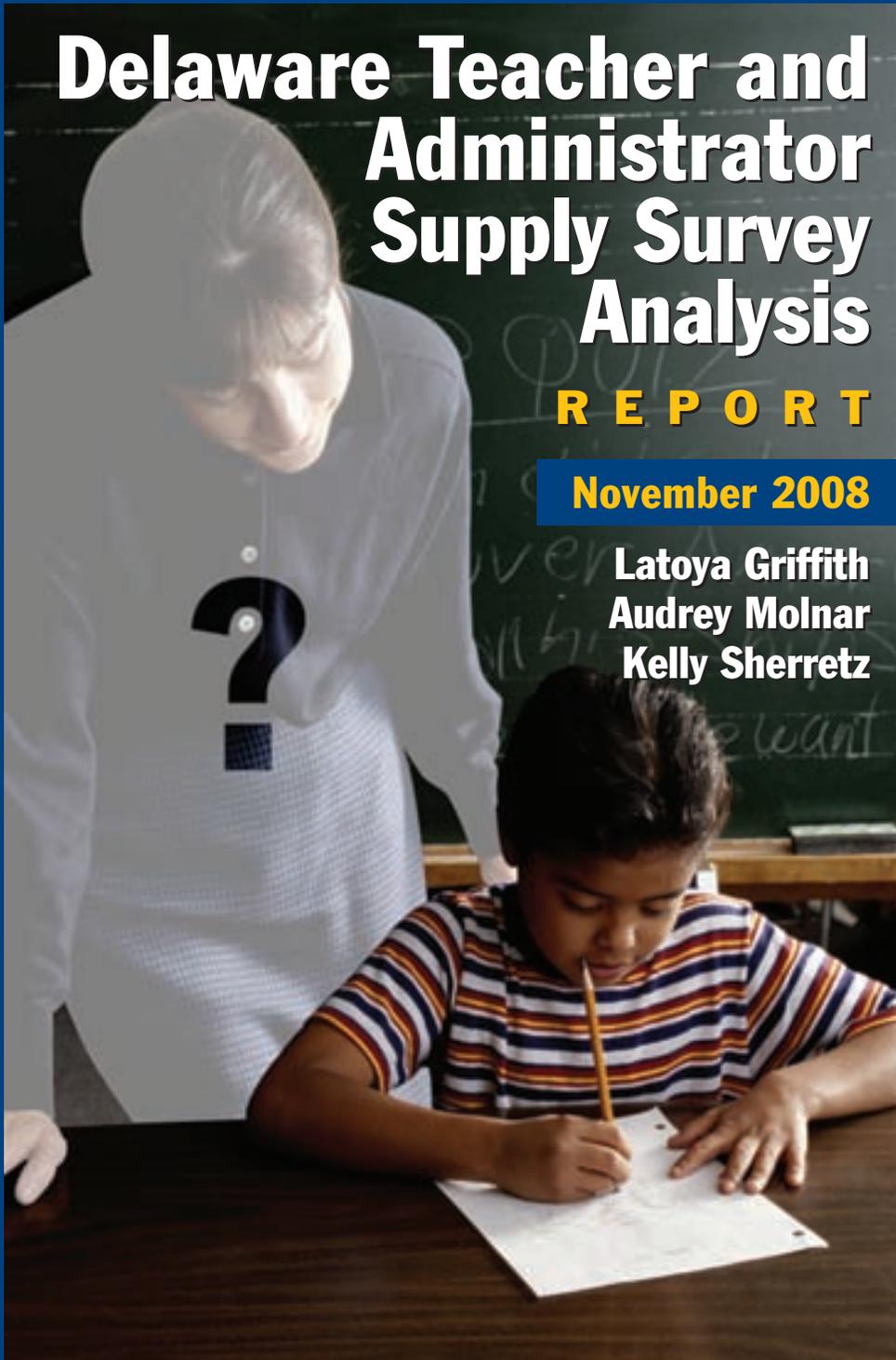


Delaware Teacher and Administrator Supply Survey Analysis

R E P O R T

November 2008

**Latoya Griffith
Audrey Molnar
Kelly Sherretz**



www.udel.edu/dasl

**Delaware Academy for School Leadership
College of Human Services, Education & Public Policy
University of Delaware**

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

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Foreword

The authors of this report would like to thank, first and foremost, Dr. Wayne Barton of the Delaware Department of Education (DOE), who helped to conceptualize and support this work. We also thank Adrian Peoples of DOE for placing the survey on the DEEDS System and his technical support. We thank the 19 school district and 13 charter school personnel directors for completing the survey. We also thank Mark Deshon of IPA for his extensive graphic design work and Dr. Jeffrey Raffel, Charles P. Messick Professor of Public Administration, for his reading of the report. This report was the result of the efforts and contributions of many individuals.

Table of Contents

Executive Summary	1
Introduction	2
Personnel Director Survey Results	4
DOE Payroll Data Results	28
Conclusions	34
Appendix A: Tables	38
Appendix B: Survey Instrument	45

Executive Summary

The 19 school districts throughout the state of Delaware reported hiring a total of 911 new and experienced teachers for the 2007-2008 school year. Personnel directors from each district and charter school were asked to complete an online survey asking for information on the number of new hires; when personnel directors were notified of vacancies; when they were offered contracts; what teaching and non-teaching positions were difficult to fill; and what recruitment tools they used. To supplement the personnel director survey, payroll record-data on teacher characteristics and mobility were provided by the Delaware Department of Education (DOE).

This year 50.8 percent of the teachers were hired in August or later. This late hiring of teachers was higher than it was last year (32.6%), but less than three years ago (68%). Two years ago, for the 2005-06 school year, 43.1 percent of teachers were hired late (Table 1 and Figure 1b).

Of the new hires, 290 were on temporary contracts, a decrease from 309 in the previous year (2006-2007), but still more than two years ago (224).

This year, high school math was the most difficult teaching position to fill. Special Education, bilingual/ESOL, middle school math, and high school science positions were difficult to fill; elementary and physical education were not difficult to fill. The districts reported an increase in major difficulty in hiring for many of the subject areas this year compared to previous years.

While personnel directors were still positive about those teachers who began teaching for their districts in the fall of 2007, they were less positive than last year. This less positive sentiment has been occurring for the last three years. The percentage of personnel directors reporting teachers being better prepared than previous years decreased. Personnel directors reporting all new teachers as highly prepared decreased as well.

For a second year, the survey included questions regarding administrator supply to gauge Delaware's ability to fill administrative positions. The data indicates that much activity in the state is focused on school administrator recruitment, preparation, and retention.

Introduction

For the 2007-08 school year, the 19 public school districts throughout the state of Delaware reported hiring a total of 911 teachers. Personnel directors from each district were asked to complete an online survey detailing the number of new teacher and administrator hires; when they were notified of vacancies; when contracts were extended; which teaching and non-teaching positions were difficult to fill; and what recruitment tools they used. All of the districts completed the survey. In addition to the 19 school districts in Delaware, this year's survey was also distributed to the 17 charter schools in the state. An insufficient sample of charter schools returned the survey, so this year's report will not include information from charter schools. For a second year, the survey also included questions concerning administrator supply to gauge Delaware's personnel directors' ability to fill administrative positions.

This year's survey, the sixth in an annual series of surveys, was administered through the Delaware Department of Education DEEDS website. The project was conducted through the Delaware Academy for School Leadership (DASL) within the Delaware Education Research and Development Center (DERDC) at the University of Delaware. The Teacher and Administrator Supply Survey from 2006-2007 was analyzed and redesigned in conjunction with Dr. Wayne Barton, Acting Director of the Professional Accountability Assessment and Accountability Branch of the Delaware Department of Education (DOE). The survey was posted on the DEEDS website from January 2008 to February 2008.

The personnel directors' survey was supplemented with DOE data received in June 2008. These data include data from the payroll department and contain information through November 2007. These results are analyzed in a separate section.

The reader should note that this report is based upon objective and subjective data. The DOE payroll data is relatively objective and accurate. While there are some issues with reporting teaching experience for new teachers, generally the personnel records are valid. The survey responses from the district and charter school personnel directors include some objective information, such as the number of new teachers hired for fall 2007, but also include more subjective responses, such as the personnel director's view of the preparation of new teachers and the utility of various recruitment activities. Where responses are subjective, changes in who is reporting for a district -- i.e., where the personnel director has changed -- may result in survey response changes from year to year. Admittedly, sometimes it is difficult to ascertain to what extent changes in responses from year to year are due to changes in directors (including the addition of new charter schools), local circumstances and statewide trends. When possible, we report five-year trends on major indicators and focus on changes from the previous year throughout the report.

Personnel Director Survey Results

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

Teacher Hiring

Personnel directors report hiring a total of 911 teachers for the 2007-08 academic year. This includes 213 teachers changing districts within the state, as reported in the DOE Payroll Data Results section. Of these 911 hires, the hiring dates of 604 new teachers are reported (see Figure 1a). It is important to note that there are some discrepancies in the data due to varying interpretations of the first three survey questions. Some districts included temporary hires in their monthly hiring data, while others considered temporary hires separately.

Late hiring of teachers is slightly higher than the past 2 years, but it was lower than three years ago. This year, 50.8 percent of the teachers hired were hired in August or later. Last year, 32.6 percent were hired late, compared to 43.1 percent two years ago and 68 percent three years ago. **(Table 1 and Figure 1b).**

The most frequently reported month for hiring remains August (199), followed by July (107), and June (77). This year, 113 teachers were hired in May or earlier. Comparatively, last

