by case number, question number and type. These were then resolved by senior EDP personnel, who inspected the original file and made appropriate corrections. Complete records were kept of all such procedures.

Reliability of Survey Percentages

The results from any survey sample are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Exhibit A.1 shows the range of sampling variation that applies to percentage results for this type of survey. The chances are 95 in 100 that the survey results do not vary, plus or minus, by more than the indicated number of percentage points from the results that would have been obtained had interviews been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 300 is 30%, then in 95 out of 100 cases the response of the total population would be between 25% and 35%. Note that survey results based on subgroups of a small size can be subject to large sampling error.

Exhibit A.1
Approximate Sampling Tolerances (at 95% Confidence) to
Use in Evaluating Percentage Results

Number of People Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
2,000	1	2	2	2	2
1,500	2	2	2	2	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances also are involved in the comparison of results from different parts of the sample (subgroup analysis) or from different surveys. Exhibit A.2 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures too represent the 95% confidence interval.

For example, suppose one group of 1,000 has a response of 34% "yes" to a question, and an independent group of 500 has a response of 28% "yes" to the same question, for an observed difference of 6 percentage points. According to the Exhibit, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is considered statistically significant.

Exhibit A.2
Approximate Sampling Tolerances (at 95% Confidence) to Use
in Evaluating Differences Between Two
Percentage Results

Approximate Sample Size of Two Groups Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	3	4	4
500	3	4	4	5	5
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	5	6	6	6
200	5	7	8	8	8
100	6	9	10	11	11
50	9	12	13	14	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

Non-Sampling Error
Sampling error is only one way in which survey findings may vary from the findings that would result from interviewing every member of the relevant population. Survey research is susceptible to human and mechanical errors as well, such as interviewer recording and data handling errors. However, the procedures used by the Harris firm, including the CAI systems described earlier, keep these types of errors to a minimum.

Bulletin-Board Focus Groups of Former and Prospective Teachers

Two online bulletin boards were conducted April 4-6, 2006: one among prospective teachers and

one among former teachers. Twenty-four respondents were recruited for each bulletin board (a total of 48) and all participants completed the bulletin boards. Participants represented a geographic spread from across the country.

Before being asked to take part in the bulletin-board focus groups online, teachers were screened to ensure that they were either prospective or former teachers. Prospective teachers were defined as undergraduate or graduate students who are majoring in education or plan to become a classroom teacher, and anticipate taking their first positions as a classroom teacher in a public school system in the next two years. Former teachers were defined as former elementary or secondary school teachers in a public school system who have left the teaching profession within the last five years and if employed are currently working in an industry other than education.

Participants were given an incentive to participate in these bulletin-board focus groups. Prospective teachers were given a $75 incentive and former teachers earned a $100 honorarium for their participation.

APPENDIX B: QUESTIONNAIRE

HARRIS INTERACTIVE

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J26242

MetLife Survey of American Teachers 2006

Datasheeted Questionnaire

SUBJECTS FOR QUESTIONNAIRE

SECTION A: SCREENING

SECTION B: EXPECTATIONS AND EARLY EXPERIENCE

SECTION C: SCHOOL ATMOSPHERE/CULTURE

SECTION D: COMMUNICATION

SECTION E: EQUIPMENT AND FACILITIES

SECTION F: PARENTS

SECTION G: PRINCIPAL

SECTION H: CAREER/PROFESSIONAL SATISFACTION

SECTION I: INVOLVEMENT IN DECISION MAKING

SECTION J: STUDENTS

SECTION K: SOLUTIONS

SECTON L: SCHOOL AND TEACHER DEMOGRAPHICS

Notes on reading the results

The percentage of respondents has been included for each item. An asterisk (*) signifies a value of less than

one-half percent. A dash (-) represents a value of zero. Percentages may not always add up to 100% because

of computer rounding or the acceptance of multiple answers from respondents answering that question.

Field Period: March 8-30, 2006

1,001 completed interviews with teachers

BASE: ALL RESPONDENTS
Q300 SCHOOL TYPE PRELOADED SAMPLE

Elementary school (K – 5th grade)	57%
Junior high or middle school (6th – 8th grade)	17%
Senior high school (9th – 12th grade)	24%
COMBINED	2%

BASE: PART-TIME OR MORE TEACHERS
Q321 Is your school an elementary school, a junior high or middle school, or a senior high school?

Elementary school (K – 5th grade)	60%
Junior high or middle school (6th – 8th grade)	16%
Senior high school (9th – 12th grade)	19%
COMBINED	5%

BASE: ALL QUALIFIED RESPONDENTS
Q1010 Is the area where your school is located considered inner city, urban, suburban, small town, or rural?

INNER CITY/URBAN (NET)	**27%**
Inner city	13%
Urban	14%
Suburban	34%
SMALL TOWN/RURAL (NET)	**38%**
Small town	22%
Rural	17%
Not sure	*
Decline to answer	*

BASE: PART-TIME OR MORE TEACHERS
Q1045 In which region is your school located?

Northeast	18%
Southeast	22%
Midwest	27%
West	33%
Not Sure	-
Decline to answer	*

Q322 What grades do you currently teach?

ELEMENTARY SCHOOL (NET)	**61%**
Kindergarten	19%
First grade	16%
Second grade	15%
Third grade	15%
Fourth grade	13%
Fifth grade	13%
JUNIOR HIGH OR MIDDLE SCHOOL (NET)	**23%**
Sixth grade	12%
Seventh grade	11%
Eighth grade	12%
SENIOR HIGH SCHOOL (NET)	**22%**
Ninth grade	15%
Tenth grade	16%
Eleventh grade	17%
Twelfth grade	15%

BASE: PART-TIME OR MORE TEACHERS
Q330 Altogether, how many years have you worked as a teacher?

0 - 5	16%
6-10	19%
11-20	31%
21+	34%
Not sure	-
Decline to answer	*
MEAN	**16.9**

BASE: PART-TIME OR MORE TEACHERS
Q340 Within the next five years, how likely is it that you will leave the teaching profession to go into some different occupation?

LIKELY TO LEAVE (NET)	**27%**
(4) Very likely	17%
(3) Fairly likely	9%
NOT LIKELY TO LEAVE (NET)	**73%**
(2) Not too likely	22%
(1) Not at all likely	50%
Not sure	1%
Decline to answer	*
MEAN	**1.9**

BASE: ALL QUALIFIED REPSONDENTS
Q405   Now I'd like to ask you a few questions about your first experiences teaching. During your first year of teaching, were you assigned or matched wit ha mentor who was a more experienced teacher?

Yes	44%
No	55%
Decline to Answer	*
Not sure	*

BASE: ALL QUALIFIED RESPONDENTS
Q410   How prepared were you for the following aspects of your first teaching position?

1   To teach the subject matter

EXTREMELY/VERY PREPARED (NET)	**61%**
(5) Extremely prepared	16%
(4) Very prepared	46%
(3) Prepared	32%
NOT TOO/NOT AT ALL PREPARED (NET)	**7%**
(2) Not too prepared	6%
(1) Not at all prepared	1%
Not sure	-
Decline to answer	-
MEAN	**3.7**

2   To maintain order and discipline

EXTREMELY/VERY PREPARED (NET)	**39%**
(5) Extremely prepared	11%
(4) Very prepared	28%
(3) Prepared	40%
NOT TOO/NOT AT ALL PREPARED (NET)	**20%**
(2) Not too prepared	17%
(1) Not at all prepared	3%
Not sure	*
Decline to answer	*
MEAN	**3.3**

3   To work with children with varying abilities

EXTREMELY/VERY PREPARED (NET)   **34%**
  (5) Extremely prepared   8%
  (4) Very prepared   26%
(3) Prepared   40%
NOT TOO/NOT AT ALL PREPARED (NET)   **26%**
  (2) Not too prepared   23%
  (1) Not at all prepared   3%
Not sure   *
Decline to answer   -
MEAN   **3.1**

4   To engage families in supporting their children's education

EXTREMELY/VERY PREPARED (NET)   **33%**
  (5) Extremely prepared   8%
  (4) Very prepared   25%
(3) Prepared   41%
NOT TOO/NOT AT ALL PREPARED (NET)   **26%**
  (2) Not too prepared   22%
  (1) Not at all prepared   4%
Not sure   -
Decline to answer   *
MEAN   **3.1**

BASE: ALL QUALIFIED RESPONDENTS
Q415   Compared to what you expected before you went into teaching, did you find (READ EACH ITEM) to be better than you expected, about the same as you expected, or worse than you expected?