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

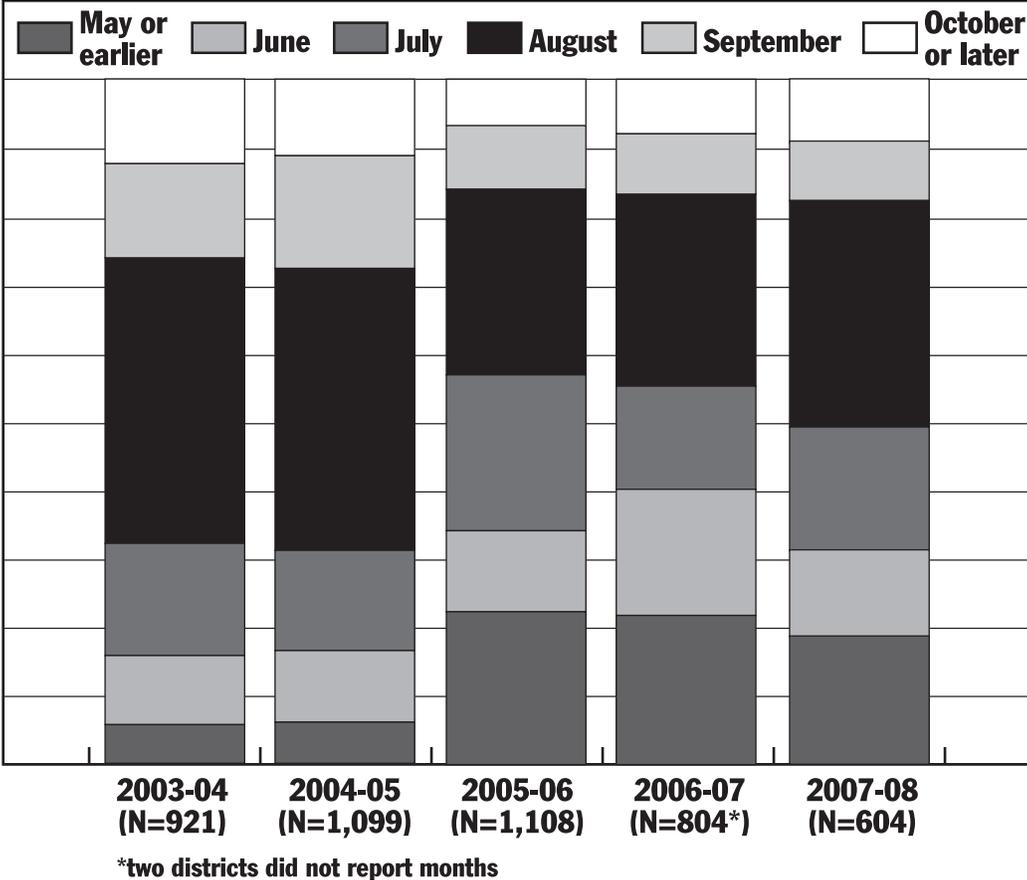
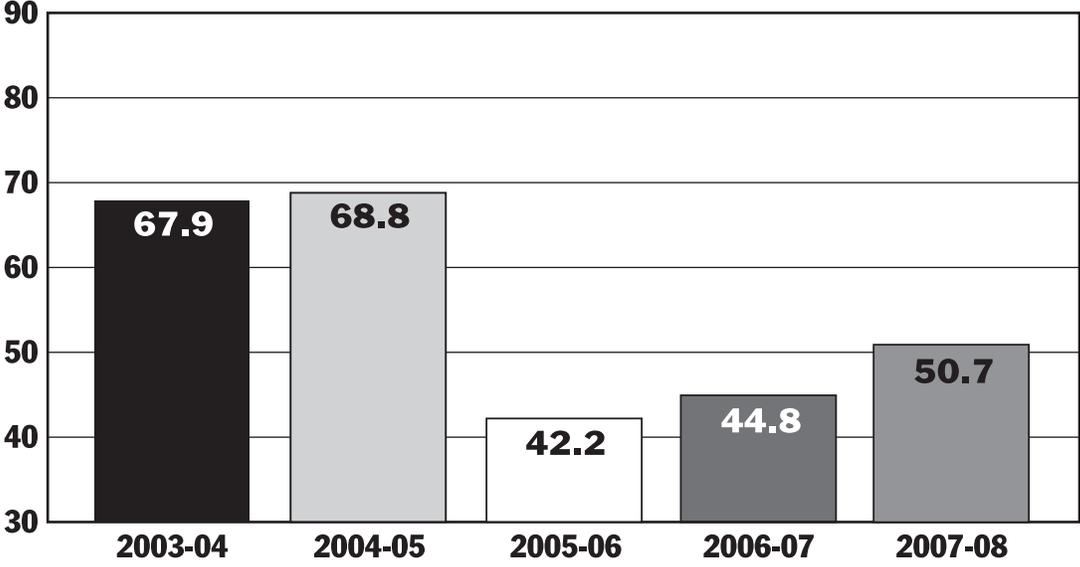


Figure 1b.
 Percent of Teachers Hired August or Later: Five-Year Comparison



year the most frequently reported month for hiring was August (225), followed by June (148), and July (121). Last year, 175 teachers were hired in May or earlier.

Ten districts provided letters of intent to some of their recruits before actually issuing contracts, thus notifying the new teachers earlier of their new positions. There were 219 letters of intent issued by five school districts in 2007-08. During the months of April, May, and June, 83 letters of intent (37.9%) were issued. Sixty-two percent of letters of intent were issued in July (44), August (51), September (22), and October (19). In comparison, in 2006-07 there were 137 letters of intent issued by eight districts, of which 34 percent of letters were issued in April, May, and June (46). Last year, 65.7 percent of letters of intent were issued in July (11), August (49), September (30), and October (1) by eight districts. **This year there was a 50 percent increase in the number of letters of intent, but they were issued by fewer districts. The decrease in the number of districts issuing letters of intent could be due to financial uncertainty at the state and local level.**

Between February and April, when the survey was distributed and completed, personnel directors reported a total of 17 unfilled teaching positions in the state. Unfilled positions include: special education (3), technology (2), elementary (2), ELA (2), reading, chemistry, band, and art. The number of unfilled positions is about the same as last year (19) but less than previous years. In comparison, three years ago, there were 33 unfilled positions at the time of survey distribution.

There were also 47 Alternative Routes teachers hired for 2007-08. The number of Alternative Routes this year was eight more than last year, but three less than two years ago.

Of the new hires, 290 were on temporary contracts this year. This is a decrease from 309 last year (2006-2007), but still greater than 224 contracts two years ago. The most

common reason indicated for temporary contracts was “other”; eight of the 19 districts (42.1%) indicated it as a major reason, and one of the 19 districts (5.3%) indicated it as a moderate reason. As indicated last year, financial pressures in districts appeared to have led to temporary contracts. Because districts were required to hire internal employees prior to hiring external employees, it resulted in a continued increase in temporary contracts. All of the personnel directors cited that hires after a certain date, such as the first student day or October 1, receive temporary contracts. One district issues temporary contracts to anyone hired after August.

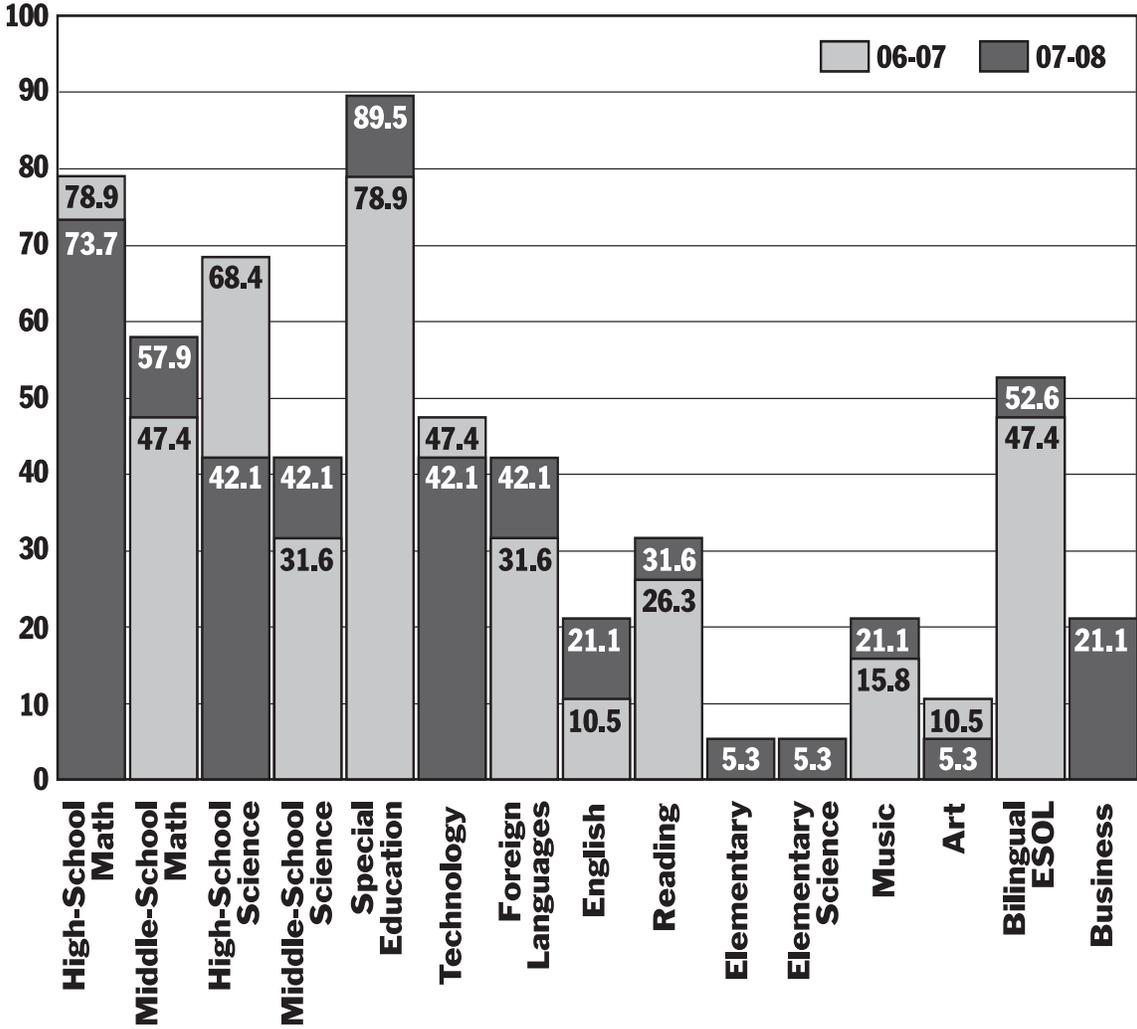
Another reason indicated for temporary contracts was temporary needs such as pregnancy, illness, and sabbaticals; five of the 19 districts (26.3%) indicated it as a major reason, and six out of 19 districts (31.6%) indicated it as a moderate reason. Six of the 19 districts (31.6%) denoted that uncertainty of the September 30 count and five of the districts indicated that teachers are not yet “highly qualified” or “certified” as reasoning for temporary contracts. Two districts indicated that they do not hire teachers on temporary contracts.

In conclusion, for the past two years, there has been an increase in late hiring. This year there was an increase in the use of letters of intent. The use of temporary contracts increased again, rivaling the number of temporary contracts issued two years ago.

Teacher Shortages

Teacher shortages continue to exist in several areas. These areas are consistent with the difficulties reported by personnel directors in the past (see Figure 2). In comparison to last year, there is an increase in the percentage of districts reporting a major difficulty in filling all positions with the exception of high school math, art, technology and business. The subject areas most difficult to fill were special education, bilingual/ESOL, middle and high school math, and high school science.

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



This year personnel directors indicated they had less difficulty filling special education positions than in prior years. This year, 7 out of 19 districts (36.8%) reported that high school math was the most difficult to hire (Table 2). Personnel directors also reported having difficulty hiring for positions in special education, technology, music, foreign language, high school science, and bilingual/ESOL. Fourteen out of 19 districts (73.7%) reported that high school math was very difficult to fill. Last year, districts reported similar difficulty in high school math; 15 of 19 (78.9%) districts reported great difficulty. This year, 10 of 19 districts (52.6%) reported that special education was very difficult to fill; compared to last year, 78.9 percent of districts reported great difficulty.

There is a continued increase in difficulty filling Bilingual/ESOL positions. This year, 10 of 19 districts (52.6%) reported that Bilingual/ESOL was very difficult to fill. Last year, 7 of the 19 districts (47.4%) denoted bilingual teaching positions as very difficult to fill and two years ago only 5 of the 19 districts (26.3%) indicated that bilingual/ESOL teaching positions were difficult to hire.

On the opposite end of the spectrum, districts reported ease in hiring in elementary, English, physical education, and social science teachers. Twelve out of 19 districts (63.2%) reported no difficulty in hiring elementary teachers. Similarly, English (36.8%), physical education (57.9%), and social science (47.4%) positions were not difficult to hire.

Personnel directors have continued to cope with shortages in critical needs areas. This year an additional survey question was included concerning when critical needs hiring occurred. Personnel directors were asked if they hired early-dates, neither early or late- dates, or late-dates. There were no definitions provided for early, neither early or late, or late on the survey, so the answers to this question are subjective. Definitions of these terms should be added in future

administrations of the survey. Six of the 19 districts (31.6%) reported hiring teachers in critical needs areas early; eleven out of 19 districts (57.9%) reported hiring critical needs teachers neither early nor late; one district (5.3%) reported hiring critical needs areas late. Last year, about half (47.4%) of the districts placed a high priority on hiring critical needs teachers early in the hiring process while this year fewer districts placed such a high priority on hiring critical needs teachers.

Personnel directors were asked to report the characteristics considered when hiring new teachers. The primary characteristic considered by the majority of personnel directors was teacher certification status (94.7%). Fourteen of the 19 districts reported that teacher's coursework in the subject area was considered to a great extent; 57.9 percent denoted teacher's preparation program and degree; and 57.9 percent reported type of classroom experience (Table 3).

In summary, special education, bilingual/ESOL, high and middle school math, and high school science were difficult to fill; elementary and physical education positions were not difficult to fill. The districts reported an increase in major difficulties in hiring for many of the same subject areas as compared to previous years.

Teacher Preparation

Personnel directors were asked about how prepared they felt their new teachers were this year. Overall, three personnel directors (15.8%) reported that teachers were better prepared than in prior years, 14 personnel directors (73.7%) reported that teachers were as prepared as they had been in prior years, and 2 personnel directors (10.5%) reported that teachers were less prepared than in prior years (Table 4). **Last year, none of the districts felt that teachers were**

less prepared than in previous years; but this year, two districts felt that teachers were less prepared than in past years (see Figure 3).

Gauging the perceived, absolute quality of new teachers, two personnel directors (10.5%) reported that teachers were *all* highly prepared. Ten personnel directors (52.6%) reported that *almost all* were highly prepared; five personnel directors (26.3%) reported that *more than half* were highly prepared; and two personnel directors (10.5%) reported that *half* were highly prepared.

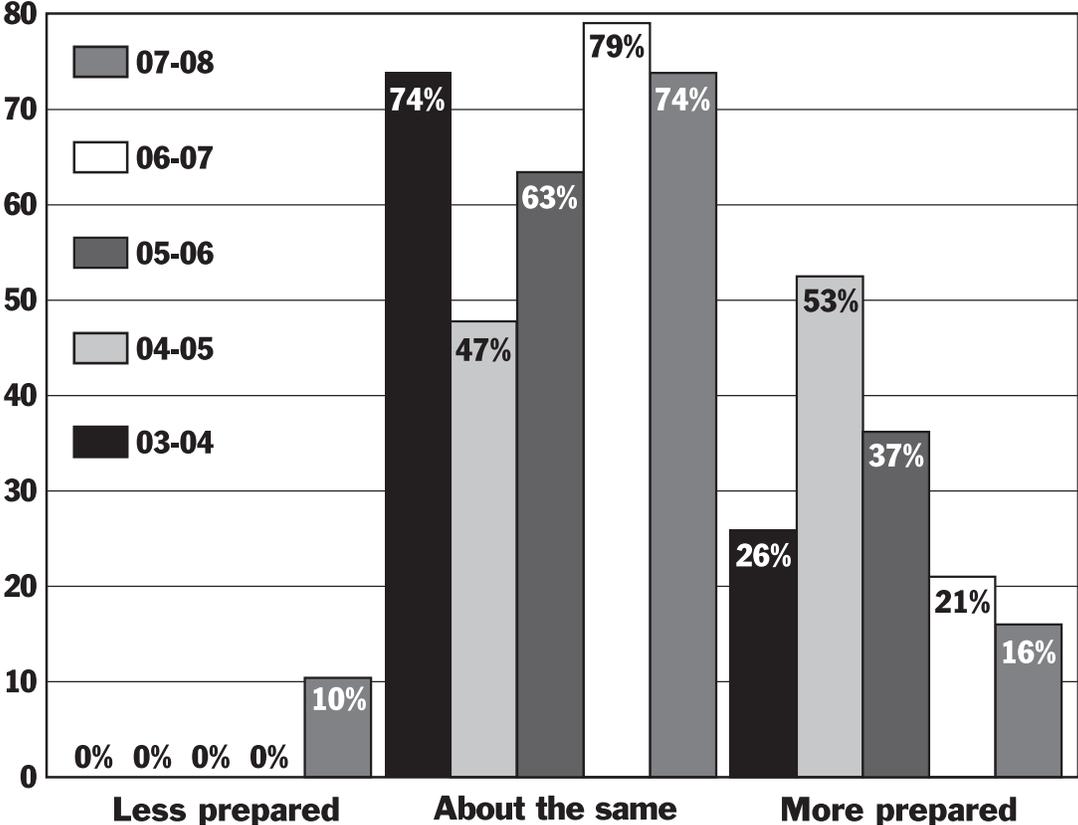
Personnel directors have become less positive about teacher preparation over the last three years. In the 2006-2007 school year, 78.9 percent of the personnel directors reported that teachers were as prepared as in prior years, and 21.1 percent felt that teachers were better prepared than in the past. In the 2005-2006 school year, more than half (63.2%) of the personnel directors felt that teachers were as prepared as in the past, and 36.8 percent felt that teachers were better prepared than in the past.

While personnel directors were positive about the preparation of teachers who began teaching for their districts in the fall of 2007, they were somewhat less positive than last year. This “less positive” sentiment has been occurring for the last three years. The percent of personnel directors reporting *teachers being better prepared than previous years* decreased. Personnel directors reporting all new *teachers as highly prepared* decreased as well. In fact, this is the first year that some personnel directors felt that teachers were *less prepared than in previous years*.

Reasons for Teacher Shortages

According to the district respondents, this year the main reason for teacher shortages was a lack of number of teacher candidates in particular areas. Fourteen out of

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



19 districts (73.7%) reported that a lack of number of teacher candidates in specific areas was the main reason for teacher shortages (Table 5). This is an increase from 2006-2007 where 9 out of 19 districts (47.4%) selected this reason. The second most common reason was a lack of qualified candidates in particular areas; 13 out of 19 districts (68.4%) denoted this as a major problem. (See Figure 4 and Table 5).

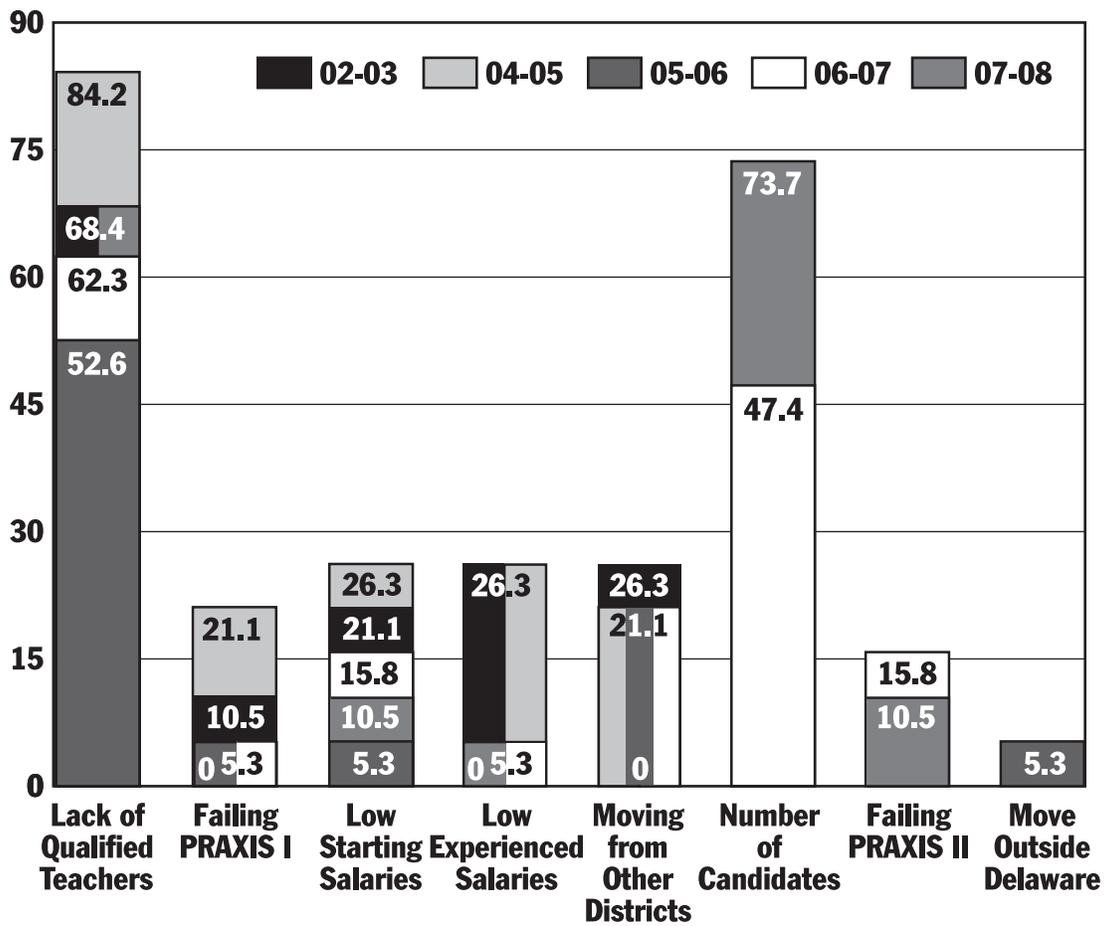
In order to help understand how Highly Qualified Teacher (HQT) provisions of NCLB have affected hiring, an additional question was added to the survey last year. Personnel directors were asked to what extent particular factors affected their school district. Sixty-three percent of districts reported that HQT provisions have affected the recruitment of special education teachers to a great extent, and approximately 50 percent of the districts judged that HQT was negatively affecting their ability to find and recruit high school teachers (Table 7). Twelve of the 19 districts also indicated that HQT provisions added more “red tape” to the hiring process to a great extent. On a more positive note, twelve districts (63.2%) reported that HQT provision improved the quality of teachers hired; and thirteen districts (68.4%) HQT provisions improved the quality of teachers already in the district.

Similar to last year, district personnel directors were more negative than positive about the immediate impact of the HQT provisions, viewing them as making it more difficult to hire teachers, especially in special education.

Vacancies

The reasons teachers left districts this year, as reported by district personnel directors, were specified for 476 of 771 (61.7%) vacancies reported. Last year, 397 out of 657 vacancies were reported (60.4%). Of the 476 reported reasons for teachers leaving, responses were varied (Table 6). According to district personnel, 31.2 percent of teachers for whom they reported a

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



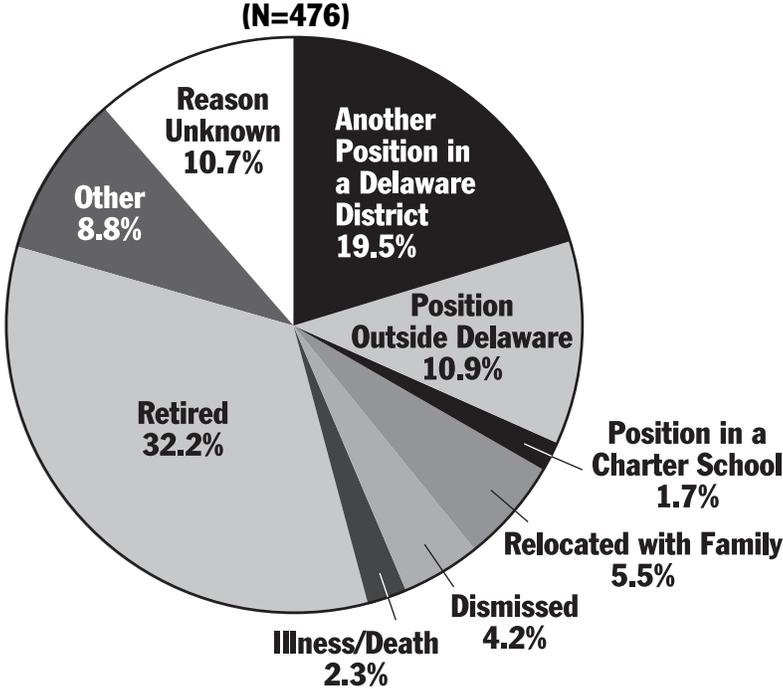
reason for leaving left because they were retiring (Figure 5). Intrastate migration accounted for 27.6 percent of known vacancies. Additional reasons for teachers leaving were as follows:

- Left to take a position in another district outside of Delaware (N=52);
- Left to relocate with family (N=26);
- Left because of illness/death (N=11);
- Left because they were dismissed (N=20); and
- Left to take a position at a charter school (N=8).