1   The personal satisfaction

(3) Better than expected   46%
(2) About the same as expected   47%
(1) Worse than expected   7%
Don't know   *
Refused   *
MEAN   **2.4**

2   The equipment you have to work with

(3) Better than expected   17%
(2) About the same as expected   50%
(1) Worse than expected   33%
Don't know   *
Refused   *
MEAN   **1.8**

3   The professional prestige

(3) Better than expected   7%
(2) About the same as expected   55%
(1) Worse than expected   37%
Don't know   1%
Refused   *
MEAN   **1.7**

4   Your control over your own work

(3) Better than expected   24%
(2) About the same as expected   59%
(1) Worse than expected   17%
Don't know   1%
Refused   -
MEAN   **2.1**

5   The salary and benefits

(3) Better than expected   8%
(2) About the same as expected   59%
(1) Worse than expected   33%
Don't know   *
Refused   *
MEAN   **1.8**

6   The total number of hours you worked each week

(3) Better than expected   6%
(2) About the same as expected   36%
(1) Worse than expected   58%
Don't know   *
Refused   *
MEAN   **1.5**

7   The job security

(3) Better than expected   20%
(2) About the same as expected   68%
(1) Worse than expected   11%
Don't know   1%
Refused   *
MEAN   **2.1**

8   The number of students with special needs you deal with

(3) Better than expected   6%
(2) About the same as expected   51%
(1) Worse than expected   42%
Don't know   1%
Refused   *
MEAN   **1.6**

BASE: ALL RESPONDENTS
Q500   Next I'd like to ask several questions about your experiences at your school DURING THIS SCHOOL
YEAR.

1   Do you feel safe while in school, or not?

        Yes   96%
        No   4%
        Don't know   *
        Refused   -

2   Do other teachers go out of their way for you, or not?

        Yes   82%
        No   18%
        Don't know   *
        Refused   *

3   Do you have enough time for helping individual students, or not?

        Yes   40%
        No   60%
        Don't know   *
        Refused   -

4   Have you been assigned to classes you do NOT feel qualified to teach, or not?

        Yes   6%
        No   94%
        Don't know   -
        Refused   -

5   Do you have adequate time for classroom instruction, or not?

        Yes   66%
        No   34%
        Don't know   *
        Refused   *

6   Do you have enough time for planning and grading, or not?

        Yes   34%
        No   65%
        Don't know   *
        Refused   -

BASE: ALL QUALIFIED RESPONDENTS (NPD Q5)
Q520   How would you rate your communications with the following people?

1   Other teachers

Adequate   94%
Inadequate   6%
Don't know   *
Refused   -

2   Students

Adequate   98%
Inadequate   2%
Don't know   -
Refused   -

3   Parents

Adequate   85%
Inadequate   15%
Don't know   *
Refused   -

4   Your principal

Adequate   88%
Inadequate   12%
Don't know   -
Refused   -

5   School staff

Adequate   94%
Inadequate   6%
Don't know   -
Refused   -

6   Central administrators

Adequate   72%
Inadequate   28%
Don't know   *
Refused   *

Q550   Next, I'd like to ask you about your school's equipment and facilities.

1   Are school buildings and grounds clean and in good condition?

Yes	82%
No	18%
Does not Apply	*
Don't know	*
Refused	-

2   Does equipment in your area meet the needs of students?

Yes	73%
No	26%
Does not Apply	*
Don't know	*
Refused	*

3   Are there enough current textbooks for students?

Yes	79%
No	19%
Does not Apply	2%
Don't know	*
Refused	-

BASE: ALL RESPONDENTS
Q600   Now I'd like to ask you a few questions about the parents of children in your school. In your school, how would you rate the following?

1   Parental support of your work

         Adequate   76%
         Inadequate   24%
         Don't know   *
         Refused   *

2   Parental involvement in their child's education

         Adequate   49%
         Inadequate   50%
         Don't know   1%
         Refused   *

3   Parental understanding of the school curriculum

         Adequate   52%
         Inadequate   48%
         Don't know   1%
         Refused   *

4   Parental support of the school discipline policy

         Adequate   67%
         Inadequate   33%
         Don't know   *
         Refused   *

5   Parental support for the school

         Adequate   67%
         Inadequate   32%
         Don't know   *
         Refused   *

BASE: ALL QUALIFIED RESPONDENTS
Q650   Does the principal at your school (READ EACH ITEM)?

1   Provide direction for your school

       Yes   86%
       No   14%
       Don't know   *
       Refused   *

2   Handle student discipline fairly

       Yes   80%
       No   18%
       Don't know   1%
       Refused   *

3   Make herself or himself accessible to staff during the day

       Yes   87%
       No   13%
       Don't know   *
       Refused   *

4   Ask for your suggestions or opinions

       Yes   81%
       No   19%
       Don't know   *
       Refused   *

5   Show appreciation for your work

       Yes   86%
       No   14%
       Don't know   *
       Refused   *

6   Treat you with respect

       Yes   91%
       No   9%
       Don't know   -
       Refused   *

BASE: ALL QUALIFIED RESPONDENTS
Q700   Next, I'd like to ask you about some aspects of your career and professional development?

1   Is your salary fair for the work you do?

       Yes   35%
       No   64%
       Don't know   -
       Refused   *

2   Do you feel your job is secure?

       Yes   92%
       No   8%
       Don't know   *
       Refused   *

3   Are you treated as a professional by the community?

       Yes   83%
       No   17%
       Don't know   *
       Refused   *

4   Does your school or district provide adequate opportunities for training?

       Yes   85%
       No   15%
       Don't know   -
       Refused   -

BASE: ALL QUALIFIED RESPONDENTS
Q720 In your school, how would you rate your level of involvement in the following?

1   Team building and problem solving

        Adequate   87%
        Inadequate   13%
        Don't know   *
        Refused   *

2   Shaping the school curriculum

        Adequate   74%
        Inadequate   25%
        Don't know   1%
        Refused   *

3   Establishing grading procedures

        Adequate   81%
        Inadequate   17%
        Don't know   1%
        Refused   *

BASE: ALL QUALIFIED RESPONDENTS
Q750 In your school, how would you rate your ability to influence in the following?

1   Policies that affect you

        Adequate   59%
        Inadequate   40%
        Don't know   1%
        Refused   *

2   The training you receive

        Adequate   77%
        Inadequate   23%
        Don't know   -
        Refused   *

3   Student promotion or retention

        Adequate   76%
        Inadequate   23%
        Don't know   *
        Refused   *

4   The subjects and/or grades you teach

         Adequate   86%
         Inadequate   13%
         Don't know   *
         Refused   *

BASE: ALL QUALIFIED RESPONDENTS
Q800   Is each of the following a problem at your school, or not?

1   Student apathy that affects learning

         Yes   52%
         No   47%
         Don't know   *
         Refused   *

2   Student absenteeism

         Yes   42%
         No   57%
         Don't know   *
         Refused   *

3   Disorderly student behavior

         Yes   39%
         No   60%
         Don't know   -
         Refused   *

4   Threats to teachers or staff by students

         Yes   9%
         No   91%
         Don't know   *
         Refused   *

5   School rules that do not keep order and discipline

         Yes   21%
         No   78%
         Don't know   *
         Refused   -

6   Students lacking basic skills

         Yes   60%
         No   40%
         Don't know   *
         Refused   *

BASE: ALL QUALIFIED RESPONDENTS
Q805   Overall, how would you rate your overall satisfaction for your school THIS SCHOOL YEAR?

EXCELLENT/VERY GOOD (NET)	**59%**
(5) Excellent	23%
(4) Very good	37%
(3) Good	26%
FAIR/POOR (NET)	**15%**
(2) Fair	11%
(1) Poor	4%
Not sure	-
Decline to answer	*
MEAN	**3.6**

BASE: ALL QUALIFIED RESPONDENTS
Q810   All in all, how satisfied would you say you are with TEACHING AS A CAREER?