In order to understand the reasons for vacancies, and to determine the gap between finding out about vacancies and hiring, personnel directors were asked to indicate when they learned about the vacancies. They were asked to provide the number of vacancies learned about within a given time period, starting with October 2006 or earlier and continuing month-by-month until September 2007. This provided information on when vacancies were reported for the 771 vacancies in the 2007-08 academic year (Table 8). Similar to last year, only 27 percent of teacher vacancies were reported by April 2007 or earlier. The largest number of vacancies (125) were reported in June 2007, followed by August 2007 (121). The vacancies reported this year were later than last year where 118 vacancies were reported in May and 93 in June.

The median month that district personnel directors learned about teacher vacancies was July and the median month during which they filled teacher vacancies was August. Last year, the median month that personal directors learned about teacher vacancies was May and the median month these vacancies were filled was July. **In comparison to last year, the median month of notification was two months later, and the median month during which teacher vacancies were filled was one month later.**

Figure 5.
Reasons for Teachers Leaving



Most districts have established strategies to encourage teachers and other professionals to notify them early of their plans to retire. This is to help districts learn of, and hopefully, fill vacancies earlier. This year, 15 districts continued to offer incentives for early notification of plans to retire. Only four districts do not offer incentives for early notification. None of the school districts reported adding incentives this year.

Teacher-Hiring Problems

This year, 52.6 percent of school districts reported contractual barriers or hindrances that delayed them from offering a contract to a teacher. This is a slight increase from last year, when 42.1 percent of the districts reported facing difficulties related to this issue. Nine of the 19 districts specifically identified transfer clauses as a contractual hindrance. Contractual barriers or hindrances that delayed contract offerings were related to transfer clauses and were reported as follows:

- Date of voluntary transfer is August 15;
- The CBA allows for transfer submission from 4/1-5/15. Must interview before hiring from outside;
- The contract states that we must look at internal employees before hiring outside;
- The transfer clause requires consideration of current employees; posting requirements;
- Voluntary transfer process and the recall process from reductions in forces; and
- We had to go through RIFS and displacements prior to offering positions to external candidates.

Two years ago, an additional question was added to the survey to determine whether personnel directors tried to renegotiate these contractual barriers in the last collective bargaining negotiations. **Of the 10 districts who reported contractual barriers, 7 districts tried to**

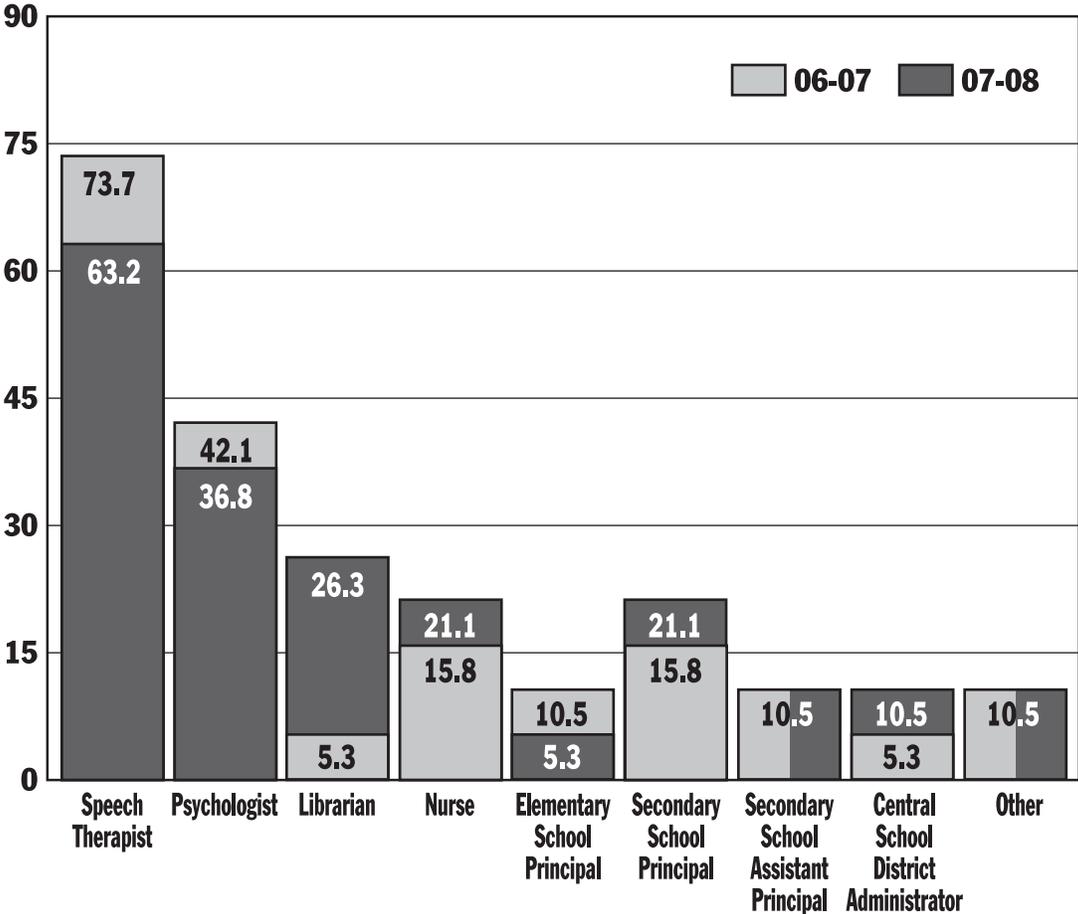
renegotiate their contract at their last collective bargaining negotiations (77.8%), indicating that districts are not only aware of these contractual problems, but they are trying to address them. This year a new question was added to learn more about the types of contracts offered by districts. Eleven of the 19 districts offered open contracts. Open contracts provide districts the ability to hire candidates without specific assignments, which allows for flexibility in hiring.

Personnel directors are understandably frustrated when teachers agree to a contract and then leave for another district or position. In 2007-08, 36 teachers who were offered and then accepted a position later chose to take a position in another Delaware school district; 26 teachers chose to take an out-of-state teaching position; and five decided not to teach. The districts reported that 5 teachers changed their minds for other reasons. **This year represents a large increase in teachers accepting a position and later choosing a position in another Delaware school district.** Last year, 23 teachers who were offered and accepted a position later chose to take a position in another Delaware school district. In addition, 9 teachers chose to take an out-of-state teaching position; and 5 teachers decided not to teach.

Non-teaching Position Shortages

The non-teaching position viewed as hardest to fill by personnel directors for the 2007-08 school year was that of speech therapist (see Figure 6). This is consistent with the past three years. One-third of the districts reported hiring speech pathologists as very difficult, and 12 out of 19 districts (63.2%) indicated speech therapists as the most difficult non-teaching position to fill (Table 9). Approximately one-third of the districts reported that it was very difficult to hire psychologists; of the 19 districts, three indicated (15.8%) that psychologist positions were moderately difficult to fill.

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



Personnel directors expected similar problems to persist in hiring for the upcoming school year. The most common problem that was also noted for the last two years centered on finding speech pathologists and school psychologists. One personnel director expressed concern with state regulations in comparison to Delaware's neighboring states. Another personnel director felt that universities "need to get on the ball" and develop programs for speech pathologists and psychologists.

Recruitment Tools

In order to find good teachers, it is necessary for personnel directors to use effective recruitment tools. Personnel directors were asked what tools they used, as well as the effectiveness of each tool (see Table 10). The recruitment tool with the greatest use among school districts were district websites, with 17 of 19 districts (89.4%) utilizing this tool. **This year, there was a continued increase in the use of district websites.** Last year 84.3 percent of districts used their website for advertisement purpose and 73.7 percent for online applications; this year 89.4 percent advertised on their website and 84.2 percent utilized their websites for online applications.

This year, districts reported an increase in the usage of recruitment tools whose use had been steadily declining in previous years (see Figures 7a and 7b). The second most widely used recruitment tool was UD Project Search (84.2%) whose usage is similar to last year (89.5%). The use of print advertisements increased this year (63.2%) and is similar to the level of use three years ago (68.4%). There is a continued increase in the use of the district's website for advertising positions and online applications.

Figure 7a.
Percent of Districts Reporting Great Use of Recruitment Tools: 2007–08

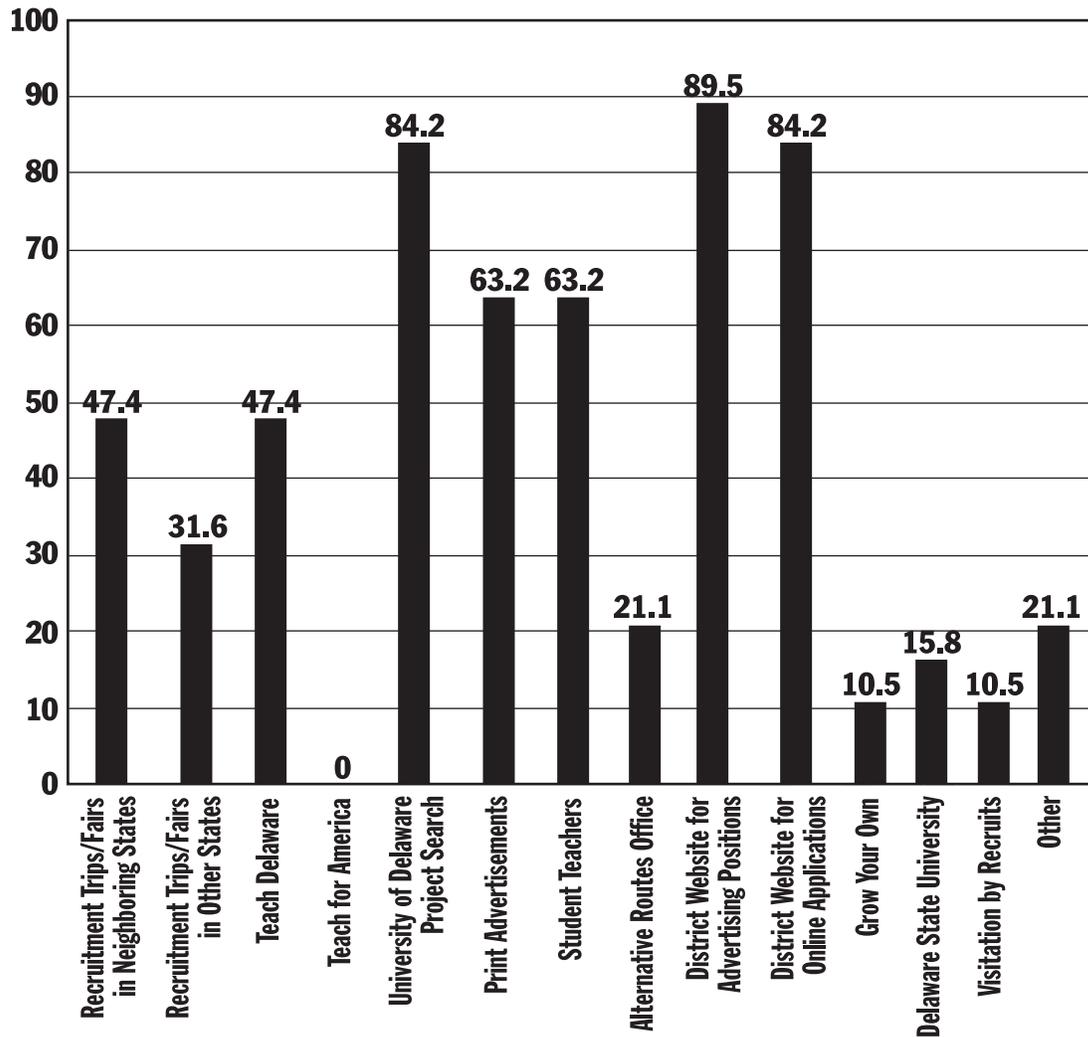
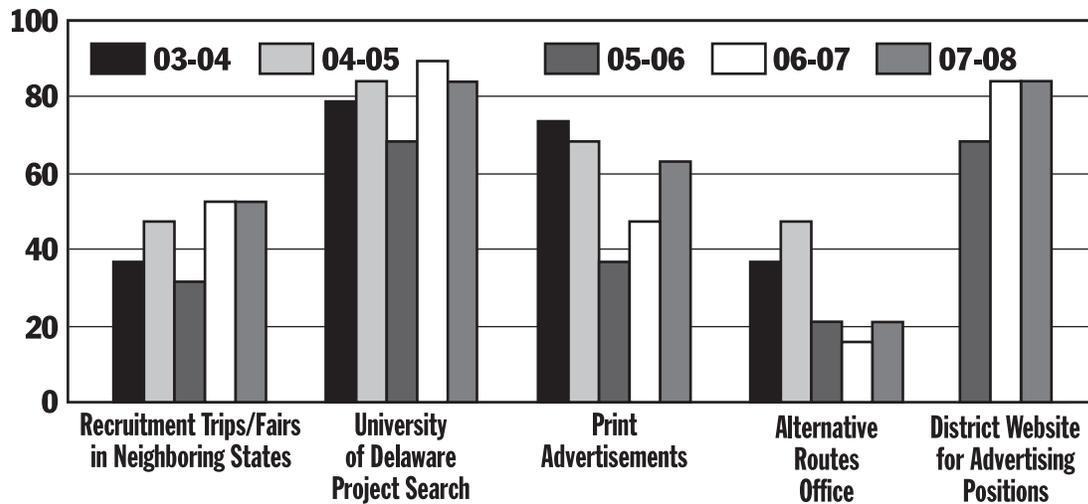