VERY/SOMEWHAT SATISFIED (NET)	**90%**
(4) Very satisfied	56%
(3) Somewhat satisfied	34%
SOMEWHAT/VERY DISSATISFIED (NET)	**9%**
(2) Somewhat dissatisfied	8%
(1) Very dissatisfied	1%
Not sure	*
Decline to answer	*
MEAN	**3.5**

BASE: ALL QUALIFIED RESPONDENTS
Q900 I will now read some steps that might be taken to attract good people into teaching and to encourage good teachers to remain in teaching instead of leaving the profession. For each, please tell me whether you think it would help a lot, help a little, or would not help at all in keeping good people in teaching?

1 Providing a decent salary

(3) Help a lot	92%
(2) Help a little	7%
(1) Not help at all	*
Don't know	-
Refused	-
MEAN	**2.9**

2 Providing more independence to organize classes the way teachers think they should be

(3) Help a lot	63%
(2) Help a little	31%
(1) Not help at all	6%
Don't know	*
Refused	*
MEAN	**2.6**

3 Providing better tools and supplies teachers need to do their job

(3) Help a lot	74%
(2) Help a little	25%
(1) Not help at all	1%
Don't know	-
Refused	-
MEAN	**2.7**

4 Providing more respect for teachers in today's society

(3) Help a lot	82%
(2) Help a little	16%
(1) Not help at all	2%
Don't know	*
Refused	-
MEAN	**2.8**

5 Providing a closer match between student needs and teacher capabilities

(3) Help a lot	63%
(2) Help a little	32%
(1) Not help at all	5%
Don't know	1%
Refused	*
MEAN	**2.6**

6 Having more parent involvement with the schools

   (3) Help a lot   67%
   (2) Help a little 30%
   (1) Not help at all 3%
   Don't know   -
   Refused   -
   MEAN   **2.6**

7 Providing increased financial support for the school system

   (3) Help a lot   84%
   (2) Help a little 14%
   (1) Not help at all 1%
   Don't know   *
   Refused   -
   MEAN   **2.8**

8 Reducing the amount of time teachers spend in non-teaching duties

   (3) Help a lot   68%
   (2) Help a little 28%
   (1) Not help at all 4%
   Don't know   *
   Refused   *
   MEAN   **2.7**

9 Providing time for teachers to discuss their needs and problems with other teachers

   (3) Help a lot   73%
   (2) Help a little 25%
   (1) Not help at all 2%
   Don't know   -
   Refused   -
   MEAN   **2.7**

10 Providing more opportunities for professional development

   (3) Help a lot   52%
   (2) Help a little 42%
   (1) Not help at all 5%
   Don't know   -
   Refused   *
   MEAN   **2.5**

11 Requiring new teachers to serve a supervised apprenticeship or internship before being certified

   (3) Help a lot   55%
   (2) Help a little 32%
   (1) Not help at all 12%
   Don't know   1%
   Refused   *
   MEAN   **2.4**

BASE: ALL QUALIFIED RESPONDENTS
Q1000   The next few questions ask for demographic information to help classify your answers.

BASE: ALL QUALIFIED RESPONDENTS
Q1005   What subjects do you teach THIS SCHOOL YEAR?

Art	2%
Band/Orchestra/Music/Chorus	2%
Business courses	1%
Communication/Oral communication/Speech	1%
Computers/Computer Tech/Tech Education	8%
English	31%
Foreign language	4%
General subjects	47%
Health	2%
Math	29%
Physical education	6%
Reading/Language Arts/Writing/Spelling	9%
Science	23%
Social Studies/History	22%
Special education	7%
Theater/Drama/Dance	1%
Vocational education	1%
Other	4%
None/Nothing	*
Not sure	-
Decline to answer	-

BASE: ALL QUALIFIED RESPONDENTS
Q1020   What percentage of students in your school come from low income families?

0% - 33%	41%
34% - 66%	30%
67% - More	27%
Not sure	2%
Decline to answer	*
MEAN	**46.2**

BASE: ALL QUALIFIED RESPONDENTS
Q1025   What percentage of students in your school come from minority families?

0% - 33%	58%
34% - 66%	19%
67% - More	21%
Not sure	1%
Decline to answer	*
MEAN	**35.0**

Q1030 What percentage of students in your school speak English as a second language?

0% - 33%	81%
34% - 66%	10%
67% - More	7%
Not sure	1%
Decline to answer	*
MEAN	**17.2**

BASE: ALL QUALIFIED RESPONDENTS
Q1035   In total, how many students attend your school?

Less than 500	38%
500 - 999	39%
1000+	23%
Not sure	*
Decline to answer	*
MEAN	**752.9**

BASE: ALL QUALIFIED RESPONDENTS
Q1040   How many years have you been teaching in your current school?

0 - 5	35%
6-10	28%
11-20	23%
21+	14%
Not sure	-
Decline to answer	*
MEAN	**10.7**

BASE: ALL QUALIFIED RESPONDENTS
Q1050   Do you have teacher certification, or not?

Yes	98%
No	1%
Not sure	*
Decline to answer	*

Q1055   At what age do you expect to leave teaching as a career?

Before age 26	*
26-30	1%
31-35	*
36-40	1%
41-45	1%
46-50	4%
51-55	19%
56-60	30%
61-65	30%
66-70	7%
71 or older	2%
Not sure	4%
Decline to answer	*

Q1060 Gender

Male	25%
Female	75%

Q1065 Age

25 or younger	1%
26 to 35	16%
36 to 45	24%
46 to 55	36%
56 to 65	20%
66 or older	1%
Not sure	-
Decline to answer	2%
MEAN	**46.4**

Q1070 Are you of Hispanic origin, such as Mexican American, Latin American, Puerto Rican, or Cuban?

Yes, of Hispanic origin	5%
No, not of Hispanic origin	94%
Not sure	*
Decline to answer	*

Q1075   Do you consider yourself…?

White	86%
Black/African American (NET)	5%
Black	2%
African American	3%
Asian or Pacific Islander	1%
Native American or Alaskan native	1%
Mixed racial background	1%
Other race	5%
Not sure	*
Decline to Answer	1%

HARRIS INTERACTIVE

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J26242

MetLife Survey of the American Teacher 2006: Principal and College Dean Survey

Datasheeted Questionnaire

<u>SUBJECTS FOR QUESTIONNAIRE</u>

SECTION A:	SCREENING
SECTION B:	NEW TEACHER TRAINING
SECTION C:	EDUCATOR QUALITY AND TEACHER SHORTAGES
SECTION D:	SOLUTIONS
SECTION E:	EDUCATION SYSTEM
SECTON F:	PROFESSIONAL AND PERSONAL DEMOGRAPHICS

<u>Notes on reading the results</u>

The percentage of respondents has been included for each item. An asterisk (*) signifies a value of less than one-half percent. A dash (-) represents a value of zero. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents answering that question.

Principals Field Dates: March 6th-April 5th, 2006

500 completed interviews with Principals

Educational Deans/Chairpersons Field Dates: March 5th-April 6th, 2006

200 completed interviews with Educational Deans/Chairpersons

BASE: PUBLIC SCHOOL PRINCIPAL (N=500)
Q830   Is your school an elementary school, a junior high or middle school, or a senior high school?
[MULTIPLE RESPONSE]

Elementary school (K-5th grade)	63%
Junior high or middle school (6th-8th grade)	21%
Senior high school (9th-12th grade)	23%
Not sure	-
Decline to answer	-

BASE: COLLEGE DEAN OR CHAIRPERSON (N=200)
Q835   What is your position? Are you a…?

Dean of Education	38%
Associate Dean of Education	11%
Education Department Chairperson	51%
Other	-
Not sure	-
Decline to answer	-

BASE: COLLEGE DEAN OR CHAIRPERSON (N=200)
Q840   Does your school have a program that trains your students to teach at the elementary and/or secondary school level?

Yes	100%

BASE: ALL RESPONDENTS
Q1010   Is the area where your school is located considered inner city, urban, suburban, small town, or rural?

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
Inner City	12%	13%
Urban	36%	13%
Suburban	26%	34%
Small Town	14%	13%
Rural	10%	26%
Not sure	2%	-
Decline to answer	-	-

BASE: ALL QUALIFIED RESPONDENTS
Q400　　First, I'd like to ask a few questions about first-time teachers.

Is the overall quality of new teachers entering the profession today better, worse or about the same as the quality of new teachers in the past?

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
Better	64%	57%
Worse	3%	5%
About the same	29%	35%
Depends	3%	2%
Not sure	2%	1%
Decline to answer	-	-

BASE: ALL QUALIFIED RESPONDENTS
Q405　　Which one of the following would be most helpful in preparing first-time teachers to be more effective teachers? Would it be…?

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
More practical training, such as a year's internship before the new teacher has his/her own classroom	42%	51%
A skilled, experienced teacher assigned to provide the new teacher with advice and assistance	35%	32%
Better training in working with students and families from a variety of ethnic backgrounds	22%	15%
Not sure	*	1%
Decline to answer	*	1%

BASE: PUBLIC SCHOOL PRINCIPAL (N=500)
Q410　　At your school, are first-time teachers assigned or matched to a more experienced teacher as a mentor?

Yes	96%
No	4%
Not sure	-
Decline to answer	*

Q415   Overall, how prepared are [PROGRAMMER NOTE: IF PRINCIPAL (Q825/1) SHOW: first-time teachers in your school, IF DEANS (Q835/1,2) SHOW: graduates of your school's teaching program, IF CHAIRS (Q835/3) SHOW: graduates of your department's teaching program] for the following aspects of their first teaching position? Are they extremely prepared, very prepared, prepared, not too prepared or not at all prepared (READ EACH ITEM)?

1   To teach the subject matter

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
EXTREMELY PREPARED/VERY PREPARED (NET)	**89%**	**57%**
(5) Extremely Prepared	40%	8%
(4) Very Prepared	50%	49%
(3) Prepared	10%	41%
NOT AT ALL PREPARED/NOT TOO PREPARED (NET)	*	**2%**
(2) Not too Prepared	*	2%
(1) Not at all Prepared	-	*
Not sure	1%	-
Decline to answer	-	-
MEAN	**4.3**	**3.6**

2   To maintain order and discipline

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
EXTREMELY PREPARED/VERY PREPARED (NET)	**60%**	**18%**
(5) Extremely Prepared	11%	2%
(4) Very Prepared	48%	16%
(3) Prepared	36%	55%
NOT AT ALL PREPARED/NOT TOO PREPARED (NET)	**4%**	**27%**
(2) Not too Prepared	3%	25%
(1) Not at all Prepared	1%	2%
Not sure	-	-
Decline to answer	-	*
MEAN	**3.7**	**2.9**

3   To work with children with varying abilities

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
EXTREMELY PREPARED/VERY PREPARED (NET)	**74%**	**20%**
(5) Extremely Prepared	22%	2%
(4) Very Prepared	52%	19%
(3) Prepared	25%	51%
NOT AT ALL PREPARED/NOT TOO PREPARED (NET)	**2%**	**28%**
(2) Not too Prepared	2%	28%
(1) Not at all Prepared	-	1%
Not sure	-	*
Decline to answer	-	-
MEAN	**3.9**	**2.9**

4 To engage families in supporting their children's education

	Deans/ Chairperson (n=200)	Principals (n=500)
EXTREMELY PREPARED/VERY PREPARED (NET)	**42%**	**15%**
(5) Extremely Prepared	8%	2%
(4) Very Prepared	34%	13%
(3) Prepared	49%	50%
NOT AT ALL PREPARED/NOT TOO PREPARED (NET)	**9%**	**35%**
(2) Not too Prepared	8%	30%
(1) Not at all Prepared	1%	5%
Not sure	-	-
Decline to answer	-	1%
MEAN	**3.4**	**2.8**

Q420 How important are the following in the training of new teachers before they begin their first teaching position? (READ EACH ITEM) very important, somewhat important, not too important or not at all important?

1 Are two semesters of student teaching

	Deans/ Chairperson (n=200)	Principals (n=500)
VERY IMPORTANT/ SOMEWHAT IMPORTANT (NET)	**70%**	**91%**
(4) Very important	35%	67%
(3) Somewhat important	35%	24%
NOT AT ALL IMPORTANT/NOT TOO IMPORTANT (NET)	**30%**	**7%**
(2) Not too important	24%	6%
(1) Not at all important	6%	2%
Not sure	-	1%
Decline to answer	*	1%
MEAN	**3.0**	**3.6**

2 Is expertise in a specific content or subject area such as math, science, history, foreign language, etc.

	Deans/ Chairperson (n=200)	Principals (n=500)
VERY IMPORTANT/ SOMEWHAT IMPORTANT (NET)	**98%**	**94%**
(4) Very important	79%	63%
(3) Somewhat important	19%	32%
NOT AT ALL IMPORTANT/NOT TOO IMPORTANT (NET)	*****	**5%**
(2) Not too important	-	5%
(1) Not at all important	*	*
Not sure	1%	*
Decline to answer	1%	*
MEAN	**3.8**	**3.6**

3   Is specific instruction or coursework on working with children from diverse racial or ethnic backgrounds

	Deans/ Chairperson (n=200)	Principals (n=500)
VERY IMPORTANT/ SOMEWHAT IMPORTANT (NET)	**100%**	**96%**
(4) Very important	90%	71%
(3) Somewhat important	10%	25%
NOT AT ALL IMPORTANT/NOT TOO IMPORTANT (NET)	**-**	**4%**
(2) Not too important	-	3%
(1) Not at all important	-	1%
Not sure	-	*
Decline to answer	-	*
MEAN	**3.9**	**3.7**

4   Is specific instruction or coursework on working with children with varying abilities

	Deans/ Chairperson (n=200)	Principals (n=500)
VERY IMPORTANT/ SOMEWHAT IMPORTANT (NET)	**100%**	**99%**
(4) Very important	92%	89%
(3) Somewhat important	8%	10%
NOT AT ALL IMPORTANT/NOT TOO IMPORTANT (NET)	**-**	**1%**
(2) Not too important	-	*
(1) Not at all important	-	*
Not sure	-	-
Decline to answer	-	-
MEAN	**3.9**	**3.9**

5   Is specific instruction or coursework on engaging families in supporting their children's education

	Deans/ Chairperson (n=200)	Principals (n=500)
VERY IMPORTANT/ SOMEWHAT IMPORTANT (NET)	**97%**	**98%**
(4) Very important	56%	65%
(3) Somewhat important	41%	33%
NOT AT ALL IMPORTANT/NOT TOO IMPORTANT (NET)	**3%**	**2%**
(2) Not too important	3%	2%
(1) Not at all important	-	*
Not sure	-	-
Decline to answer	-	-
MEAN	**3.5**	**3.6**

Q425   In your opinion, how realistic are new teachers' expectations about their first teaching position in the following areas? Are new teachers' expectations about (READ EACH ITEM) very realistic, somewhat realistic, not too realistic or not at all realistic?