Figure 7b.
Percent of Districts Reporting Great Use of Recruitment Tools: Five-Year Comparison



Resources for Personnel Recruitment

This year we divided questions of recruitment and retention to address administrator and teacher recruitment and retention. Administrator recruitment was the highest priority for 3 of the 19 districts (15.8%) and a high priority for 3 of the 19 districts (15.8%). Administrator retention was the highest priority for 7 of the 19 districts (36.8%) and a high priority for 7 of the 19 districts (36.8%). Teacher recruitment was the highest priority for 9 of the 19 districts (47.4%) and a high priority for 6 of the 19 districts (31.6%). Teacher retention was the highest priority for 10 of the 19 districts (52.6%) and a high priority for 8 of the 19 districts (42.1%). **Overall, districts are more concerned with retention than recruitment, particularly for teachers.**

In 2006-07, recruitment and retention for both teachers and administrators was a high priority for 9 of the 19 school districts (47.4%). Four of the 19 districts (21.1%) found it to be the highest priority for the district at the time of the survey; 5 of the 19 districts (26.3%) found it to be a moderate priority; and one (5.3%) found it to be the lowest priority. No personnel director selected the no-priority category. Two years ago, no personnel director selected the moderate, low, or no-priority category option.

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

- 0 to \$5,000- 5 districts;

- \$5,001-10,000- 1 district;
- \$10,001-15,000- 2 districts;
- \$15,001-20,000- 1 district;
- \$20,001-25,000- no districts; and
- \$25,001-30,000- 2 districts.

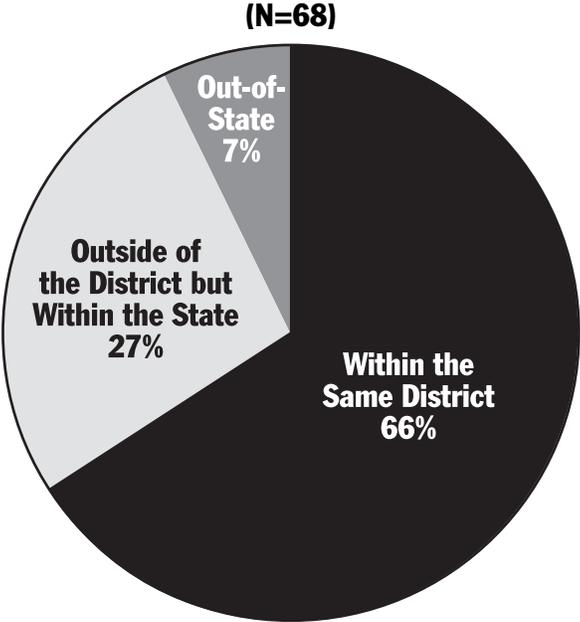
Six districts reported having no specific recruitment budget; this is the same as last year.

Administrator Hiring

Last year, questions focused on administrator hiring were added to the survey and analysis. Personnel directors were asked questions concerning availability of positions, vacancies, and qualifications of administrator applicants. Personnel directors reported that a total of 68 school administrators were hired for the 2007-08 academic year. There is a slight discrepancy between the number of positions for which they indicated that they hired and the number of reported filled positions; reported filled positions totaled 52. Based on the responses, nine of the administrative positions filled were new positions. Forty-four of the administrative positions filled replaced an incumbent or sitting administrator. Forty-five of the administrators hired were from inside the school district; 18 of those hired were from Delaware, but outside the school district; and 2 were hired from out-of-state (see Figure 8 and Table 11). Most administrators (92.6%) were hired from within the state.

A portion of the survey asked personnel directors how their administrators were prepared for their positions. Eight of the 68 (11.8%) hired administrators that had participated in a university internship program where they had worked in a school district with a mentoring principal. Twenty-eight (41.2%) of the hired administrators participated in a school district's succession planning program to prepare and develop administrators. Thirteen of the 19 districts (68.4%) indicated that they have their own program to prepare and develop administrators. Of the 13 districts with an administrator development program, seven districts (53.8%) hired an administrator that participated in such a program. Of the 6 districts without an administrator development program, only one district hired an administrator from an administrator development program. Therefore, districts with internal administrator development programs

Figure 8.
Sources of Recently Hired District Administrators



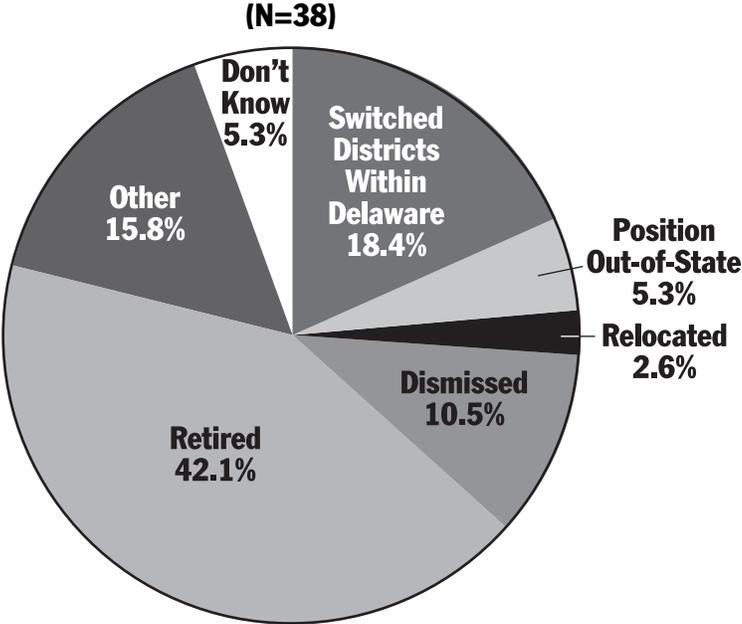
were more likely to hire an administrator that had undergone an administrator development/succession planning program.

Eleven of the 19 districts (57.9%) also stated that they have a program to support new principals during the induction stage (years 1-3). **These results indicate a good deal of activity in the state focused on school administrator recruitment, preparation, and retention.**

The personnel directors of the 19 school districts reported the reasons for 38 administrator vacancies for the 2007-08 school year (see Figure 9 and Table 12). The most common reason for an administrator vacancy was retirement; 42% (16) of vacancies were attributed to this factor. Personnel directors did not know why nine administrators left. Other reasons for administrators leaving the district include: took a position in another Delaware school district (7); took a position in another district outside of Delaware (2); relocated with family (1); were dismissed (4); do not know (2); or other known reasons for leaving (6).

School districts reported receiving a total of 759 applicants for administrative positions for the 2007-08 school year. Personnel directors only deemed 393 applicants (51.8%) of applicants as qualified applicants for administrative positions, but the number of applicants was still about six times the number of administrator positions filled.

Figure 9.
Reasons for District Administrator Vacancies



DOE Payroll Data Results

To supplement the personnel directors' survey, data on teacher characteristics and mobility were provided by DOE from the school districts' payroll records. This section of the report analyzes data about teachers in Delaware who leave the Delaware teaching ranks ("exiters") and teachers who remain as teachers in Delaware but change school districts ("switchers"). The net losses and gains of each school district were examined to determine how exiters and switchers are affecting districts throughout the state. This year, less data is being reported because some reports were not available.

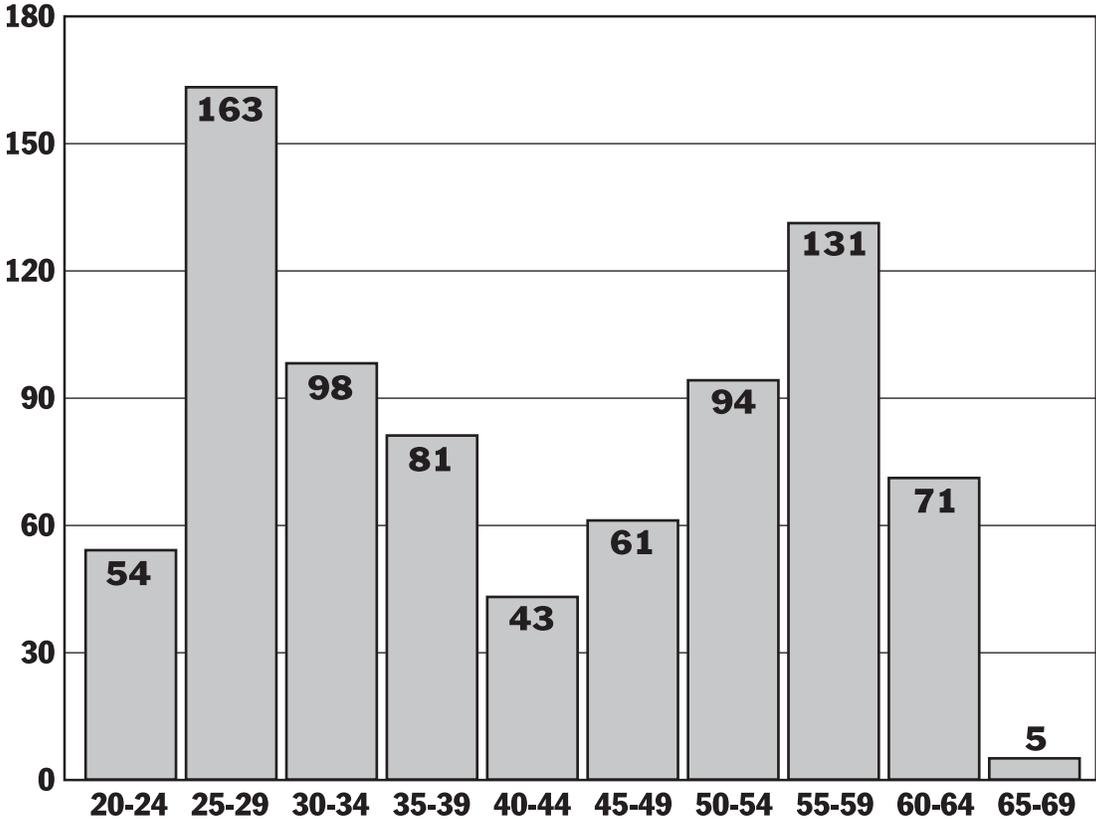
The DOE data indicate that there were 1246 new teachers hired for the 2007-08 school year, including 213 switchers identified by DOE data. Results of the Teacher and Administrator Supply Survey indicate 911 hires, presumably including 213 switchers identified by DOE data.