1   The personal satisfaction they will have

	Deans/ Chairperson (n=200)	Principals (n=500)
VERY REALISTIC/SOMEWHAT REALISTIC (NET)	**89%**	**86%**
(4) Very realistic	31%	27%
(3) Somewhat realistic	58%	59%
NOT AT ALL REALISTIC/NOT TOO REALISTIC (NET)	**10%**	**12%**
(2) Not too realistic	10%	10%
(1) Not at all realistic	-	2%
Don't know	*	2%
Refused	-	*
MEAN	**3.2**	**3.1**

2   The equipment they will have to work with

	Deans/ Chairperson (n=200)	Principals (n=500)
VERY REALISTIC/SOMEWHAT REALISTIC (NET)	**81%**	**77%**
(4) Very realistic	14%	20%
(3) Somewhat realistic	67%	57%
NOT AT ALL REALISTIC/NOT TOO REALISTIC (NET)	**18%**	**21%**
(2) Not too realistic	15%	17%
(1) Not at all realistic	3%	4%
Don't know	1%	2%
Refused	-	-
MEAN	**2.9**	**2.9**

3   The professional prestige

	Deans/ Chairperson (n=200)	Principals (n=500)
VERY REALISTIC/SOMEWHAT REALISTIC (NET)	**84%**	**73%**
(4) Very realistic	23%	12%
(3) Somewhat realistic	61%	61%
NOT AT ALL REALISTIC/NOT TOO REALISTIC (NET)	**15%**	**26%**
(2) Not too realistic	14%	19%
(1) Not at all realistic	2%	7%
Don't know	1%	1%
Refused	-	*
MEAN	**3.1**	**2.8**

4   Their amount of control over their own work

	Deans/ Chairperson (n=200)	Principals (n=500)
VERY REALISTIC/SOMEWHAT REALISTIC (NET)	**67%**	**74%**
(4) Very realistic	8%	13%
(3) Somewhat realistic	59%	61%
NOT AT ALL REALISTIC/NOT TOO REALISTIC (NET)	**32%**	**25%**
(2) Not too realistic	30%	20%
(1) Not at all realistic	2%	5%
Don't know	1%	1%
Refused	-	*
MEAN	**2.7**	**2.8**

5   Their salary and benefits

	Deans/ Chairperson (n=200)	Principals (n=500)
VERY REALISTIC/SOMEWHAT REALISTIC (NET)	**89%**	**81%**
(4) Very realistic	41%	32%
(3) Somewhat realistic	48%	50%
NOT AT ALL REALISTIC/NOT TOO REALISTIC (NET)	**10%**	**18%**
(2) Not too realistic	9%	14%
(1) Not at all realistic	2%	4%
Don't know	1%	1%
Refused	-	-
MEAN	**3.3**	**3.1**

6   The total number of hours they will work each week

	Deans/ Chairperson (n=200)	Principals (n=500)
VERY REALISTIC/SOMEWHAT REALISTIC (NET)	**68%**	**46%**
(4) Very realistic	18%	11%
(3) Somewhat realistic	51%	35%
NOT AT ALL REALISTIC/NOT TOO REALISTIC (NET)	**32%**	**54%**
(2) Not too realistic	29%	41%
(1) Not at all realistic	3%	12%
Don't know	-	1%
Refused	-	-
MEAN	**2.8**	**2.4**

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7   Their job security

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
VERY REALISTIC/SOMEWHAT REALISTIC (NET)	**86%**	**82%**
(4) Very realistic	27%	25%
(3) Somewhat realistic	59%	57%
NOT AT ALL REALISTIC/NOT TOO REALISTIC (NET)	**12%**	**18%**
(2) Not too realistic	11%	15%
(1) Not at all realistic	1%	3%
Don't know	2%	*
Refused	-	-
MEAN	**3.1**	**3**

8   The number of students with special needs they will deal with

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
VERY REALISTIC/SOMEWHAT REALISTIC (NET)	**75%**	**47%**
(4) Very realistic	27%	6%
(3) Somewhat realistic	47%	41%
NOT AT ALL REALISTIC/NOT TOO REALISTIC (NET)	**25%**	**52%**
(2) Not too realistic	24%	40%
(1) Not at all realistic	1%	12%
Don't know	-	1%
Refused	-	-
MEAN	**3.0**	**2.4**

BASE: PUBLIC SCHOOL PRINCIPAL (N=500)
Q500   Now I would like to ask a few questions about your school overall.

Overall, how would you rate the quality of teachers at your school? Would you rate it (READ LIST)?

EXCELLENT/VERY GOOD (NET)	**91%**
(5) Excellent	46%
(4) Very Good	45%
(3) Good	7%
POOR/FAIR (NET)	**2%**
(2) Fair	2%
(1) Poor	*
Not sure	-
Decline to answer	*
MEAN	**4.3**

BASE: COLLEGE DEAN OR CHAIRPERSON (N=200)
Q505   Now, I would like to ask a few questions about the education students at your school.

Overall, how would you rate the quality of the teaching potential of students in the education program at your school THIS SCHOOL YEAR? Would you rate it (READ LIST)?

EXCELLENT/VERY GOOD (NET)	**92%**
(5) Excellent	49%
(4) Very Good	42%
(3) Good	7%
POOR/FAIR (NET)	**-**
(2) Fair	-
(1) Poor	-
Not sure	1%
Decline to answer	-
MEAN	**4.4**

BASE: COLLEGE DEAN OR CHAIRPERSON (N=200)
Q510   About what percentage of students who graduate from your teacher preparation programs (READ EACH ITEM)…? (INTERVIEWER NOTE: READ EACH ITEM, PROBE FOR ANSWER) (INTERVIEWER NOTE: Your best estimate is fine.) (ENTER '998' FOR NOT SURE AND '999' FOR DECLINE TO ANSWER)

1   Take a position as a classroom teacher in a public school

0%	*
1% to 25%	4%
26% to 50%	8%
51% to 75%	16%
76% to 100%	69%
Not sure	3%
Decline to answer	1%
MEAN	**79.3**

2   Take a position as a classroom teacher in a private or parochial school

0%	6%

1% to 25%	77%
26% to 50%	8%
51% to 75%	1%
76% to 100%	2%
Not sure	4%
Decline to answer	1%
MEAN	**11.9**

3   Take a non-teaching position in a public or private or parochial school

0%	49%
1% to 25%	42%
26% to 50%	1%
51% to 75%	-
76% to 100%	-
Not sure	6%
Decline to answer	2%
MEAN	**2.2**

4   Do not take a position in education

0%	22%
1% to 25%	70%
26% to 50%	2%
51% to 75%	-
76% to 100%	-
Not sure	5%
Decline to answer	1%
MEAN	**5.4**

BASE: HAS STUDENTS WHO TAKE POSITIONS AS PUBLIC SCHOOL TEACHERS (n=193)

Q515   About what percentage of those students who take a position as a public school classroom teacher have their first placement in a school in an inner city or urban area?

0% to 25%	44%
26% to 50%	25%
51% to 75%	12%
76% to 100%	15%
Not sure	3%
Decline to answer	1%
MEAN	**38.7**

Q520   Does (READ EACH ITEM)?

1   Your school or district provide adequate opportunities for training

Yes	95%
No	5%
Not sure	-
Decline to answer	-

2   The local community treat teachers at your school as professionals

Yes	88%
No	11%
Not sure	*
Decline to answer	*

Q525   How would you rate your own performance on the following? Would you rate your performance on (READ EACH ITEM) as excellent, very good, good, fair or poor?

1   Providing direction for your school

EXCELLENT/VERY GOOD (NET)	**86%**
(5) Excellent	38%
(4) Very good	49%
(3) Good	14%
POOR/FAIR (NET)	*
(2) Fair	*
(1) Poor	-
Not sure	-
Decline to answer	*
MEAN	**4.2**

2   Handling student discipline fairly

EXCELLENT/VERY GOOD (NET)	**90%**
(5) Excellent	44%
(4) Very good	45%
(3) Good	9%
POOR/FAIR (NET)	**1%**
(2) Fair	1%
(1) Poor	-
Not sure	*
Decline to answer	1%
MEAN	**4.3**

3   Making yourself accessible to staff during the day

EXCELLENT/VERY GOOD (NET)   **94%**
  (5) Excellent   58%
  (4) Very good   35%
(3) Good   5%
POOR/FAIR (NET)   **1%**
  (2) Fair   1%
  (1) Poor   *
Not sure   -
Decline to answer   *
MEAN   **4.5**

4   Acknowledging outstanding performance by teachers

EXCELLENT/VERY GOOD (NET)   **75%**
  (5) Excellent   29%
  (4) Very good   47%
(3) Good   21%
POOR/FAIR (NET)   **4%**
  (2) Fair   4%
  (1) Poor   *
Not sure   -
Decline to answer   *
MEAN   **4.0**

5   Treating teachers with respect

EXCELLENT/VERY GOOD (NET)   **95%**
  (5) Excellent   68%
  (4) Very good   27%
(3) Good   4%
POOR/FAIR (NET)   **-**
  (2) Fair   -
  (1) Poor   -
Not sure   -
Decline to answer   *
MEAN   **4.6**

6   Showing appreciation for teachers' work

EXCELLENT/VERY GOOD (NET)   **80%**
  (5) Excellent   38%
  (4) Very good   42%
(3) Good   17%
POOR/FAIR (NET)   **3%**
  (2) Fair   2%
  (1) Poor   *
Not sure   *
Decline to answer   *
MEAN   **4.2**

Q530 How important are the following in fostering teachers who are highly satisfied with their teaching experience? Is (READ EACH ITEM) very important, somewhat important, not too important or not at all important?

1 The school or district providing adequate opportunities for training

VERY IMPORTANT/SOMEWHAT IMPORTANT (NET)	**100%**
(4) Very important	80%
(3) Somewhat important	20%
NOT AT ALL IMPORTANT/NOT TOO IMPORTANT (NET)	*****
(2) Not too important	*
(1) Not at all important	-
Not sure	-
Decline to answer	-
MEAN	**3.8**

2 The local community treating teachers as professionals

VERY IMPORTANT/SOMEWHAT IMPORTANT (NET)	**99%**
(4) Very important	69%
(3) Somewhat important	30%
NOT AT ALL IMPORTANT/NOT TOO IMPORTANT (NET)	**1%**
(2) Not too important	1%
(1) Not at all important	-
Not sure	-
Decline to answer	-
MEAN	**3.7**

3 The principal providing direction for the school

VERY IMPORTANT/SOMEWHAT IMPORTANT (NET)	**99%**
(4) Very important	87%
(3) Somewhat important	13%
NOT AT ALL IMPORTANT/NOT TOO IMPORTANT (NET)	**-**
(2) Not too important	-
(1) Not at all important	-
Not sure	1%
Decline to answer	-
MEAN	**3.9**

4 The principal handling student discipline fairly

VERY IMPORTANT/SOMEWHAT IMPORTANT (NET)	**98%**
(4) Very important	82%
(3) Somewhat important	17%
NOT AT ALL IMPORTANT/NOT TOO IMPORTANT (NET)	**2%**
(2) Not too important	2%
(1) Not at all important	-
Not sure	-
Decline to answer	-
MEAN	**3.8**

5   The principal making him- or herself accessible to staff during the day

VERY IMPORTANT/SOMEWHAT IMPORTANT (NET)	**98%**
(4) Very important	68%
(3) Somewhat important	31%
NOT AT ALL IMPORTANT/NOT TOO IMPORTANT (NET)	**2%**
(2) Not too important	2%
(1) Not at all important	-
Not sure	*
Decline to answer	-
MEAN	**3.7**

6   The principal acknowledging outstanding performance by teachers

VERY IMPORTANT/SOMEWHAT IMPORTANT (NET)	**98%**
(4) Very important	72%
(3) Somewhat important	26%
NOT AT ALL IMPORTANT/NOT TOO IMPORTANT (NET)	**2%**
(2) Not too important	2%
(1) Not at all important	-
Not sure	*
Decline to answer	-
MEAN	**3.7**

7   The principal treating the teacher with respect

VERY IMPORTANT/SOMEWHAT IMPORTANT (NET)	**100%**
(4) Very important	97%
(3) Somewhat important	3%
NOT AT ALL IMPORTANT/NOT TOO IMPORTANT (NET)	**-**
(2) Not too important	-
(1) Not at all important	-
Not sure	-
Decline to answer	-
MEAN	**4.0**

8   The principal showing appreciation for the teacher's work

VERY IMPORTANT/SOMEWHAT IMPORTANT (NET)	**99%**
(4) Very important	82%
(3) Somewhat important	17%
NOT AT ALL IMPORTANT/NOT TOO IMPORTANT (NET)	**-**
(2) Not too important	-
(1) Not at all important	-
Not sure	1%
Decline to answer	-
MEAN	**3.8**

9   Assigning or matching first-time teachers to a more experienced teacher as a mentor

VERY IMPORTANT/SOMEWHAT IMPORTANT (NET)	**99%**
(4) Very important	83%
(3) Somewhat important	17%
NOT AT ALL IMPORTANT/NOT TOO IMPORTANT (NET)	**1%**
(2) Not too important	1%
(1) Not at all important	-
Not sure	-
Decline to answer	-
MEAN	**3.8**

BASE: ALL QUALIFIED RESPONDENTS

Q535   In the near future, how serious a problem do you feel that shortages of qualified teachers [PROGRAMMER NOTE: IF PRINCIPAL (Q825/1) SHOW: in your school, IF DEANS/CHAIRS (Q835/2,3), SHOW: in your state] will be – a very serious problem, somewhat serious problem, not too serious problem or not a serious problem at all? ?

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
VERY SERIOUS/SOMEWHAT SERIOUS (NET)	**81%**	**64%**
(4) Very serious	42%	28%
(3) Somewhat serious	39%	36%
NOT SERIOUS AT ALL/NOT TOO SERIOUS (NET)	**19%**	**36%**
(2) Not too serious	16%	21%
(1) Not serious at all	3%	16%
Not sure	-	-
Decline to answer	-	-
MEAN	**3.2**	**2.8**

BASE: ALL QUALIFIED RESPONDENTS

Q600   I will now read some steps that might be taken TO ATTRACT GOOD PEOPLE into teaching and to encourage good teachers TO REMAIN IN TEACHING instead of leaving the profession. For each, please tell me whether you think it would help a lot, help a little, or would not help at all in keeping good people in teaching.

1   Providing a decent salary

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
(3) Help a lot	90%	88%
(2) Help a little	10%	12%
(1) Not help at all	-	*
Don't know	-	-
Refused	-	-
MEAN	**2.9**	**2.9**

2   Providing more independence to organize classes the way teachers think they should be

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
(3) Help a lot	52%	30%
(2) Help a little	47%	55%
(1) Not help at all	2%	14%
Don't know	-	*
Refused	-	-
MEAN	**2.5**	**2.2**

3   Providing better tools and supplies teachers need to do their job

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
(3) Help a lot	63%	60%
(2) Help a little	37%	38%
(1) Not help at all	*	3%
Don't know	-	*
Refused	-	-
MEAN	**2.6**	**2.6**

4   Providing more respect for teachers in today's society

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
(3) Help a lot	82%	79%
(2) Help a little	18%	20%
(1) Not help at all	*	*
Don't know	-	*
Refused	-	*
MEAN	**2.8**	**2.8**

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5   Providing a closer match between student needs and teacher capabilities

	Deans/ Chairperson (n=200)	Principals (n=500)
(3) Help a lot	62%	59%
(2) Help a little	33%	36%
(1) Not help at all	4%	5%
Don't know	*	1%
Refused	*	-
MEAN	**2.6**	**2.5**

6   Having more parent involvement with the schools

	Deans/ Chairperson (n=200)	Principals (n=500)
(3) Help a lot	57%	63%
(2) Help a little	42%	33%
(1) Not help at all	1%	3%
Don't know	-	-
Refused	-	-
MEAN	**2.6**	**2.6**

7   Providing increased financial support for the school system

	Deans/ Chairperson (n=200)	Principals (n=500)
(3) Help a lot	72%	84%
(2) Help a little	28%	14%
(1) Not help at all	-	2%
Don't know	-	-
Refused	-	-
MEAN	**2.7**	**2.8**

8   Reducing the amount of time teachers spend in non-teaching duties

	Deans/ Chairperson (n=200)	Principals (n=500)
(3) Help a lot	56%	50%
(2) Help a little	42%	40%
(1) Not help at all	2%	9%
Don't know	*	*
Refused	-	1%
MEAN	**2.5**	**2.4**

9   Providing time for teachers to discuss their needs and problems with other teachers

	Deans/ Chairperson (n=200)	Principals (n=500)
(3) Help a lot	65%	80%
(2) Help a little	34%	19%
(1) Not help at all	1%	1%
Don't know	-	-
Refused	-	-
MEAN	**2.6**	**2.8**

10   Providing more opportunities for professional development

	Deans/ Chairperson (n=200)	Principals (n=500)
(3) Help a lot	71%	64%
(2) Help a little	26%	33%
(1) Not help at all	2%	3%
Don't know	-	*
Refused	-	-
MEAN	**2.7**	**2.6**

11   Requiring new teachers to serve a supervised apprenticeship or internship before being certified

	Deans/ Chairperson (n=200)	Principals (n=500)
(3) Help a lot	54%	61%
(2) Help a little	32%	31%
(1) Not help at all	13%	7%
Don't know	*	*
Refused	1%	1%
MEAN	**2.4**	**2.5**

Q605   What do you think are the top two reasons that teachers leave the profession for a different occupation?