Exiters: Departing Teachers

According to DOE payroll records, there were 802 teachers who left teaching in Delaware between May 2007 and November 2007. This is 9.9 percent of the teacher workforce in the state, a decrease from 11.3 percent who had left the previous year. The absolute number who left teaching this year was slightly less than last year – 802 versus 897. The largest number of teachers left at age 25 and 29 with 33 leaving. There were large groups of teachers leaving at age 26 (34) and 27 (33). Teachers left the work force with a median 8 years of experience (Figure 10).

Of departing teachers, 52.4 percent held a bachelor's degree and 46.9 percent held a master's degree. Among all teachers in the state, 43.3 percent hold a bachelor's degree and 55.1 percent hold a master's degree. Similar to last year, the education accomplishment of teachers

Figure 10.
Age of Teachers Leaving Delaware Teacher Positions



who left teaching in Delaware is lower than those who did not leave teaching. This year, departing teachers were less likely to have earned a master's degree.

As in previous years, the most striking characteristic of departing teachers is that a large percentage leaves soon after they start teaching in Delaware. Among the 802 teachers who left, 137 teachers exited teaching with one year of Delaware teaching experience or less (see Figure 11a). Another 51 teachers left within the first two years of employment. Thus, 23.4 percent of teachers who left their teaching positions in Delaware did so within their first two years of teaching in the state (see Figure 11b). In addition, 48 teachers left with three years of experience; 50 teachers left with four years of experience; and 41 left with five years of teaching experience. Thus, 40.8 percent of teachers who left in the past year did so with five years of experience in Delaware or fewer. This percentage is higher than last year's 33.8 percent and also higher than two years ago (30.9%). These statistics indicate that many teachers in Delaware, like those across the nation, tend to leave the profession very quickly after starting.

Switchers: Intrastate Migration

The analysis now turns from examining teachers who left Delaware teaching positions to those who changed positions within the state. There were 213 switchers, teachers who switched districts prior to and during the 2007-08 academic year. Data on migration was provided for 204 of the switchers. Switchers represent 2.6 percent of the total teacher workforce in the state. Intrastate teacher migration is evenly spread among counties.

The majority of teachers changing districts were female (74%). This percentage is the same as last year. This figure is slightly lower than the overall percentage of females in the state

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

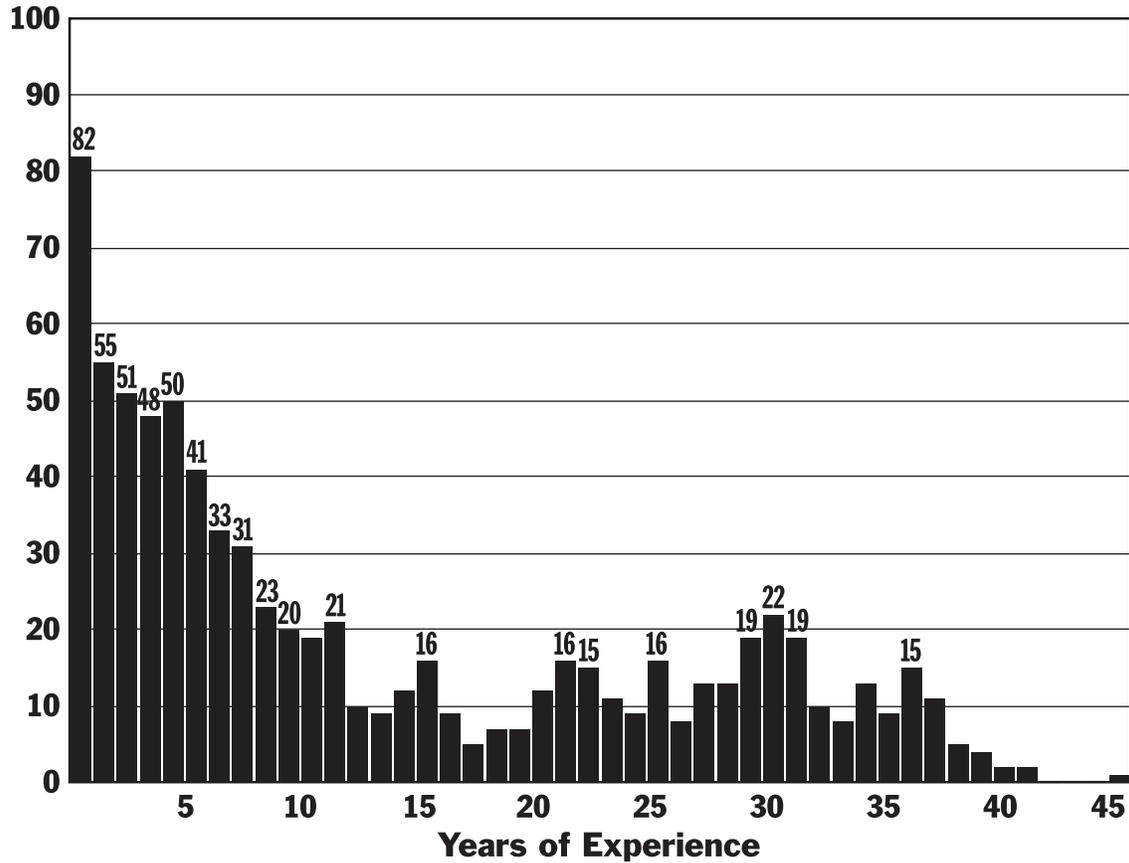
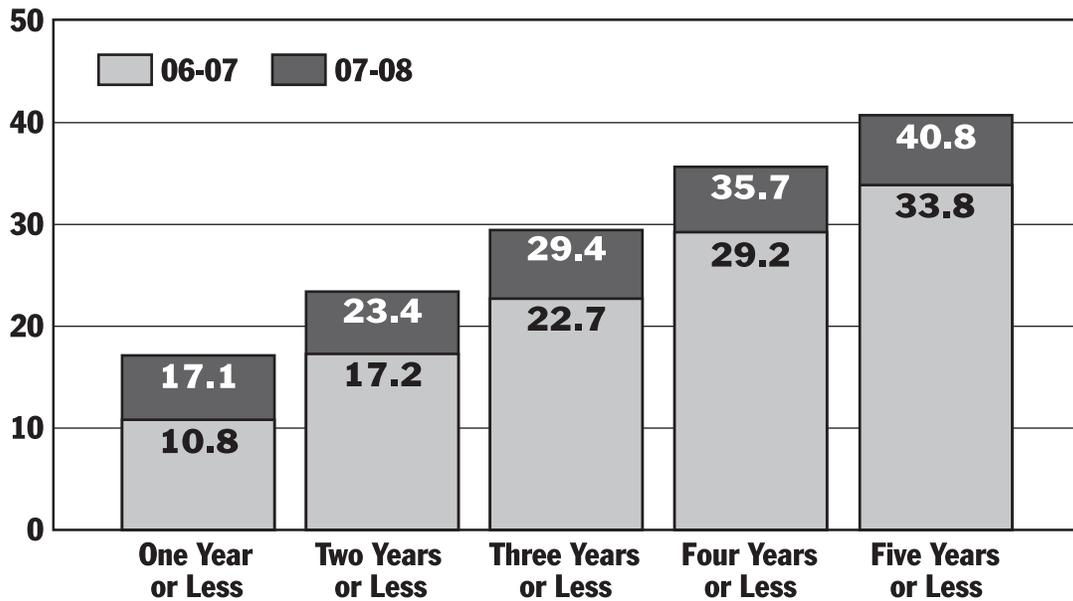


Figure 11b.
Cumulative Percent of Teachers Departing Within the First Few Years of Service



teacher workforce (76.6%). There was little change in the gender ratio of switchers from the 2006-07 to 2007-08 school year.

Out of the 213 switchers, 79.4 percent were Caucasian, 18.1 percent were African-American, and 2.5 percent were of “other” race. Statewide, Delaware’s teachers were 87.7 percent Caucasian, 11.4 percent African-American, and 2.1 percent of “other” race. Therefore, African-American teachers were much more likely to change districts than their white counterparts.

Hires/Losses of Underrepresented Groups

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

Last year, DOE statistics indicate a net gain of 19 full-time African American teachers and 22 male teachers from 2005-06 to the 2006-07 school year (*Delaware Educational Personnel Report*). This increased the percentage of African Americans in the state’s teaching force from 10.9 percent to 11.2 percent, and males from 23.7 percent to 24.0 percent. This year, DOE statistics indicated a net gain of 34 full-time African American teachers and 64 male teachers from 2006-2007 to 2007-2008. This increased the percentage of African Americans in the state’s teaching force from 11.2 percent to 11.3 percent and males from 24 percent to 24.2 percent.

Critical Needs and Teacher Movement

Last year, the positions of switchers and movers were analyzed in order to determine whether critical needs teachers are more likely to leave teaching or change districts. There was no updated information provided this year.

There were a total of 213 switchers for the 2007-08 school year. DOE reported the teaching position for 212 of these switchers. Of the 212 switchers, special education, math, and science teachers represent the highest migration. Special education teachers comprise 23.6 percent of switchers; math and science teachers each comprised 9 percent of switchers. Special education teachers represent a large number of teachers switching districts, with 50 special education teachers switching districts. Twenty-seven elementary school special education teachers (12.7 percent of total switchers); 12 middle school special education teachers (5.7 percent of total switchers); and 11 secondary school special education teachers were switchers (5.2 percent of total switchers).

Conclusions

The 2007-08 year was again a mixed year for teacher recruitment and retention. Although increased attention to these issues has resulted in many improvements over the six-year period, there has been some regression this year in some areas where major improvements had been made in recent years of the survey's administration.

Lower than the past two years, about 911 teachers were hired by the 19 school districts during the 2007-08 school year, with 213 teachers having switched districts within the state. Late hiring of teachers across the 19 school districts increased this year to 50.8 percent after a large decrease in 2005-06 and maintenance last year. This year, 50.8 percent of teachers were hired in August or later. This is higher than last year's 32 percent and the 43.1 percent in 2006, but still better than 68 percent in 2004. The use of letters of intent committing districts to offering positions to teachers earlier than official contracts increased from 137 last year to 219 this year. However, these letters of intent were issued by fewer districts. The number of temporary contracts is slightly higher this year, increasing from 224 to 290.

As with last year, the percentage of districts reporting difficulties in hiring in certain areas increased across the board. The areas that were the most difficult to fill were special education, bilingual/ESOL, middle and high school math and high school science. This year personnel directors indicated that they had less difficulty filling special education positions than in prior years. Bilingual /ESOL positions are continually becoming harder to fill. Many of these subject areas are identified as critical needs areas, and a majority of personnel directors indicated that they hired critical needs teachers neither early nor late in the hiring process.

Even though they felt positively about the preparation of teachers who began teaching for their district this year, personnel directors felt somewhat less positive than last year. Personnel

directors have become increasingly less positive about teacher preparation over the past three years. In fact, for the first year in the administration of the survey, two districts felt that teachers were less prepared than in previous years. Similar to last year, personnel directors attribute this sentiment to an inadequate number of qualified applicants across subject areas.