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
Low salary/too little benefits	52%	67%
Lack of respect for the profession/Not being treated as a professional	16%	17%
Disorderly student behavior	15%	12%
Does not meet original job expectations	5%	12%
Burnout	8%	8%
Time requirements	2%	10%
Lack of support from parents	5%	9%
Being assigned to classes they do not feel qualified to teach	11%	4%
Stress	3%	6%
Too much workload	3%	5%
Family Obligations/Wanting to raise a family	2%	5%
Not the right profession/Choose another career	3%	4%
Lack of support from other teachers	10%	1%
Discouraged/Frustrated in general/Frustrated with lack of ability to perform	5%	3%
Little/No job satisfaction	3%	4%
Lack of support from principal	8%	1%
Working with children with varying abilities	3%	3%
Too much paperwork/non-teaching duties	2%	3%
Inadequate time for classroom instruction	4%	2%
Lack of support from administration/school system	5%	1%
Problems related to testing (pressures related to accountability, not enough time)	4%	1%
Complex/difficult job	-	2%
Bureaucracy	2%	1%
Problems related to regulations/government/politicians	1%	1%
Poor working conditions	4%	*
No Child Left Behind (NCLB)	1%	1%
Lack of job security	2%	1%
Relocation/Moving	1%	1%
Availability of different opportunities	1%	1%
Large class size	2%	1%
Inadequate opportunities for continuing training	1%	1%
Feeling of isolation/no interaction with fellow teachers	1%	1%
Lack of needed supplies for students	1%	1%
Classroom management	*	*
Motivating students/Student apathy	-	-
Keeping themselves current in their field	-	-
Budget/Financial constraints	-	-
Having to deal with society's problems in the classroom	-	-
Working with children's family/personal issues	-	-
Changes/Problems related to society	-	-
Needing to meet Standards/teach to meet standards	-	-
Meeting the individual student's needs	-	-
Accountability	-	-
High expectations for teachers' performance	-	-
Amount of responsibilities	-	-
Something else	12%	7%
Not sure	-	*
Decline to answer	-	-

Q615 Overall, what do you think is the biggest challenge facing teachers today?

	Deans/ Chairperson (n=200)	Principals (n=500)
Working with children with varying abilities	27%	28%
Disorderly student behavior	11%	12%
Lack of support from parents	4%	11%
Something else	8%	8%
No Child Left Behind (NCLB)	6%	6%
Problems related to regulations/government/politicians	7%	5%
Problems related to testing (pressures related to accountability, not enough time)	6%	4%
Low salary/too little benefits	1%	5%
Inadequate time for classroom instruction	4%	4%
Needing to meet Standards/teach to meet standards	5%	3%
Meeting the individual student's needs	3%	3%
Motivating students/Student apathy	2%	3%
High expectations for teachers' performance	4%	2%
Budget/Financial constraints	2%	3%
Working with children's family/personal issues	2%	3%
Time requirements	2%	2%
Lack of respect for the profession/Not being treated as a professional	3%	2%
Accountability	2%	2%
Being assigned to classes they do not feel qualified to teach	3%	2%
Keeping themselves current in their field	2%	2%
Inadequate opportunities for continuing training	3%	1%
Too much workload	1%	1%
Large class size	2%	1%
Lack of needed supplies for students	1%	1%
Too much paperwork/non-teaching duties	1%	1%
Changes/Problems related to society	-	1%
Lack of support from principal	1%	1%
Amount of responsibilities	1%	1%
Classroom management	1%	*
Poor working conditions	1%	*
Having to deal with society's problems in the classroom	-	1%
Lack of support from other teachers	1%	*
Stress	1%	*
Not sure	1%	-
Availability of different opportunities	-	-
Family Obligations/Wanting to raise a family	-	-
Complex/difficult job	-	-
Burnout	-	-
Bureaucracy	-	-
Feeling of isolation/no interaction with fellow teachers	-	-
Little/No job satisfaction	-	-
Relocation/Moving	-	-
Lack of job security	-	-
Lack of support from administration/school system	-	-
Not the right profession/Choose another career	-	-
Does not meet original job expectations	-	-
Discouraged/Frustrated in general/Frustrated with lack of ability to perform	-	-
Decline to answer	-	-

BASE: ALL QUALIFIED RESPONDENTS
Q700   Now, we'd like you to rate how well different people are performing the role they are supposed to play in the educational system. How good a job do you think [READ EACH ITEM] doing – excellent, pretty good, only fair or poor?

1   School principals in your[PROGRAMMER NOTE: IF PRINCIPAL (Q825/1) SHOW: district, IF DEANS/CHAIRPERSON (Q835/1,2,3) SHOW state] are…

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
EXCELLENT/PRETTY GOOD (NET)	**78%**	**92%**
(4) Excellent	10%	37%
(3) Pretty good	69%	55%
POOR/ONLY FAIR (NET)	**20%**	**7%**
(2) Only fair	19%	7%
(1) Poor	1%	*
Don't know	1%	*
Refused	*	*
MEAN	**2.9**	**3.3**

2   Superintendents of local school districts are…

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
EXCELLENT/PRETTY GOOD (NET)	**73%**	**87%**
(4) Excellent	9%	28%
(3) Pretty good	64%	58%
POOR/ONLY FAIR (NET)	**25%**	**13%**
(2) Only fair	23%	11%
(1) Poor	2%	2%
Don't know	2%	*
Refused	*	*
MEAN	**2.8**	**3.1**

3   The state commissioner of education is…

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
EXCELLENT/PRETTY GOOD (NET)	**46%**	**57%**
(4) Excellent	8%	12%
(3) Pretty good	38%	45%
POOR/ONLY FAIR (NET)	**51%**	**40%**
(2) Only fair	35%	28%
(1) Poor	17%	12%
Don't know	2%	2%
Refused	-	1%
MEAN	**2.4**	**2.6**

4   Leaders of the teachers' unions and teachers' associations in your [PROGRAMMER NOTE: IF PRINCIPAL (Q825/1) SHOW: district, IF DEANS/CHAIRPERSON (Q835/1,2,3) SHOW state] are…

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
EXCELLENT/PRETTY GOOD (NET)	**41%**	**55%**
(4) Excellent	3%	10%
(3) Pretty good	38%	45%
POOR/ONLY FAIR (NET)	**50%**	**42%**
(2) Only fair	41%	30%
(1) Poor	9%	13%
Don't know	8%	3%
Refused	-	*
MEAN	**2.4**	**2.5**

5   Deans and professors at colleges of education are…

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
EXCELLENT/PRETTY GOOD (NET)	**82%**	**56%**
(4) Excellent	17%	7%
(3) Pretty good	65%	48%
POOR/ONLY FAIR (NET)	**18%**	**41%**
(2) Only fair	17%	33%
(1) Poor	1%	7%
Don't know	-	3%
Refused	-	1%
MEAN	**3.0**	**2.6**

6   Classroom teachers in your [PROGRAMMER NOTE: IF PRINCIPAL (Q825/1) SHOW: district, IF DEANS/CHAIRPERSON (Q835/1,2,3) SHOW state] are…

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
EXCELLENT/PRETTY GOOD (NET)	**95%**	**95%**
(4) Excellent	25%	37%
(3) Pretty good	70%	59%
POOR/ONLY FAIR (NET)	**5%**	**4%**
(2) Only fair	5%	4%
(1) Poor	-	*
Don't know	1%	*
Refused	-	*
MEAN	**3.2**	**3.3**

7   State legislators who serve on education committees are…

	Deans/ Chairperson (n=200)	Principals (n=500)
EXCELLENT/PRETTY GOOD (NET)	**18%**	**26%**
(4) Excellent	-	2%
(3) Pretty good	18%	24%
POOR/ONLY FAIR (NET)	**81%**	**72%**
(2) Only fair	45%	38%
(1) Poor	37%	34%
Don't know	1%	1%
Refused	-	*
MEAN	**1.8**	**1.9**