Personnel directors heard about fall 2007 teacher vacancies an average of a month later than in 2006 (July versus June). The average position was also filled a month later (August compared to July). The total number of districts offering incentives for early notification of plans to retire remained consistent at 15.

Three more districts (10 total) reported that contractual barriers delayed offers of contracts to teachers this year. Of these ten districts, seven reported they had attempted to change their contract in recent negotiations; this is the same number as last year. Thus, even more districts are facing this issue, but they are still trying to work out a system in which to hire teachers earlier. Another contractual issue that increased this year was the problem of teachers accepting contracts and later leaving to take other positions. This year, 62 teachers accepted a position in a Delaware school district and then later decided to teach in another Delaware district or out-of-state. Last year, only 32 teachers committed to and then did not honor their contracts.

Speech therapist, as in previous years, still remains the most difficult position to fill. This is a continuing trend that personnel directors expect to persist in future years. Other positions that have remained consistently difficult to fill over the past few years include speech pathologists and school psychologists.

Once again, districts have increased their use of the internet to recruit teachers. Districts utilizing their websites for advertising positions increased from 84.3 percent to 89.4 percent this year. There was also an increase in the use of district websites for online applications from 73.7

to 84.2 percent this year. The use of the University of Delaware's Project Search remained consistent with last year.

Unfortunately, there were not enough respondents from charter schools to analyze the charter school information this year. However, this was the second year that administrator hiring was explored in more detail. There were 68 administrative openings filled this year, 9 were for new positions. Most of the positions were filled from in-state applicants, only 2 new hires were from out of state. There is a good deal of activity in the state focused on administrator recruitment, preparation and retention; 68.4 percent of districts indicated they have their own administrator preparation program and about 41.2 percent of all administrators hired this year participated in a succession planning program. About 60 percent of districts have a program to support new administrators during their first three years.

While there were 68 administrative openings filled this year, districts reported receiving over 750 applications for administrative positions. Personnel directors deemed only half of these applicants as qualified for administrative positions, but the number of qualified applicants was still over six times the amount of administrator positions filled. It appears as if districts have a fairly strong pool of administrators from which to choose, which has been made even stronger by the success of administrator succession planning and preparation programs. Because of the availability of candidates, it is not surprising that administrator recruitment was a high priority for only 31 percent of districts. Administrator retention was identified as more important, registering as a high priority for over two-thirds of districts.

Districts identified teacher recruitment and retention as more important than administrator recruitment and retention; teacher recruitment was a high priority for 79 percent of districts, and teacher retention was a high priority for 95 percent of districts.

Data reported by DOE indicate that there was a decrease in the number of teachers who left the workforce this year, from 897 to 802 teachers. As in previous years, the most compelling characteristic of departing teachers is that a large percentage leaves soon after they begin teaching in Delaware. This year, 40.8 percent of teachers left with five years of experience or fewer, which is higher than the percentage last year (33.8%) and two years ago (30.9%).

Last year, this annual survey report indicated that there were some steps forward, some maintenance of past improvements, and some regression in teacher recruitment and retention trends. This year, the trends remain much the same, with similar issues continuing to persist and other trends making only small gains or experiencing slight regression. One might argue that because of increased attention to teacher and administrator recruitment and retention, the bar has been set much higher in recent years than in early administrations of the survey. Significant gains have certainly been made over the six-year period of administration of this survey.

Appendix A: Tables

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

	2004-2005 (N=1099)	2005-2006 (N=1108)	2006-2007 (N=1101)	2007-2008 (N=911)
April	1.0%	10.1%	5.4%	8.1%
May	5.0%	12.2%	10.4%	10.6%
June	10.5%	11.8%	13.4%	12.7%
July	14.6%	22.7%	10.9%	17.7%
August	41.2%	27.1%	20.4%	32.0%
September	16.5%	9.3%	6.4%	8.9%
October	11.2%	6.8%	5.8%	8.9%
Other	n/a	n/a	n/a	n/a

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

	Very Difficult	Moderately Difficult	Not Difficult
Art	5.3%	21.1%	26.3%
Bilingual/ESOL	52.6%	15.8%	0.0%
English	21.1%	31.6%	36.8%
Elementary	5.3%	5.3%	63.2%
Foreign Language	42.1%	31.6%	5.3%
Elementary Math	0.0%	21.1%	5.3%
Middle-School Math	57.9%	10.5%	10.5%
High-School Math	73.7%	10.7%	0.0%
Music	21.1%	36.8%	10.5%
Physical Education	0.0%	5.3%	57.9%
Reading	31.6%	10.5%	21.1%
Elementary Science	5.3%	10.5%	5.3%
Middle-School Science	42.1%	31.6%	0.0%
High-School Science	57.9%	21.1%	5.3%
Social Science	0.0%	15.8%	47.4%
Special Education	52.6%	36.8%	0.0%
Technology	42.1%	15.8%	5.3%
Business Education	21.1%	36.8%	10.5%

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

Table 3. District's consideration of characteristics of applicants in hiring new teachers

	Great Extent	Moderate Extent	No Extent
Years or teacher's experience	21.1%	73.7%	5.3%
Type of teacher's classroom experience	57.9%	42.1%	0.0%
Teacher's preparation program and degree	57.9%	31.6%	10.5%
Teachers' certification status	94.7%	5.3%	0.0%
Teacher's coursework in the subject area	73.7%	26.3%	0.0%
Classroom observation	15.8%	73.7%	10.5%
National board certification	42.1%	47.4%	10.5%
Teacher's test scores	10.5%	68.4%	21.1%
Student teaching record in district's schools	42.1%	57.9%	0.0%
Graduate of local high school	26.3%	47.4%	26.3%
Graduate of Wilmington College	15.8%	47.4%	36.8%
Graduate of University of Delaware	15.8%	57.9%	26.3%
Graduate of Delaware State University	15.8%	52.6%	31.6%

Table 4. Preparation of Recent Teacher Hires (Percent of Districts)

More Prepared than in Prior Years	15.8%
About the Same as Prior Years	73.7%
Less Prepared than in Prior Years	10.5%

Table 5. Extent of Problem Related to Teacher Shortages for Fall 2007 Hiring

	Major Problem	Moderate Problem	Not a Problem
Lack of qualified teacher candidates in particular areas	68.4%	26.3%	5.3%
Lack of number of teacher candidates in particular areas	73.7%	21.1%	5.3%
Moving from your district to another district	0%	52.6%	47.4%
Moving from your district to a district outside Delaware	5.3%	42.1%	52.6%
Low starting salary	10.5%	21.1%	68.4%
Low experienced salaries	5.3%	21.1%	73.7%
Good candidates failing PRAXIS I	0%	31.6%	68.4%
Good candidates failing PRAXIS II	10.5%	36.8%	52.6%

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

Table 6. Reasons for Teachers Leaving Your District

	2004-2005 (N=510)	2005-2006 (N=667)	2007-2008 (N=476)
Took a position in another Delaware district	18.4%	12.7%	19.5%
Took a position with another district outside Delaware	9.0%	4.8%	10.9%
Took a position at a charter school	2.9%	0.4%	1.7%
Relocated with family	7.1%	2.7%	5.5%
Dismissed	7.5%	8.1%	4.2%
Illness/death	2.7%	4.5%	2.3%
Retired due to No Child Left Behind	1.2%	0.0%	0.4%
Retired	41.6%	23.5%	29.8%
Family/Personal Reasons	n/a	n/a	8.8%
Other	7.3%	22.9%	6.1%
Do not know	2.4%	20.2%	10.7%

Table 7. Effects of Highly Qualified Teacher (HQT) provision of NCLB

	Great Extent	Moderate Extent	No Extent
Improved quality of teachers hired	31.6%	31.6%	36.8%
Improved quality of teachers already in the district	10.5%	57.9%	31.6%
Harder to find/recruit elementary school teachers	10.5%	10.5%	79.0%
Harder to find/recruit middle school teachers	31.6%	42.1%	26.3%
Harder to find/recruit high school teachers	47.4%	31.6%	21.1%
Harder to find/recruit special education teachers	63.2%	15.8%	21.1%
Harder to find/recruit ESL teachers	36.8%	26.3%	36.8%
Added more “red tape” to hiring process	36.2%	31.6%	5.3%
Reduced pool of possible hires	42.1%	36.8%	21.1%

Table 8. Number of Vacancies Learned About by Month

	2005-2006 (N=788)	2006-2007 (N=657)	2007-2008 (N=771)
October (prior school year)	1.0%	0.2%	2.9%
November (prior school year)	2.0%	1.4%	0.6%
December (prior school year)	4.2%	1.1%	1.6%
January (prior school year)	3.0%	7.2%	3%
February (prior school year)	2.8%	0.2%	3.4%
March (prior school year)	13.1%	13.7%	3.6%
April (prior school year)	8.4%	8.2%	12.1%
May (prior school year)	8.2%	18.0%	10.2%
June (prior school year)	14.7%	14.2%	16.3%
July (prior school year)	18.3%	8.8%	12.7%
August (prior school year)	12.3%	12.2%	15.7%
September (current school year)	5.1%	4.0%	7%
October or later (current school year)	6.7%	8.8%	11.5%

Table 9. Level of Difficulty Filling Non-Teaching Positions by Area
(Percent* of Districts Reporting)

	Very Difficult	Moderately Difficult	Not Difficult
Librarian	26.3%	10.5%	0.0%
Psychologist	36.8%	15.8%	0.0%
Guidance Counselor	0.0%	21.1%	47.4%
Nurse	21.1%	26.3%	26.3%
Speech Therapist	63.2%	5.3%	0.0%
Elementary School Principal	5.3%	21.1%	36.8%
Elementary School Assistant Principal	5.3%	15.8%	36.8%
Secondary School Principal	21.1%	0.0%	21.1%
Secondary School Assistant Principal	10.5%	10.5%	42.1%
Central Office Administrator	10.5%	10.5%	21.1%

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

Table 10. Percent of Districts Indicating Use of Recruitment Tools

	Great Use	Some Use	No Use
Recruitment trips in neighboring states	47.4%	36.8%	15.8%
Recruitment trips in other states	31.6%	31.6%	36.8%
Teach Delaware website	47.4%	26.3%	26.3%
Teach for America	0.0%	5.3%	94.7%
UD Project Search	84.2%	10.5%	5.3%
DSU recruitment fair	15.8%	42.1%	42.1%
Print advertisements	63.2%	31.6%	5.3%
Recruiting your district's student teachers	36.8%	52.6%	10.5%
Delaware Alternative Routes	21.1%	68.4%	10.5%
Your district's website	89.4%	10.5%	0.0%
District website for online applications	84.2%	15.8%	0.0%
"Grow your own" teachers from paraprofessionals and subs	10.5%	63.2%	26.3%
Visitation by recruits	10.5%	21.1%	68.4%

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

Table 11. Sources of Recently Hired District Administrators

	2006-2007 (N=63)	2007-2008 (N=68)
From inside your district/charter school	47.6%	66.2%
From Delaware but outside your district/charter school	30%	26.5%
From out-of-state	22%	7.4%
Don't Know or Other	0%	0%

Table 12. Reasons for District Administrator Vacancies

	2006-2007 (N=50)	2007-2008 (N=38)
Took a position in another Delaware school district	22%	18.4%
Took a position in another district outside of Delaware	8%	5.3%
Took a position at a charter school	0%	0.0%
Relocated with family	2%	2.6%
Were dismissed	0%	10.5%
Illness/Death	4%	0.0%
Retired	42%	42.1%
Other known reasons for leaving	4%	15.8%
Do not know why administrator left	18%	5.3%

Appendix B: Survey Instrument

Section 1: Teacher Hiring

1. How many new teachers did your district/charter school hire for the 2007-2008 school year? (This number should include teachers moving from temporary to regular contracts, but should not include teachers currently on temporary contracts.)