8   Parents of school-age children are…

	Deans/ Chairperson (n=200)	Principals (n=500)
EXCELLENT/PRETTY GOOD (NET)	**43%**	**52%**
(4) Excellent	*	5%
(3) Pretty good	42%	47%
POOR/ONLY FAIR (NET)	**55%**	**47%**
(2) Only fair	49%	38%
(1) Poor	6%	9%
Don't know	1%	*
Refused	1%	1%
MEAN	**2.4**	**2.5**

9   Members of local school boards are…

	Deans/ Chairperson (n=200)	Principals (n=500)
EXCELLENT/PRETTY GOOD (NET)	**41%**	**71%**
(4) Excellent	1%	22%
(3) Pretty good	40%	50%
POOR/ONLY FAIR (NET)	**58%**	**28%**
(2) Only fair	47%	22%
(1) Poor	11%	6%
Don't know	1%	*
Refused	-	*
MEAN	**2.3**	**2.9**

10   Local community members are…

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
EXCELLENT/PRETTY GOOD (NET)	**36%**	**60%**
(4) Excellent	1%	11%
(3) Pretty good	35%	49%
POOR/ONLY FAIR (NET)	**62%**	**39%**
(2) Only fair	53%	35%
(1) Poor	10%	4%
Don't know	1%	*
Refused	-	*
MEAN	**2.3**	**2.7**

BASE: PUBLIC SCHOOL PRINCIPAL (N=500)
Q1000   All in all, how satisfied would you say you are with your job as a principal in a public school? Very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

VERY SATISFIED/SOMEWHAT SATISFIED (NET)	**96%**
(4) Very satisfied	67%
(3) Somewhat satisfied	29%
VERY DISSATISFIED/SOMEWHAT DISSATISFIED (NET)	**4%**
(2) Somewhat dissatisfied	4%
(1) Very dissatisfied	*
Not sure	-
Decline to answer	*
MEAN	**3.6**

BASE: DEANS/CHAIRS (N=200)
Q1015   What degrees are offered by your [IF DEANS (Q835/1,2) SHOW: school, IF CHAIRS (Q835/3) SHOW: department]?

Bachelor's (B.A., B.S.)	90%
Master's (M.A., Ed.M., MAT)	80%
Doctorate (Ed.D., Ph.D)	27%
Not sure	-
Decline to answer	-

BASE: DEANS/CHAIRS (N=200)
Q1017   SCHOOL AFFILIATION (FROM SAMPLE)

State	38%
Private, Non-Profit	24%
Roman Catholic	11%
Religious Affiliation	8%
Methodist	5%
Baptist	4%
Southern Baptist	3%
Lutheran	3%
Presbyterian	1%
Private, Profit Making	1%
State Related	1%
State and Local	1%
Friends	*
Episcopal	-
Local	-
Jewish	-
Federal	-
Unknown	1%

Q1020   In total, how many students are enrolled in your teacher preparation program?

1 to 249	32%
250 to 499	22%
500 to 999	19%
1000+	27%
Not sure	1%
Decline to answer	-
MEAN	**864.3**

Q1025   What percentage of students in your teachers preparation programs are from a racial or ethnic minority?

0% to 20%	70%
21% to 40%	18%
41 to 60%	5%
61%+	7%
Not sure	1%
Decline to answer	-
MEAN	**19.7**

Q1030   What percentage of students in your school come from low income families

0% to 33%	34%
34% to 66%	35%
67%+	29%
Not sure	1%
Decline to answer	*
MEAN	**48.4**

Q1035   WHAT PERCENTAGE OF STUDENTS IN YOUR SCHOOL COME FROM MINORITY FAMILIES?

0% to 33%	56%
34% to 66%	22%
67%+	22%
Not sure	-
Decline to answer	-
MEAN	**35.0**

BASE: PUBLIC SCHOOL PRINCIPAL (N=500)
Q1040   What percentage of students in your school speak English as a second language?

0% to 33%	85%
34% to 66%	11%
67%+	3%
Not sure	*
Decline to answer	*
MEAN	**13.2**

BASE: PUBLIC SCHOOL PRINCIPAL (N=500)
Q1045   In total, how many students attend your school?

1 to 249	22%
250 to 499	34%
500 to 999	36%
1000+	8%
Not sure	-
Decline to answer	-
MEAN	**527.3**

BASE: ALL QUALIFIED RESPONDENTS
Q1050   How many years have you been professionally involved with the field of education?

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
0 to 5	1%	*
6 to 20	14%	34%
21+	85%	66%
Not sure	-	-
Decline to answer	-	-
MEAN	**30.5**	**25.1**

BASE: PUBLIC SCHOOL PRINCIPAL (N=500)
Q1055   And how many years have you worked as a principal?

0 to 5	36%
6 to 20	55%
21+	9%
Not sure	-
Decline to answer	*
MEAN	**9.7**

Q1060   And how many years have you served in your current position?

0 to 5	50%
6 to 20	48%
21+	2%
Not sure	-
Decline to answer	-
MEAN	**7.3**

BASE: ALL QUALIFIED RESPONDENTS
Q1065   At any point in your career have you ever taught full time in an elementary or secondary school classroom?

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
Yes	91%	98%
No	9%	2%
Not sure	-	-
Decline to answer	-	-

BASE: ALL QUALIFIED RESPONDENTS
Q1070   Gender

	Deans/ Chairperson	Principals
Female	55%	51%
Male	45%	49%

BASE: ALL QUALIFIED RESPONDENTS
Q1075   **Age Ranges**

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
Less than 25	-	-
26 to 35	1%	7%
36 to 45	5%	19%
46 to 55	36%	44%
56+	56%	27%
Not sure	-	-
Decline to answer	1%	2%
MEAN	**55.8**	**49.9**

Q1080 Are you of Hispanic origin, such as Mexican American, Latin American, Puerto Rican, or Cuban?

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
No, not of Hispanic origin	98%	95%
Yes, of Hispanic origin	2%	5%
Not sure	-	-
Decline to answer	-	*

Q1085 RACE/ETHNICITY

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
White	89%	84%
BLACK/AFRICAN AMERICAN (NET)	**7%**	**9%**
African American	5%	6%
Black	2%	3%
Other race	1%	3%
Mixed racial background	1%	1%
Native American or Alaskan native	1%	1%
Asian or Pacific Islander	*	1%
Not sure	-	-
Decline to answer	*	1%

Q1095 Location-Region (From sample)

	Deans/ Chairperson	Principals
	(n=200)	(n=500)
Northeast	24%	18%
Southeast	27%	22%
Midwest	26%	27%
West	23%	33%

- **The Metropolitan Life Survey of the American Teacher, 1993: Violence in America's Public Schools** reports the concerns of teachers, students and law enforcement officers across the country about the increasing violence and fears of violence in their schools.

- **The Metropolitan Life Survey of the American Teacher, 1993: Teachers Respond to President Clinton's Education Proposals** provides valuable insight into what teachers believe needs to be done to make our schools safe and productive places for learning.

- **The Metropolitan Life Survey of the American Teacher, 1992: The Second Year: New Teachers' Expectations and Ideals** revisits the new teachers surveyed in 1991 after having completed two years of teaching in America's classrooms.

- **The Metropolitan Life Survey of the American Teacher, 1991: The First Year: New Teachers Expectations and Ideals** returns to the cohort of new teachers who entered the classroom in the fall of 1990 and gauges their attitudes as they conclude their first year in the classroom.

- **The Metropolitan Life Survey of the American Teacher, 1990: New Teachers: Expectations and Ideals, Part I-- Entering the Classroom** examines the views of first-time teachers entering the classroom in the fall of 1990.

- **The Metropolitan Life Survey of the American Teacher, 1989: Preparing Schools for the 1990s** looks back at the changes in education through the 1980's and looks ahead to the changes teachers say would improve education.

- **The Metropolitan Life Survey of the American Teacher, 1988: Strengthening the Relationship Between Teachers and Students** includes the views of students in grades 4-12, and focuses on minority teachers' satisfaction with teaching and ways to increase their participation in the profession. (Executive summary available)

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