2. How many contracts were offered in:

April 2007 or earlier

May 2007

June 2007

July 2007 or earlier

August 2007

September 2007

October 2007 or later

3. Of all your 2007-2008 hires, how many teachers did you hire on TEMPORARY contracts?

4. Of all of your 2007-2008 hires, how many teachers did you hire who were on TEMPORARY contracts in 2006-2007?

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

- a. Uncertainty of September 30 count
Major Reason Moderate Reason Not a Reason
- b. Teacher not yet Highly Qualified or certified
Major Reason Moderate Reason Not a Reason
- c. Other teacher credential reasons
Major Reason Moderate Reason Not a Reason
- d. Temporary needs due to pregnancy, illness, sabbaticals, etc.
Major Reason Moderate Reason Not a Reason
- e. Other
Major Reason Moderate Reason Not a Reason

If "Other", please specify: _____

6. How many Alternative Routes teachers did you hire?

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

No (If no, skip to question # 9)

Some

All

8. How many letters of intent were written in:

April 2007 or earlier

May 2007

June 2007

July 2007 or earlier

August 2007

September 2007

October 2007 or later

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

Early Neither early or late Late Not Sure

10. Were there contractual barriers or hindrances, such as transfer clauses, that delayed your offering a contract for Fall 2007?

Yes No

If yes, what were they?

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

Yes No

12. What type of contract does your district offer candidates?

Open Contract Specific Assignment

13. Does your district administer an exit survey?
 Yes No

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

_____	_____	_____
Oct. 2006 or earlier	Nov. 2006	Dec. 2006
_____	_____	_____
Jan. 2007	Feb. 2007	Mar. 2007
_____	_____	_____
Apr. 2007	May 2007	Jun. 2007
_____	_____	_____
Jul. 2007	Aug. 2007	Sep. 2007

Oct. 2007 or later		

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

_____	Took a position in another Delaware school district
_____	Took a position in another district outside of Delaware
_____	Took a position at a charter school
_____	Relocated with family
_____	Were dismissed
_____	Illness/death
_____	Retired due to additional requirements for “highly qualified” teachers per No Child Left Behind
_____	Retired for other reasons
_____	Other known reasons for leaving
_____	Do not know why teacher left
_____	Family/Personal Reasons

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

Yes No

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

_____	Took a position in another Delaware school district
-------	---

- _____ Took a position in another district outside of Delaware
- _____ Decided not to teach
- _____ Other

If other, please specify reason(s):

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

Yes

No

Incentives added this year

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

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

Yes No

If yes, how many?

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

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

20. To what extent does your district/charter school consider each of the following characteristics in hiring new teachers?
- a. Years of teacher experience
Great Extent Moderate extent No extent
 - b. Type of teacher classroom experience (e.g. similar district)
Great Extent Moderate extent No extent
 - c. Teacher’s preparation program and degree (selectivity/prestige of the institution)
Great Extent Moderate extent No extent
 - d. Teacher certification status
Great Extent Moderate extent No extent
 - e. Teacher coursework in the subject area
Great Extent Moderate extent No extent
 - f. Classroom observation
Great Extent Moderate extent No extent
 - g. National board certification
Great Extent Moderate extent No extent
 - h. Teacher’s test scores
Great Extent Moderate extent No extent
 - i. Student teaching record in district’s schools (where applicable)
Great Extent Moderate extent No extent
 - j. Graduate of local high school
Great Extent Moderate extent No extent
 - k. Graduate of Wilmington College
Great Extent Moderate extent No extent
 - l. Graduate of University of Delaware
Great Extent Moderate extent No extent
 - m. Graduate of Delaware State University
Great Extent Moderate extent No extent
 - n. Other
Great Extent Moderate extent No extent

Please specify: _____

21. Overall, how would you rate the preparation of the teachers you hired for 2007-2008?

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

22. Were the teachers you hired for 2007-2008:

More prepared than prior years

About the same as prior years

Less prepared than prior years

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

a. Art

Very Difficult Moderately Difficult Not Difficult Not Applicable

b. Bilingual/ESOL

Very Difficult Moderately Difficult Not Difficult Not Applicable

c. English

Very Difficult Moderately Difficult Not Difficult Not Applicable

d. Elementary

Very Difficult Moderately Difficult Not Difficult Not Applicable

e. Foreign Language

Very Difficult Moderately Difficult Not Difficult Not Applicable

f. Elementary School Math

Very Difficult Moderately Difficult Not Difficult Not Applicable

g. Middle School Math

Very Difficult Moderately Difficult Not Difficult Not Applicable

h. High School Math

Very Difficult Moderately Difficult Not Difficult Not Applicable

i. Music

Very Difficult Moderately Difficult Not Difficult Not Applicable

j. Physical Education

Very Difficult Moderately Difficult Not Difficult Not Applicable

k. Reading

Very Difficult Moderately Difficult Not Difficult Not Applicable

l. Elementary School Science

Very Difficult Moderately Difficult Not Difficult Not Applicable

m. Middle School Math

Very Difficult Moderately Difficult Not Difficult Not Applicable

n. High School Science

Very Difficult Moderately Difficult Not Difficult Not Applicable

o. Social Science

Very Difficult Moderately Difficult Not Difficult Not Applicable

p. Special Education

Very Difficult Moderately Difficult Not Difficult Not Applicable

q. Technology

Very Difficult Moderately Difficult Not Difficult Not Applicable

r. Business Education

Very Difficult Moderately Difficult Not Difficult Not Applicable

s. Other

Very Difficult Moderately Difficult Not Difficult Not Applicable

If Other, please specify: _____

24. Which of the areas listed in QUESTION #23 was the MOST difficult for teacher hiring in your district/charter school for Fall 2007?

Art	Bilingual/ESOL
English	Elementary
Foreign Languages	Elementary Math
Middle School Math	High School Math
Music	Physical Education
Reading	Elementary School Science
Middle School Science	High School Science
Social Science	Special Education
Technology	Other
Business Education	

25. To what extent was each of the following a problem related to teacher shortages in your district for Fall 2007?

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

26. To what extent have the following been effects in your district/charter school of the Highly Qualified Teacher (HQT) provision of NCLB?

- a. Improved quality of teachers hired
Great Extent Moderate extent No extent
- b. Improved quality of teachers already in the district

- | | | | |
|----|---|-----------------|-----------|
| | Great Extent | Moderate extent | No extent |
| c. | Harder to find/recruit elementary school teachers | | |
| | Great Extent | Moderate extent | No extent |
| d. | Harder to find/recruit middle school teachers | | |
| | Great Extent | Moderate extent | No extent |
| e. | Harder to find/recruit high school teachers | | |
| | Great Extent | Moderate extent | No extent |
| f. | Harder to find/recruit special education teachers | | |
| | Great Extent | Moderate extent | No extent |
| g. | Harder to find/recruit ESL teachers | | |
| | Great Extent | Moderate extent | No extent |
| h. | Added more “red tape” to hiring process | | |
| | Great Extent | Moderate extent | No extent |
| i. | Reduced pool or possible hires | | |
| | Great Extent | Moderate extent | No extent |
| j. | Other effect (Please specify: _____) | | |
| | Great Extent | Moderate extent | No extent |

27. To what extent did your district use each of the following recruitment tools in teacher recruitment for Fall 2007?

- | | | | | |
|----|--|----------|--------|------------------|
| a. | Recruitment trips/fairs in neighboring states (NJ, MD, PA) | | | |
| | Great Use | Some Use | No Use | # of trips _____ |
| b. | Recruitment trips/fairs in other states | | | |
| | Great Use | Some Use | No Use | # of trips _____ |
| c. | Teach Delaware website | | | |
| | Great Use | Some Use | No Use | |
| d. | Teach for America program | | | |
| | Great Use | Some Use | No Use | |
| e. | Delaware State University | | | |
| | Great Use | Some Use | No Use | |
| f. | University of Delaware Project Search | | | |
| | Great Use | Some Use | No Use | |
| g. | Print Advertisements | | | |
| | Great Use | Some Use | No Use | |
| h. | Recruiting your district’s student teachers | | | |
| | Great Use | Some Use | No Use | # hired _____ |
| i. | Delaware Alternative Routes Office | | | |
| | Great Use | Some Use | No Use | |
| j. | Your district’s website for advertising positions | | | |
| | Great Use | Some Use | No Use | |
| k. | Your district’s website for online applications | | | |
| | Great Use | Some Use | No Use | |
| l. | “Grow your own” teachers from paraprofessionals and subs | | | |
| | Great Use | Some Use | No Use | |
| m. | Visitation by recruits | | | |

- | | | | |
|----------|-----------|----------|--------|
| | Great Use | Some Use | No Use |
| n. Other | | | |
| | Great Use | Some Use | No Use |

Which of these tools proved most helpful for Fall 2007? (provide letter)_____

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

28. What steps are you taking in your recruitment and selection of teachers to address HQT requirements?

Section 3: Administrator Hiring

29. How many new school administrators did your district/charter school hire for the 2007-2008 school year?

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

30. How many administrative positions that were filled were new positions? _____

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

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

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

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

Yes No

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

Yes No

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

- _____ Took a position in another Delaware school district
- _____ Took a position in another district outside of Delaware
- _____ Took a position at a charter school
- _____ Relocated with family
- _____ Were dismissed
- _____ Illness/Death

- _____ Retired
- _____ Other known reasons for leaving
- _____ Do not know why administrator left.

37. How many total applicants did you receive for administrative positions for the 2007-2008 school year? _____

38. How many qualified applicants did you receive for administrative positions for the 2007-2008 school year? _____

Section 4: Non-Teacher Hiring

39. To what extent did your district experience difficulties in filling each of the following NON-TEACHING POSITIONS for the 2007-2008 school year?

- a. Librarian
Very Difficult Moderately Difficult
Not Difficult Not Applicable
- b. Psychologist
Very Difficult Moderately Difficult
Not Difficult Not Applicable
- c. Guidance Counselor
Very Difficult Moderately Difficult
Not Difficult Not Applicable
- d. Nurse
Very Difficult Moderately Difficult
Not Difficult Not Applicable
- e. Speech Therapist
Very Difficult Moderately Difficult
Not Difficult Not Applicable
- f. Elementary School Principal
Very Difficult Moderately Difficult
Not Difficult Not Applicable
- g. Elementary School Assistant Principal
Very Difficult Moderately Difficult
Not Difficult Not Applicable
- h. Secondary School Principal
Very Difficult Moderately Difficult
Not Difficult Not Applicable
- i. Secondary School Assistant Principal
Very Difficult Moderately Difficult
Not Difficult Not Applicable
- j. Central School District Administrator
Very Difficult Moderately Difficult
Not Difficult Not Applicable
- k. Other
Very Difficult Moderately Difficult
Not Difficult Not Applicable

If Other, please specify: _____

40. Which of the areas listed in QUESTION #38 was the MOST difficult for non-teacher hiring in your district/charter school for Fall 2007?

Librarian
Psychologist

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

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

Section 5: Priorities and Projections

42. a. Overall, how much of a priority is administrator recruitment in your district/charter school?

Highest priority High priority Moderate priority
Low priority Not a priority

b. Overall, how much of a priority is administrator retention in your district/charter school?

Highest priority High priority Moderate priority
Low priority Not a priority

c. Overall, how much of a priority is teacher recruitment in your district/charter school?

Highest priority High priority Moderate priority
Low priority Not a priority

d. Overall, how much of a priority is teacher retention in your district/charter school?

Highest priority High priority Moderate priority
Low priority Not a priority

43. Do you have a recruitment budget?

Yes
No

What is the amount budgeted or expected to be spent in 2007-2008 for advertisements, trips, and other out-of-pocket recruitment expenses?

\$ _____

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

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

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

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

Yes No

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